

**Research Source Based Essay:
Making the World “Safe for Democracy” and Self-Determination?**

Woodrow Wilson argued that the United States entered WWI in order to make the world “safe for democracy.” In his Fourteen-Points Speech, Wilson argued that countries should be able to practice self-determination and that colonies should have a say, equal to that of colonizers, in determining what happens in that colony.

Prompt:

Were Wilson’s arguments about democracy and self-determination put into practice inside and outside of the United States during/after World War I? Using the required sources, provide at least 1 example from each source to support your argument.

Required Sources:

- Document 21.5 in *Reading American Horizons* (231-232), Ho Chi Minh (Nguyen Al Quoc), “Petition to Woodrow Wilson” (1919)
- Document 21.6 in *Reading American Horizons* (232-233), A. Mitchell Palmer, “Excerpts from ‘The Case Against the Reds’” (1920)
- National Women’s Party, Why We Picket Flyer and Prison Song (Sept 1917)
- W.E.B Du Bois, "Returning Soldiers," *The Crisis*, XVIII (May 1919)
- 2 scholarly, library sources related to the prompt (Gateway to Research One Search)
<https://www.cuyamaca.edu/academics/support/library/default.aspx>

Directions:

- Answer the prompt using all the required sources.
- **Find two library books, e-books, or journal articles related to the prompt.** Do not use Google or related search engines. Do not use sites like Wikipedia, History.com, Spark Notes, Khan Academy, Teaching American History.org, encyclopedia websites, etc.
- **Write a 2-page outline** that includes the following information: the argument, the paragraph topics, and the examples from the library sources and required primary sources that will be used in your paper.
- **Make a Works Cited page** with 2 scholarly, library sources and all of the required sources. Include a full citation for each source. **Outline and Works Cited Page DUE 10/22 @ 11pm**
- The required primary sources and the two library sources you find must be cited in your paper. You can also use the lecture PowerPoints and video clips from the modules, just make sure you cite these sources if you use them in your paper. **All sources discussed in your paper must be cited**, so I know where the information that you are discussing came from.
- **Papers must be 5-6 FULL pages** in length and should follow standard formatting (typed, double-spaced, 12 pt. Times New Roman font, 1-inch margins)

Your paper must have:

- **An argument, which you underline or highlight and state at the beginning of your paper in the introduction.**
- **At least one example from each of the required sources; sources should support or prove your argument. Cite sources for all examples used in the paper.**
- **An introduction, body paragraphs (with topic & transition sentences), and a conclusion.**
- **A Works Cited page in MLA format listing all sources used in your paper.**
- All papers will be submitted and scanned through Canvas’ Vercite to ensure academic honesty. All students must submit their own original work. See the syllabus for more information about academic honesty.
- The writing center at Cuyamaca College can be used to assist with grammar and structure and the research librarians Cuyamaca College can assist with finding necessary tools for the research. There is a history tutor at Grossmont College that can assist you with this assignment.

Research SBE Essay DUE 11/11 @ 11pm: Students must upload their paper to the link in the modules section of Canvas. **Upload Works Cited page and paper as one document.** Use the checklist to verify that you completed all aspects of the assignment.

Checklist for final paper:

- 5-6-page length, used standard formatting (5 FULL pages = down to the bottom of the 5th page)
- Essay format: introduction, body paragraphs, conclusion
- Clearly written, proofread, and spell-checked
- Specifically answered all parts of the prompt
- Underlined argument and supported it well with at least 5 pieces of evidence
- Included all required sources and cited them correctly (MLA)
- Included two scholarly, library sources (book, e-book, or journal article)
- Made a Works Cited page with all required and library sources
- Works Cited page sources were all cited in paper

Essay Grading Rubric

A Excellent: Essay meets all of the stated requirements and is well organized and clearly articulated. Student analysis is coherent, thorough, accurate, and written in an essay format. Essay discusses all parts of the prompt and includes all of the required primary sources. Essay includes an underlined argument and provides evidence that effectively supports it. Essay has little to no spelling and grammar mistakes.

B Good: Essay meets most of the stated requirements and is organized. Student analysis is clearly stated, accurate, and written in an essay format. Essay discusses most of the prompt components and includes most of the required primary sources. Essay includes an underlined argument and provides evidence that moderately supports it. Essay has a few spelling and grammar mistakes.

C Acceptable: Essay meets some of the stated requirements. Student analysis is somewhat clearly stated, somewhat accurate, and written in an essay format. Essay discusses some of the prompt components and includes some of the required primary sources. Essay includes an underlined argument and provides some evidence that inconclusively supports it. Essay has several spelling and grammar mistakes.

D Unacceptable: Essay meets a couple of the stated requirements. Student analysis is not clearly stated, not accurate, and not written in an essay format. Essay discusses almost none of the prompt components and includes almost none of the required primary sources. Essay does not have an argument and provides little to no evidence from primary sources. Essay has numerous spelling and grammar mistakes, making it difficult to understand.

F Essay was not submitted