

**Reminder:** while our final exam is a take-home, we will still be meeting in person in during our scheduled final exam period (Tuesday, May 9 from 8-10:30 am) for the remaining student presentation Q&As.

Our final exam asks you to demonstrate your understanding of quantitative historical analysis and apply these skills to interpreting examples from Latino immigration history.

The final exam will consist of two sections (Part I: short essay; Part II: data visualizations) designed to demonstrate your mastery of several of our key course objectives:

1. Identify the principal events, legislation, and institutions that shaped Latinx immigration history and explain their significance.
2. Critically evaluate quantitative and qualitative sources about immigration history, including the limitations of different sources of information.
3. Explain how and why government sources for immigration history are created, organized, and maintained, and how institutional repositories shape the information available to historians.
4. Apply quantitative historical techniques including the creation of a dataset, the calculation of descriptive statistics, and the design of effective data visualizations.
5. Draw on specific examples from U.S. immigration history to explain the ways in which power and privilege shape social situations, structures, and institutions.

#### Schedule & Format:

- Upload your completed exam as a pdf to Moodle any time before the start of our exam period: 8:00AM EST on Tuesday, May 9
- This exam is worth 100 points (50 points for part 1 and 50 for part 2).

#### Collaboration Guidelines

- You may consult the Writing Center or with me before the last day of classes (May 2), but do not work with classmates to plan, compose, or polish the essay portion of the exam.
- You can share your part 2 data visualizations with a classmate for feedback, but if so make sure that you tell me who you worked with, and what feedback they gave you in your memo.

#### Part I: Short Essay (50 points, 750-1000 word essay)

- First, read Mark Hugo Lopez and Daniel Dockterman's 2012 chapter "A Growing and Diverse Population: Latinos in the Washington, DC, Metropolitan Area" In *Hispanic Migration and Urban Development: Studies from Washington DC*. Vol. 17 (2012): 83-107. This is linked from Moodle.
- Write a short (750-1000 word) essay that responds to the following two questions: In your evaluation, what are the three most important factors for folks to understand in characterizing the Washington, D.C. metropolitan area's 21<sup>st</sup> century Latino communities? How are the D.C. region's communities similar to and different from other Latino communities we've discussed in the United States?
  - **Note:** if you prefer, your essay can focus on ONE geographic area (DC, Fairfax County, Montgomery County), or you can talk about the metropolitan region as a unit. You can also pick to focus on just ONE national origin group, or look at multiple groups.
- Conclude your essay by identifying ONE important question for future research about the DC region's Latino communities and the specific qualitative and quantitative evidence you'd use to undertake it.

### Short Essay Guidelines:

Your essays **must**:

1. Contain a clear and explicit **thesis** that **fully and directly** responds to the prompt.
2. Present your **argument/thesis** and explain the **focus** of your essay in the first introductory paragraph.
3. Demonstrate your skilled analysis of secondary sources by integrating key findings from Lopez and Dockterman's study to support your thesis. You can and should use **specific evidence** from this source, but not merely copy their contents with no analysis or contextualization.
4. Demonstrate your ability to explain **at least three different pieces of quantitative** evidence in your essay (following the [Purdue OWL guidelines](https://www.purdue.edu/owl/guidelines/)). These data examples can be about the DC region, or come in your section comparing DC and other Latino communities.
5. Incorporate **relevant outside information** about Latino history to place the DC example in a broader historical context.
6. Show your attention to how ethnic identity, race, gender, and class intersect to shape a **diversity of individual experiences**.
7. Identify important a future research question and appropriate sources to address it.
8. Include a strong **conclusion tied to our course themes**.

You are not limited to the Lopez and Dockterman article as evidence, but make sure anything you bring in that we haven't read for class is a relevant and **reliable** source.

As always, you must correctly cite all sources of information (quoted, paraphrased, or summarized) and include a list of works cited. See our class guidelines on academic integrity:

<https://addingimmigrants23.voices.wooster.edu/>

Your essay must be 750-1000 words (around 3-4 pages), 12-point font, double spaced. (This word limit does **not** include your bibliography.)

### Part I Essay Grading Checklist:

- Clear, persuasive thesis responding to the prompt.
- Key characteristic of DC's Latino community #1 + specific evidence
- Key characteristic of DC's Latino community #2 + specific evidence
- Key characteristic of DC's Latino community #3 + specific evidence
- Meaningful, interesting similarity (similarities) with other Latino community + specific evidence
- Meaningful, interesting difference(s) from other Latino community + specific evidence
- Student uses 3 or more pieces of quantitative evidence to support analysis. Each QL example must include relevant info on date and applicability, be carefully explained, linked to thesis. **Note:** these can come any place in the essay.
  - Quantitative evidence example #1
  - Quantitative evidence example #2
  - Quantitative evidence example #3
- Essay takes an intersectional approach to Latino identities
- Student identifies an important a future research question about DC's Latino community and appropriate sources to address it.
- Conclusion has clear links to course themes.
- Essay follows guidelines for length and formatting
- Essay cites all sources of information (any plagiarism is grounds for failing the essay)

## Part II: Data Visualizations (50 points)

I've posted an excel file to Moodle with American Community Survey (ACS) data from three counties analyzed in the Lopez and Dockterman article.

- The District of Columbia (D.C.)
- Montgomery County, Maryland
- Fairfax County, Virginia

To demonstrate your quantitative literacy, use Excel to create two **data visualizations** from this ACS data to present an update to your choice of any of the Lopez and Dockerman findings.

You will also write **data viz memos (1 per data viz)** providing insight into your work (specifications below).

### Data Visualizations:

**Data Viz 1:** Paired Bar Graph (to make a comparison both within and across categories).

**Data Viz 2:** Histogram (to show the distribution of a continuous variable)

### Notes:

- For each data viz, you are required to not just present the data as provided, but to make logical choices about how to re-bin (re-group for analysis) at least one of the variables.
- You do not have to present all of the data provide, but can choose to narrow your focus (by geography, Latino national origin, age, census racial category...) depending on your question.

### Data Viz Memo Paragraphs (A 2-3 paragraph memo for each data visualization):

1. What is your research question? Why is this type of data visualization the best choice to communicate your findings? What choices did you make in picking what data to include, how to re-bin (re-group) your variables, and how to present your findings?
2. Being as specific as possible, what connections to you see between your findings and the Lopez and Dockerman article? What similarities or differences emerge? Why are these important?
3. If you worked with a peer: who did you work with? What feedback did they give you, and how did you incorporate it into your work?

### Data visualization criteria

Each data visualization must:

- have a clear and focused research question appropriate to the type of visualization presented
- show good QL in your employment of variables and quantitative analysis
- have a title that emphasizes your main data story (including the year).
- Include appropriate data labels (plus key & axis labels for charts)
- be attractive and accessible through your thoughtful use of color, scale, balance, and font
- be transparent (visualization design is not misleading in its use of scale, etc.)
- include the source, place, and year for your data.
- include a 2-3 paragraph memo outlining your work and the connections to the Lopez and Dockerman article.

**ACS data options I've included for you to choose from.** These all present the data for three counties in the DC Metropolitan region (District of Columbia, Montgomery MD, Fairfax VA).

1. **2021 Race and Sex by Educational Attainment for the Population Age 25 or Older:** This includes the population aged 25 and older for each county divided by sex and the four largest reported racial/ethnic groups: Asian, Black/African American, Hispanic/Latino, and White Non-Hispanic. The educational attainment variable looks at the highest level of formal education completed.

Source: U.S. Census Bureau. "Race and Sex by Educational Attainment for the Population Age 25 or Older." 2021 ACS 1-year Estimate Detailed Tables B15002I, B15002B, B15002D, B15002A for **PLACE**. Retrieved from [www.data.census.gov](http://www.data.census.gov)

2. **2015 Hispanic Family Income for the Last 12 Months.** This looks at total household income for the past year from all sources. I included information for all Hispanic households in each county, as well as providing more detailed information for 8 of the largest Hispanic national origin groups. (To be clear: the total for these 8 groups won't add up to the "All Hispanic or Latino" sum for the county – I didn't choose to share information about Latinos with South American national origins in the individual country rows, for example). This data does not differentiate by citizenship or immigration status.

Source: U.S. Census Bureau. "Hispanic Family Income for the Last 12 Months in 2015 Adjusted Dollars." 2015 ACS 5-Year Estimates Selected Population Detailed Table B19101 for **PLACE**. Retrieved from [www.data.census.gov](http://www.data.census.gov)

3. **2015 Hispanics Age by Language Spoken at Home by Ability to Speak English for the Population Five Years and Older:** this divides Hispanics into three ages groups (5-17, 18-64, 65+), and then gives you the number of people for each age group. Then it separates out whether people speak only English at home ("Speak only English") and gives the total for those who speak Spanish at Home ("Speak Spanish"). The "Spanish at Home" speakers are further subdivided into 2 categories based on how well they speak English.

Source: U.S. Census Bureau. "Hispanics Age by Language Spoken at Home by Ability to Speak English for the Population Five Years and Over." 2015 ACS 5-Year Estimates Detailed Table B16004 for **PLACE**. Retrieved from [www.data.census.gov](http://www.data.census.gov)

I've included information on citing the ACS data above. Make sure that you also add information to specify the **geographical area(s)** you use in your analysis, and cite your sources in your visualizations.