

Teach Essentials of Monroe Doctrine, TR's Corollary, and FDR's Good Neighbor Policy < 2

It is easiest to explain -and to teach someone else- change over time if you are in chronological order. Start with the earliest primary and its textbook pages.

In your 1st paragraph, use the 1st primary and the pages from the textbook about that 1st time period.

concerned about preventing these powers colonizing Latin America rather than protecting Latin America.² < 4

In your 2nd paragraph, use the 2nd primary and the pages from the textbook about that 2nd period.

the United States would not intervene⁴; < 5 however, the United States not only took over the "Dominican Republic's tariff collections," but also sent its Marines to Cuba due to "revolutionary disorders."⁵ < 6

In your 3rd paragraph, use the 3rd primary and the pages from the textbook about that 3rd period.

the Mexican government. These actions paid "high dividends in goodwill" with Latin America.

¹ Monroe, "Transcript of Monroe Doctrine," 1.

² Kennedy, Cohen, and Piehl, *American Pageant*, 187.

³ Kennedy, Cohen, and Piehl, *American Pageant*, 468.

⁴ T. Roosevelt, "Corollary to Monroe Doctrine," 2.

⁵ Kennedy, Cohen, and Piehl, *American Pageant*, 468.

⁶ Kennedy, Cohen, and Piehl, *American Pageant*, 571.

⁷ F. Roosevelt, "Address at Chautauqua," 1.

⁸ Kennedy, Cohen, and Piehl, *American Pageant*, 572.

< 4 This is the footnote for the 4 above.

< 5 This is the footnote for the 5 above.

< 6 This is the footnote for the 6 above.

Bibliography <7

Kennedy, David M., Lizabeth Cohen, and Mel Piehl. *American Pageant: A History of the Republic*, 9th ed. Boston: Cengage Learning, 2017.

Monroe, James. "Transcript of Monroe Doctrine." Our Documents: 100 Milestone Documents from the National Archives, 1823. <https://www.ourdocuments.gov/doc.php?flash=false&doc=23&page=transcript>

Roosevelt, Franklin D. "Address at Chautauqua, N.Y." The American Presidency Project, August 14, 1936. <https://www.presidency.ucsb.edu/node/208921>

Roosevelt, Theodore. "Transcript of Theodore Roosevelt's Corollary to the Monroe Doctrine." Our Documents: 100 Milestone Documents from the National Archives, 1905. <https://www.ourdocuments.gov/doc.php?flash=false&doc=56&page=transcript>.

Be sure you read this and replace the X's and Y's with your Last Name and your First Name:

WCJC stresses that students show personal responsibility. Here is WCJC's explanation of personal responsibility. The words in light blue directly apply to this assignment.

Ethical – Pertaining to or dealing with an agreed upon moral code. Synonyms might include upright, honest, righteous, virtuous, principled, or honorable.

- **Choices** – Ethical choices/ decision-making involves the analytical interpretation of evidence and arguments, investigations into alternative points of view, or consideration of novel and untested solutions to a problem.
- **Actions** – Refers to something that is done, or performed, or which is an accomplishment reflecting a change in attitude or thought, or the ability to connect actions to ethical decision-making.

Examples:

- Use of correctly cited scholarly sources to support a stance
- Accurate translations, presentation of facts, etc....
- **Consequences** – Refers to a personal understanding or anticipation of potential outcomes of choices.

To show that you read and you understand these statements, replace the Xs for your last name and Ys for your first name:

Last Name: XXXXXXXXXXXX First Name: YYYYYYYYYY

Explanations for Circled #s – Also Grading Checklist for the 2nd Part

1	Use the preformatted file provided in the course. Do not change its margins, font, or spacing between lines. Replace the XXXXs with your last name and the YYYYs with your first name on the 1 st and 2 nd page. Replace the ##:## with the time your class starts. Example: if your class starts at 10:50 AM, replace the ##:## with 10:50.
2	Whatever the title is in the preformatted file do not change it. Do read the title: you are teaching another student essentials of this history using the textbook and the primaries. Try to be simple, organized, and true.
3	You do not have to write using the paragraphs shown in the file, but it is a simple way that works. Do teach change over time in chronological order. In your 1 st paragraph, use the 1st primary and the pages from the textbook about that 1 st time period. The same principles apply to your 2 nd and 3 rd paragraph.
4	<p>How footnotes work:</p> <ul style="list-style-type: none"> • <i>Chicago Manual of Style</i> lets you write as you would talk to another person. It makes evidence a) transparent in your writing, but b) always visible on the page if the reader wants it. If readers doubt a fact, they look for the next superscript and then for its footnote. • Tip: If you use rigorous inline citation, <i>Chicago Manual of Style</i> does the same thing transparently and, with Microsoft's footnote tool, citation is fast. Click the mouse on a spot where you would insert inline citation. Click on the Microsoft's footnote tool. It automatically creates two things: <ol style="list-style-type: none"> 1. The superscript number (such as ¹) at that spot 2. Its footnote (such as ¹ and a space for you to type the source and its page). <p>If you create more footnotes, it automatically keeps footnotes sequential—essential for the reader to locate proof quickly and for you to finish on time.</p> • A footnote is always after the fact(s) you used. • A footnote states the name of the source and the exact, single page number where the reader can find the proof for what you stated. In this course, we used <i>Chicago's</i> simple, short version of footnotes. <p>Tip: A demo shows you how to do the 2nd Part easily so you know you understand footnotes before you write the paper using those footnotes.</p> • Reminders from the Evidence Quizzes: Footnotes are not just required for quotations, but for facts in your own words. In this class, footnotes are required for so-called common knowledge. • Footnotes let you show readers whatever your evidence is. If you had 3 sentences in one paragraph: <ul style="list-style-type: none"> • All from 1 page of the source, you have 1 footnote after the last word in the paragraph. • Each from a different page or source, you have 3 footnotes, with each after its fact.
5 and 6	If you had 3 examples that prove your statement with each from different pages of the textbook, you can state briefly each example and use 3 footnotes in 1 sentence. See the example at callout 5 and 6.
7	The preformatted file has a Bibliography at the top of the 2 nd page. It is required to use shortened footnotes so do not remove it. It also has WCJC's explanation of personal responsibility that you must sign.