

## TAHPDX: Great Decisions in U.S. History

*A Teaching American History Project partnering Portland State University, Portland Public Schools and the Beaverton School District, funded by the U.S. Department of Education*

# THE LEGACY OF THE MONROE DOCTRINE: UNDERSTANDING GEOGRAPHIC SPHERES OF INFLUENCE IN THE AMERICAS

## Google Earth GIS Project Metadata & Learning Objectives

This project prepared as part of the TAHPDX: Great Decisions in US History's Teaching American History Project (2008-11) a partnership between Portland State University and the Beaverton School District, funded by the U.S. Department of Education.

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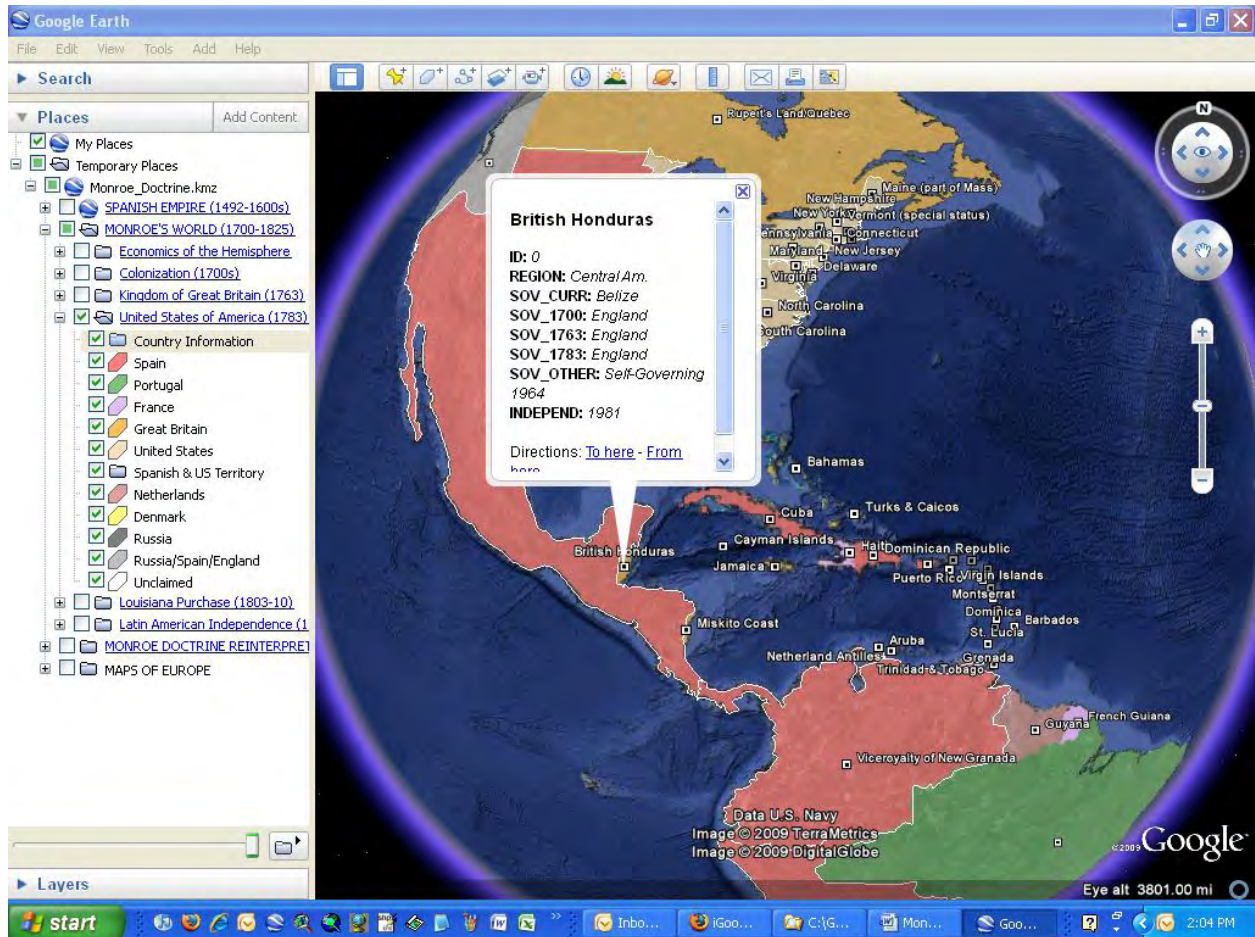
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**Abstract:** This project organizes data folders that provide a geographic context for the events, issues, and global political, economic and cultural dynamics that led to the formation of the Monroe Doctrine in 1823 and the various corollaries that followed. The primary data folders separate the project into **3 key phases** (ranging from the Spanish Empire to the Cold War). The sublayers within the primary data folders provide a wide variety of geographic information including territorial expansion and foreign competition, key points of interest, flows of resources, and political and military engagements.

**Project Filename:** Monroe\_Doctrine.kmz

**Format:** Google Earth

**Spatial Extent:** For the most part, this project is contained in the western hemisphere (the United States, Mexico, the Caribbean, Central, and South America). A folder with sovereignty maps of Europe at time periods that roughly correspond to those illustrated in the Western Hemisphere folders is also included.



## Project Organization:

This project is organized into **3 primary data folders** [*Spanish Empire; Monroe's World; Monroe Doctrine Reinterpreted*] that reflect important periods in the construction and subsequent interpretations of the Monroe Doctrine. Each primary data folder has an introductory pop-up page that describes the folder's contents and can be accessed by clicking on the folder title in the legend. A supplementary folder with sovereignty maps of Europe is also included.

**DATA:** Within each primary data folder are subfolders and sublayers (features) with access to more information. These sublayers contain geographic data that can be displayed in the Google Earth map view (when the layers are turned on).

**NARRATIVE & LINKS:** When a sublayer or any feature listed in the legend is **highlighted** in blue and underlined, that means it also has an additional pop-up information window that can be accessed by clicking on the layer in the legend or clicking on the feature in the map view. These pop-up windows often contain hyperlinks to webpages where more information can be found.

Following is a “tree” of all the data layers for easy reference. A description of all the layers in this project with ideas for learning goals and activities is also included. **Appendix A** provides a background narrative for the topic. **Appendix B** is a list of additional resources. **Appendix C** contains information about the data sources.

# **Monroe Doctrine: Google Earth Project Legend**

PROJECT: Monroe\_Doctrine.kmz

## 1. SPANISH EMPIRE (1492-1600s)

- Spanish Empire
- Spanish Empire Labels
- Voyage of Columbus
- Conquistadors (points located in region person most noted for “conquering”)
  - Juan Ponce de Leon
  - Diego Velazquez de Cuellar
  - Vasco Nunez de Balboa
  - Hernando Cortes
  - Pedro de Alvarado
  - Francisco Pizarro
  - Sebastian de Belalcazar
  - Diego de Almagro
  - Hernando de Soto
  - Francisco Vazquez de Coronado
  - Francisco de Orellana
  - Miguel Lopez de Legazpi
- Missions in North America
  - Spanish Missions
  - French Mission
- North Atlantic Colonies
  - Virginia Colony (Jamestown)
  - Massachusetts Colony (Plymouth)
  - New Amsterdam
  - New Sweden

## 2. MONROE’S DOCTRINE (1700-1825)

- Economics of the Hemisphere (18<sup>th</sup> century)
  - Major Rivers
  - Fur Trade (No. America)
  - Trade Winds: The Age of Sail
  - Trading Centers
  - Mining (Central/South America)
  - Sugar Plantations
  - Haciendas (Mexico)
- Colonization (1700)
  - Sovereignty (labels only)
  - Countries (boundary polygons)
- Kingdom of Great Britain (1763)
  - Country Information (point data/labels on each country)
  - Countries (boundary polygons)

- United States of America (1783)
  - Country Information (point data/labels on each country)
  - Countries (boundary polygons)
- Louisiana Purchase (1803-10)
  - Country Information (point data/labels on each country)
  - Countries (boundary polygons)
- Latin American Independence (1810-1825)
  - Country Information (point data/labels on each country)
  - Countries (boundary polygons)

### 3. MONROE DOCTRINE REINTERPRETED

- The Mexican-American War (1846-48)
  - United States (1850) – boundary polygons, labels only
  - Mexico Territory Lost (1848)
  - Westward Expansion (1840+) – lines with feature attributes
  - Trail Cities – points, labels only
- The Roosevelt Corollary (1898-1934)
  - US Intervention in Latin America (1898-1934)
    - Venezuela & British Guiana Dispute (1894)
    - USS Maine Explodes (15 Feb 1898)
    - Cuba Interventions (1898-1934)
    - Guantanamo Bay Naval Base
    - Puerto Rico Cession (1898)
    - Panama Canal Zone (1903-99)
    - Corn Island (1914)
    - Virgin Islands Purchase (1917)
    - Haiti Occupation (1915-34)
    - Dominican Republic Occupation (1916-24)
    - Honduras Interventions (1907-34)
    - Nicaragua Occupation (1912-33)
    - Veracruz Occupation (1914)
    - Pancho Villa Expedition (1916-17)
  - Country Information (labels only)
  - Caribbean Sovereignty (1898-1934)
- The Cold War & Beyond (1960s – present)
  - W. Hemisphere Countries (polygons and labels)
  - U.S. Interventions: The Cold War to Present (1950-2008)
    - Puerto Rican Independence (1950)
    - Guatemala coup d'état (1954)
    - British Guiana Elections (1961-66)
    - Bay of Pigs Invasion (1961)
    - Cuban Missile Crisis (1962)
    - Brazil Elections (1962-64)
    - Chilean coup d'état (1973)
    - El Salvador Civil War (1980-92)
    - Falklands War (1982)

Invasion of Grenada (1983)  
The Iran-Contra Affair (1983-88)  
Panama Invasion (1989)  
Venezuelan coup d'etat attempt (2002)  
The U.S. and Haiti (1991-2008)

4. MAPS OF EUROPE

Europe (ca.1550) "Charles V: Holy Roman Emperor"  
Europe (ca.1700) "Peace of Westphalia"  
Europe (ca.1812) "Napoleonic Wars"  
Europe (ca.1914) "Nationalism & Empire in Europe"  
Europe (ca.1950) "The Cold War"

***Using the Monroe Doctrine Google Earth Project in the Classroom:***

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**Geographic Sphere of Influence** = A territorial area over which political or economic influence is wielded by one nation.  
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**The major learning goals of this project are to provide a spatial vehicle for analyzing and understanding the geographic relationships and spheres of influence that compelled James Monroe to articulate the Monroe Doctrine, how changing geographic relationships resulted in reinterpretation of the Doctrine over time, and how spheres of influence shaped US foreign policy in the Americas.**

This data supports a curriculum unit that looks at:



1. The Monroe Doctrine and its interpretation over time.
2. Early US foreign policy in the Western Hemisphere.
3. The nature of geographic spheres of influence: Why does location matter? What are the geographic relationships that have influenced US foreign relations in the Americas?

Prerequisite knowledge:

1. US colonial settlement (Puritans, establishment of the colonies).
2. US political foundation (Declaration of Independence & US Constitution, elements of a republic/democratic values).
3. General geographic knowledge of the Eastern (European) and Western Hemispheres.

**Incorporating this project into your lessons also supports the development of skills in using GIS (geographic information systems) and computer technology for historical and geographic inquiry.**

*Technical skills students should know to navigate the Google Earth platform...*

1. Launch a Google Earth project.
2. Maximize/minimize and open/close pop-up windows.
3. Navigate around the Google Earth map view (rotate, zoom in and out, pan the view).
4. Understand the hierarchical structure of Google Earth's legend and data layers.
5. Expand and contract the data folders ; turn data layers on and off .
6. Make a data layer active (click on the title to highlight it).
7. Click on layers in the legend to zoom into areas of interest and/or access pop-up windows.
8. Click on features in the map view to access pop-up windows.
9. Use the scroll-bar on pop-up windows.
10. Click on "hyperlinks" in the pop-up windows to launch linked webpages and documents.
11. Optional Skills: Using Google Earth's measuring tool and/or the transparency slider bar.

***Using this project for historical and geographic inquiry, students will be able to understand and ask questions about...***

1. The spread of Hispanic politics and culture throughout the western hemisphere (particularly impacting the western United States). How did the fledgling British colonies, initially dwarfed by Spain's territorial power, come to dominate the region territorially, politically, and culturally?
2. Location matters! Why were the great colonial powers of the 18<sup>th</sup> century (Spain, France and Great Britain) willing to give up or trade huge tracts of land in North America in order to maintain control over tiny islands in the Caribbean or strips of coastal land in Central and South America?
3. The Four Points in President Monroe's speech (that later became the Monroe Doctrine). What was going on geographically, politically, and economically that might have compelled Monroe to make these bold statements? How did they "frame" U.S. foreign policy in the region? What do the statements say about East-West relations [Europe-US]? About North-South relations [Anglo-Latin]?
4. U.S. territorial expansion in the late-18<sup>th</sup> and 19<sup>th</sup> centuries played a large part in supporting U.S. notions of *manifest destiny* and *exceptionalism* – which guided early U.S. foreign policy. What geographic evidence is there of growing "disinterest" in North American territory by European powers? How might this have helped U.S. independence from Great Britain, subsequent territorial expansion westward, and ideas about the democratization of the western hemisphere as evidenced in Monroe's speech?
5. How has the role of the U.S. in the Western Hemisphere changed from Monroe's time to the post-Cold War period and how was the Monroe Doctrine reinterpreted to explain/justify U.S. foreign policy in the region (and internationally)?
6. Is the Monroe Doctrine dead? How has the collapse of the Soviet Union and globalization impacted the use of the doctrine to frame 20<sup>th</sup> century U.S. foreign policy?

## ***Monroe Doctrine Google Earth: Primary Data Folders and Sublayers:***

### **The Spanish Empire (1492-1600s)**

**Primary Folder Description:** This data folder provides foundational information for the “Latinization” of the Americas in the period leading up to Monroe’s doctrine. While the story of the “discovery” and conquest of the Americas (primarily by Spain) is an important and exciting one, this section does not attempt to provide a comprehensive treatment of the subject. Its purpose is to underscore just how vast and influential the Spanish Empire was in comparison to the fledgling North American colonies on the Atlantic Coast.

**Vocabulary Words:** hemisphere, empire, Latin-America, conquistador, colonization, sovereignty

**Layer Name:** **The Spanish Empire** (1492-1600s)

**Description:** This layer shows the geographic extent of the Spanish Empire in the 16<sup>th</sup> century and delineates the areas controlled by Spain and Portugal at the height of their colonization and influence in the Americas. NOTE: Many historical and contemporary maps of the Spanish Empire during this period show slightly different boundaries, particularly at the peripheries. Only a general rendering of the territorial boundaries was attempted here.

**Learning Objectives & Ideas:**

1. Understand the spatial extent (the vastness) of the territories in the Western Hemisphere that were colonized (primarily by Spain and Portugal) in the 16<sup>th</sup> century.
2. Students can turn on the current countries boundary and label layer (in the <Layers> section at the bottom of the Google Earth legend) and make a list of all the countries in the Western Hemisphere that were once colonies of Spain or Portugal. This will prepare them for the <Latin American Independence> section that follows.

**Layer Name:** **Voyage of Columbus** (1492)

**Description:** The location of Columbus’s first landing in the New World, according to historical sources, was somewhere on the eastern side of the Caribbean island now occupied by Haiti and the Dominican Republic (historically called Hispaniola or Española). This layer contains a single point feature (randomly placed on the island) with an additional pop-up window that provides a short description of Columbus’s voyages.

**Learning Objectives & Ideas:**

1. Understand the national motivations and appreciate the difficulties of Columbus’s exceptional transatlantic journey.
2. Extrapolate the reasons for Columbus’s “accidental” discovery of the New World (Why did he think he had reached India? Analyze Behaim’s Map). Use Google Earth’s measuring tool to calculate the real distance between Spain and Japan (Columbus’s original destination).

**Layer Name:** The Conquistadors (16<sup>th</sup> century)

*Description:* This folder contains 13 point features that provide information about a selection of influential conquistadors – chosen to display their quick dissemination from the islands in the Caribbean to the North, Central and South American mainland. Placement of each point reflects the conquistador’s most notable territorial exploration and/or conquest (e.g. Cortez in Mexico). Each point has a linked pop-up window. NOTE: One of the points is located on the Philippine Islands in the Pacific (claimed by Spain in 1565).

*Learning Objectives & Ideas:*

1. Appreciate the rapid (and often violent) colonization of the Americas by the conquistadors. Understand the political and economic motivations of the conquistadors and the Spanish/Portuguese monarchies.
2. Students can do research to locate more conquistadors and add their own placemarks on the map view to extend the dataset (with a justification on why they placed their point where they did). A compilation of these placemarks will paint an impressive geographic picture of rapid colonization at the continental scale.

**Layer Name:** The Spanish Missions (1565-1823)

*Description:* The point data for the Spanish Missions layer was created from a database compiled by the Electronic Cultural Atlas Initiative (red=Spanish Missions; purple=French Missions). The geographic extent of this database is confined to North America (there were also many missions in Central and South America). Click on each point for attribute data:

Title: Spanish or French  
MISSION: Name of Mission  
REGION: Mission’s historic location  
REORDER: Founding religious order (primarily Franciscan or Jesuit)  
LOCATION: Current location description  
FOUNDED: Year mission founded  
CLOSED: Year mission closed  
LATITUDE/LONGITUDE: Spatial coordinates

*Learning Objectives & Ideas:*

1. Understand the role of the Spanish missions (and *presidios*) along the northern frontier of the Spanish Empire. Why were there so many missions (and so few large settlements)?
2. Compare the location of the Spanish missions as opposed to the French missions and discuss how the observed geographic pattern might reflect Spanish and French spheres of influence on the North American continent. Turn on the rivers layer (in the <Layers> section at the bottom of the Google Earth legend area) and note proximity to waterways. How might this pattern explain differing or competing political and/or economic interests of the two colonial powers? Note the intersection in the region around the Mississippi River delta (Louisiana).
3. Choose a region (or a particular mission) and do further research on the spread of Hispanic and/or French culture throughout the Americas during this time period. What are their legacies today – geographically, culturally, politically?

**Layer Name:** North Atlantic Colonies (1607-1638)

**Description:** The polygons along the North Atlantic coast show generally those areas originally settled by European colonists (in the 1600s). Features include the Virginia Colony (Jamestown), the Massachusetts Colony (Plymouth), New Amsterdam, and New Sweden. Click on the polygons for an image and more information including:

Title: Name of Colony

YEAR: Year founded

COUNTRY: Sovereign country

**Learning Objectives & Ideas:**

1. Understand the geographic separation and isolation of European colonization of the North Atlantic coast by British, Swedish and Dutch immigrants and the rapid conquest of the rest of the Americas by the Spanish during the same time period.
2. Extrapolate why settlement patterns were different. What were the motivations of the colonizers and immigrants? How did political/geographic spheres of influence on the European mainland at the time influence these settlement patterns (use the MAPS OF EUROPE data)?

### **Monroe's World (1700-1825)**

**Primary Folder Description:** This data folder provides information that highlights the decline of Spanish colonial power in the Americas during the 18<sup>th</sup> century, the increasing competition between other European powers for territory and resources, the growing geographic sphere of influence of the United States in North America, and Latin American independence movements in the early 19<sup>th</sup> century. These economic and political dynamics figured prominently in President James Monroe's message to Congress in December, 1823 – parts of which would become known as the Monroe Doctrine.

**NOTE:** Use of these data layers can either precede ("set the stage") or can be used in conjunction with a lesson plan that dissects and explores the actual language of the Monroe Doctrine. Graphics of the document with a narrative can be found at the Library of Congress – Our Documents webpage (<http://www.ourdocuments.gov/doc.php?flash=true&doc=23>).

**Vocabulary Words:** Age of Enlightenment, republicanism, democracy, mercantilism, monopoly, exceptionalism, viceroyalty, indentured servant, slavery, plantation, foreign policy

**Layer Name:** Economics of the Hemisphere

**Description:** These subfolders contain data that map the major economic activities in the western hemisphere during the 16<sup>th</sup> through the 18<sup>th</sup> centuries including the fur trade (North America), gold and silver mining (Central & South America), sugar production (Caribbean & Brazil), and ranching/haciendas (Mexico). Also included is a graphic of the trade winds (illustrating the importance of the Caribbean Islands for transatlantic shipping) and significant trading ports in the Caribbean and off the coast of Portugal and Northern Africa. Major rivers are also included as a foundational layer as rivers provided critical transportation and trade

networks in the continental interiors. Most layers have some attribute data attached to the map features:

FUR TRADE: Name, Sovereign, Established (year), Notes  
GOLD/SILVER MINING: Name, Type (Silver/Gold), Beg\_Date (date first mined)  
SUGAR PLANTATIONS: Name, Sovereign

*Learning Objectives & Ideas:*

1. With regard to the major economic activities going on in the western hemisphere, identify which countries or imperial powers might have exercised a monopoly over a certain activity as opposed to which countries were in competition.
2. Based on where economic activity occurred, locate those geographic features or regions that were most critical to trade (e.g. tropical regions, waterways, ports, etc.).
3. Looking at the territorial boundary layers (below) and the changing sovereignty from 1700 to 1825, identify which countries ended up controlling what economic resources, critical geographic regions, or vital trading centers by the time Monroe made his speech to Congress in 1823.
4. Understand the difference between mercantilism and free trade. How did the economies of Central and South America differ from that of North America -- particularly the former British colonies after independence? Why did the United States reject mercantilism and how did it affect U.S. relations with Latin America after independence?

***Layer Names: Territorial Boundaries (1700-1825)***

- Colonization (1700)
- Kingdom of Great Britain (1763)
- The United States of America (1783)
- Louisiana Purchase (1803-10)
- Latin American Independence (1810-1825)

*Description:* These folders consist of generalized boundary layers and country information (labels) and legends that show changing territorial sovereignty in North, Central and South America (including the Caribbean) from the height of colonialism to the independence movements in the late 18<sup>th</sup> and early 19<sup>th</sup> century. Minor boundary disputes that occurred during this period are not reflected in order to simplify the dataset. Click on the country label to get more information (which attributes are listed vary according to the time period):

NAME: <Name of Country/Region>  
SETTLED: <Date Settled – For U.S. Colonies Only>  
REGION: <South, Central, North America or Caribbean>  
SOV\_CURR: <Current Sovereignty – Country Name>  
SOV\_1700: <Sovereign Country in 1700>  
SOV\_1763: <Sovereign Country in 1763>  
SOV\_1783: <Sovereign Country in 1783>  
SOV\_1830: <Sovereign Country in 1830>  
SOV\_OTHER: <Other pertinent information>  
INDEPEND: <Date of Independence>  
STATEHOOD: <Date of Statehood – for U.S. States Only>

**DATA NOTE:** Because this project deals with the Monroe Doctrine, its geographic layers concentrate on economic and political dynamics occurring in the Western Hemisphere only. Colonization of other parts

of the world by the imperial powers of Europe, though important to the overall story, is not included. External sources and world atlases can be used to supplement the geographic data provided here.

*Learning Objectives & Ideas:*

1. Be able to articulate the spatial differences between the economic and political dynamics occurring between the Eastern (European) and Western Hemispheres and between the Northern (Anglo) and Southern (Latin) continents in the Western Hemisphere.
  - EAST-WEST: revolution, anti-colonialism, exceptionalism
  - NORTH-SOUTH: cultural, military, economic competition/domination
2. Understand the significant events and territorial disputes that framed U.S. foreign relations before 1823. Make connections between diplomatic events and revolutionary movements, concerns about U.S. peace and safety, economic interests, and U.S. territorial expansion from 1700-1823.
3. Extrapolate Monroe's key motivations for making the four foreign policy statements evident in the Doctrine (see bullets). Why did he think he could get away with making these bold statements to the imperial powers of Europe?
  - The Western Hemisphere was no longer open for colonization.
  - The political system of the Americas was different from Europe (exceptional).
  - The United States would regard any interference in Western hemispheric affairs as a threat to its security.
  - The United States would refrain from participation in European wars and would not disturb existing colonies in the Western Hemisphere.

## **Monroe Doctrine Reinterpreted**

**Primary Folder Description:** Monroe's words were not articulated into a "doctrine" until President Polk invoked the language in reference to European interference in the Oregon Country and the Texas Annexation-Mexican War in the mid-1800s. Following Polk's lead, many presidents, politicians and other leaders repeatedly used the doctrine's words to explain and justify U.S. foreign policy in the Western Hemisphere to the present day – reinterpreting the words to suit the situation at hand. Highlighted in these folders are a few of these examples including the Mexican-American War/US Westward Expansion, the Roosevelt Corollary to the Monroe Doctrine, and the Cold War interpretations adopted by Presidents Kennedy and Reagan directed at the "communist threat."

**Vocabulary Words:** manifest destiny, exceptionalism, doctrine, police power, dollar diplomacy, communism, leftist, overt/covert, coup d'etat, paramilitary

**Layer Name:** Mexican-American War (1846-48)

- The United States (1850) – Mexican Territory Lost
- Westward Expansion (overland trails and trail cities)

**Description:** Monroe had said only that the Western Hemisphere was no longer open to European colonialism and the U.S. would not interfere in any existing European colony. President Polk, in 1846, expanded these words and stated that European nations had better not

interfere with any territory desiring inclusion in the United States confederacy, regardless of its previous sovereignty. The occasion of this message was recent publicity concerning attempts by Great Britain and France to thwart the annexation of Texas (which led to the US-Mexican War) and Great Britain's unacceptable compromise in dealing with the Oregon Country boundary dispute (54-40 or Fight!). To American expansionists, the "manifest destiny" of the nation – to expand from the Atlantic to the Pacific – would be blocked if the U.S. did not incorporate (and democratize) the vast “unsettled” western territory into the Union before it could be dominated by any European power. These folders highlight how Polk’s interpretation of Monroe’s Doctrine helped justify the expansion of U.S. territory to the Pacific Ocean. Features include U.S. territory gained in the US-Mexican War and illustrations of the overland trails that thousands of migrants used to move westward in the wake of these territorial acquisitions. Overland Trail attributes include:

TRAIL: Trail Name (common)

LENGTH: Length of trail (in miles from start city to end city)

START\_CITY: City where the trail historically started

END\_CITY: City where the trail historically ended

*Learning Objectives & Ideas:*

1. Extrapolate why President Polk chose to use Monroe’s words to frame the foreign policy issues of his day?
2. Understand the differences and consequences of turning a speech into a “doctrine.”
3. Understand how the Monroe Doctrine was used to justify the US-Mexican War. What were the territorial outcomes for the U.S.? For Mexico?
4. Make connections between the Monroe Doctrine and the territorial expansion that followed in the wake of the US-Mexican War (westward migration). How might the doctrine have supported the more overarching cultural idea of “manifest destiny?”

**Layer Name: The Roosevelt Corollary (1898-1934)**

- US Intervention in the Caribbean
- Sovereignty in the Caribbean (1898-1934)

*Description:* President Theodore Roosevelt, in 1904, extended Monroe’s Doctrine even further by declaring that the United States might exercise international police power in the region when otherwise sovereign nations evidenced wrongdoing or irresponsibility that threatened to involve European powers in Western Hemisphere affairs (e.g. the Dominican Republic’s default on international loans). This expanded interpretation of the doctrine served as justification for economic and military interventions in Cuba, Nicaragua, Honduras, Haiti, and the Dominican Republic and did severe damage to US-Latin American relations. This folder highlights U.S. interventions in Latin America including territories gained at the conclusion of the Spanish-American War (1898) and a point layer (with pop-up information windows) that shows specific U.S. activities in the Caribbean and Central America from the Spanish-American War through World War I.

*Learning Objectives & Ideas:*

1. Identify the geopolitical importance of certain regions in Central America and the Caribbean and how geographic relationships reflected U.S. interests in the area (e.g. proximity to Panama Canal or to U.S. mainland).

2. Understand how Roosevelt interpreted and modified the language in the Monroe Doctrine and how it changed the political and military role of the U.S. in the hemisphere.
3. Advanced Student Activity—Anti-Americanism: The US-Mexican War and Roosevelt’s Corollary sparked a loud outcry from many Latin American countries and an often virulent anti-American (Anglo-American) reaction. Students could do research on the various Pan-American Conferences that took place from the post-independence period (in the late-1800s) to the present that illustrate Latin America’s attempt to create its own identity and alliances -- often as a reaction against U.S. domination. See the TAHPDX webpage on <The Monroe Doctrine> for links to some good resources for this topic.

**Layer Name:** The Cold War (1960s – present)

- Western Hemisphere Countries (boundaries & labels)
- U.S. Cold War Interventions

*Description:* In the immediate post-WWII era, the Soviet Union was perceived as an inherently expansionist power bent on world conquest. The U.S. sought to create an inter-American system in the form of an anti-communist alliance to sanitize the western hemisphere against communist infiltration. This goal led to several internal policy changes including: (1) the U.S. redefined the Monroe Doctrine to outlaw communism in the western hemisphere as an alien ideology (replacing the "monarchy" as expressed in the original doctrine); (2) the U.S. sought to strengthen groups favorable to the U.S. even if they were not committed to democracy ("anyone but a communist"); and (3) the U.S. reserved the right to intervene unilaterally (alone) in cases where the U.S. thought there was communist subversion taking place. Points of interest present examples of the Kennedy Doctrine and the Reagan Doctrine that illustrate a U.S. foreign policy emphasizing “containment” and the “roll-back” of Soviet influence in Latin America.

*Learning Objectives & Ideas:*

1. Who was “the other” that framed President Monroe’s statements about Western Hemisphere solidarity and protection? How did Presidents Kennedy and Reagan define [redefine] “the other?”
2. Compare the geographic sphere of influence of the U.S. in Monroe’s time with that of the Cold War Era. How are they similar? How are they different?
3. Advanced Student Activity—Is the Monroe Doctrine Dead? Some argue that the Monroe Doctrine is dead as it could not survive the collapse of the Soviet Union, which removed the communist threat to the hemisphere and denied the Doctrine’s principal rationale for a foreign policy that justified U.S. interventions in Latin America as a means of protection against "the other." Others argue that the Monroe Doctrine is so flexible and so embedded in how the U.S. defines itself and its role in the hemisphere that it lives on and will be reinterpreted in new ways that will continue to serve U.S. political and economic self-interest. Advanced students could write a persuasive essay that takes a stand one way or another on this issue backed up with historical and contemporary evidence.

## **Maps of Europe**

***Primary Folder Description:*** This folder contains boundary maps for various time periods in Europe that roughly correspond to the territorial boundary maps in the “Monroe’s World” folder and events highlighted in the “Monroe Doctrine Reinterpreted” folder. Each layer has a legend showing sovereignty or control and a pop-up information window that describes major events going on in Europe that significantly changed the balance of power and territorial boundaries on the European continent. Layers include:

- Europe (ca.1550) “Charles V: Holy Roman Emperor”
- Europe (ca.1700) “Peace of Westphalia”
- Europe (ca.1812) “Napoleonic Wars”
- Europe (ca.1914) “Nationalism & Empire in Europe”
- Europe (ca.1950) “The Cold War”

***Learning Objectives & Ideas:***

- Understand the shifting spheres of influence of the great European empires (Spain, France, Great Britain, Germany) over time.
- Students can use these maps to compare what was going on in Europe during time periods of changing territorial sovereignty in the Western Hemisphere.

## **Curricula:**

Visit the TAHPDX: Teaching American History <Monroe Doctrine> webpage to locate more historical information, resource links, curriculum guides and lesson plans that explore the Monroe Doctrine (including powerpoint presentations and drama vignettes). Refer to the Home Page URL listed on the first page or google “TAHPDX”.

## APPENDIX A: Monroe Doctrine Background Narrative

In the late nineteenth and early twentieth centuries, the Monroe Doctrine provided the most common framework through which Americans in the United States imagined and articulated their nation's diplomatic and military place in the world. The Monroe Doctrine's flexibility provided its power over time as it brought together two fundamental conceptions of the United States -- America, the anti-colonial exception (isolated from the evils of monarchy rule), and America, the empire of liberty and democracy. These identities are bound together in the Monroe Doctrine, making it a crucial component of American nationalism and imperialism.

Never ratified as a law, the Doctrine was adopted retroactively through a process of citation and reinterpretation that transformed a few disparate paragraphs from a speech first into "principles," then into "doctrine," and finally into a "Doctrine." *The Monroe Doctrine is the best example of how complex and often divergent national trajectories were brought together under one narrative.* The Doctrine combined New World exceptionalism and the multifaceted cultural, economic, and political landscape of the Americas. It rationalized contradictions between anti-colonial revolution and imperialist domination. Through an analysis of the Monroe Doctrine and the hemispheric relations it exemplifies, one can better understand how the United States came politically to dominate and culturally to express "America," and how the "western hemisphere" became a meaningful geopolitical frame for American foreign policy.

### *The Doctrine:*

U.S. President James Monroe originally stated the doctrine that would bear his name in two separate sections of his 1823 Presidential Message to Congress. The first portion comes at the beginning of his message, interspersed among other issues of foreign policy. The message states a new principle that "the American continents, by the free and independent conditions which they have assumed and maintain, are henceforth not to be considered as subjects for future colonization by any European powers." While Anglo-Americans clearly understood that the states of the United States of America were irreclaimable by Great Britain, it is less clear why Monroe assumed the same for the entire western hemisphere (much of which was still heavily influenced by European powers).

Later interpretations of Monroe's words would connect other passages of the speech into a broad statement of foreign policy. For example, at the conclusion of the speech, Monroe declares solidarity between the United States and the recently independent South American republics, stating that the United States would strictly oppose any attempt by the "Holy Alliance" (among Spain, France, and Austria) to recapture and recolonize these new republics. Monroe represents this struggle as one engaging two opposite political systems – monarchy and democracy. This binary relationship is also a spatial one as he makes clear that there is a difference between the western and eastern hemispheres – "...with movements in this hemisphere we are of necessity more immediately connected...we should consider any attempt on [the allied powers] part to extend their system to any portion of this hemisphere as dangerous to our peace and safety." Monroe not only divided the world spatially into two distinct hemispheres, but he also created a geopolitical boundary between Old World tyranny and New World democracy. However, Monroe's words of hemispheric solidarity concealed a modicum of imperialistic tendencies. As

many critics of the Monroe Doctrine have argued, this idealistic statement of hemispheric protection, through subsequent interpretation and reinterpretation, eventually turned into one of hegemony and control.

Historians have typically contextualized Monroe's message in a series of diplomatic exchanges following an offer from British foreign secretary George Canning in 1823 to join with the United States against the Holy Alliance (ostensibly to prevent the colonial expansion of the Holy Alliance into the Americas and protect U.S. and British commercial interests). John Quincy Adams seems to have convinced Monroe that the United States should make its own proclamation against the Holy Alliance rather than "come in as a cock boat in the wake of the British man-of-war." He advised Monroe that the administration's response provided an opportunity to state a "combined system of policy" relating to the larger issue of relations among the United States, Europe, and Latin America. This addressed an underlying question in early U.S. foreign policy -- whether the United States was to be an empire within the European political system or instead the product of a totally separate system.

Most European leaders ignored Monroe's words or denounced them as those of an arrogant diplomat. In their view, the United States lacked the military power to enforce such a policy. That role fell to the British Royal Navy, who still had a common interest with the U.S. to maintain open markets and free trade in the Western Hemisphere and curtail any interference by the Holy Alliance countries. As historian John J. Johnson observes, "the Monroe Doctrine, a unilateral presidential statement without standing under international law, committed the United States to do very little except to defend its own basic interests." And, apparently, the Doctrine has been doing this ever since.

[For the complete text of Monroe's speech see the Library of Congress - Our Documents webpage at <http://www.ourdocuments.gov/doc.php?flash=true&doc=23>.]

### ***Speech to Doctrine:***

The phrase "Monroe Doctrine" was coined sometime in 1853, when Congress debated a joint resolution to declare as law what had previously been known as "the principles of Mr. Monroe" or "the Monroe declaration." Exactly who coined the term is uncertain; it might have first been spoken in Senate debates or in newspaper coverage of these debates. The resolution was not passed, but the doctrine gained public popularity and status as a statement not only of foreign policy, but also of national purpose. Theodore Roosevelt delivered a speech on the Monroe Doctrine in 1896, calling it "a broad, general principle of public policy." It was not a law, but it was recognized that there was a public conviction that it represented a broad national political and cultural identity. John A. Kasson, a lawyer involved in the debate about the building of the Panama Canal, referred to the Monroe Doctrine's public popularity. He stated, "it touches the instinct of national safety [protection] and of pride in our national institutions [democracy]."

Many scholars of the day took exception to the Doctrine's lasting relevance and the role of public sentiment in foreign policy. The main opposition was the distinction made between "realism" and "idealism." Critics argued the former term indicated pursuit of rational policy based on a nation's vital interests and security, while the latter term referred to the misguided formulation of policies based on moral prerogatives, media hype, or mass hysteria.

### ***Interpretation and Reinterpretation:***

By prohibiting European colonization in the western hemisphere, the logic of the Monroe Doctrine subtly promoted the ideas of manifest destiny, exceptionalism, and U.S. hemispheric intervention. Apparently, land closed to European colonization was still open to U.S. colonization, presumably because of an American political difference that would guarantee democratic governance to newly acquired lands. President Polk's interpretation of Monroe's message justified the annexation of the Republic of Texas, U.S. sovereignty in the disputed Oregon Country, and eventually the Mexican-American War which expanded U.S. territory to the Pacific Ocean.

The role of the United States as a proprietor of hemispheric democracy came to justify intervention in other Latin American affairs as well. The Spanish-American War of 1898 expanded U.S. territory outside of North America (Puerto Rico, Guam and the Philippines) and added the Caribbean and Central America squarely within the U.S. sphere of influence. Theodore Roosevelt, for example, made this prerogative explicit in his 1904 "Roosevelt Corollary" to the Monroe Doctrine, which claimed the right of the United States to exercise international police power and intervene in conflicts in South and Central America in order to maintain political and economic stability in the entire region. While invoking the authority of the Monroe Doctrine, Roosevelt actually inverted its original meaning. By Roosevelt's reasoning, the Doctrine's mandate that Europe stay out of the hemisphere meant that sooner or later the United States would have to step in to keep order when that order was threatened.

President Franklin Roosevelt's "Good Neighbor Policy" mollified the interventionist approach of his predecessors. The central feature of FDR's policy supported Pan-American solidarity and committed the United States to the principle of nonintervention, unless in defense of U.S. citizens and property. In effect, FDR gave up the right of intervention in return for new commercial opportunities gained through negotiation of reciprocal trade agreements (considered vitally important during the Depression Era). Another part of the "Good Neighbor Policy," once World War II began, addressed hemispheric security as a mutual issue requiring multilateral cooperation. The policy resulted in the Rio Pact of 1947, a western hemisphere military alliance based on collective security, and the Organization of American States in 1948, an entity conceived as the successor of the Pan-American Union to promote political solidarity and commercial intercourse.

After the global conflict of World War II, the power of the Monroe Doctrine to sway hemispheric foreign policy waned, but presidential administrations continued to cite it as justification for either intervention in Latin America or isolation from other global conflicts. The ideals represented by the Monroe Doctrine (protection from "the other") found its way into Cold War rhetoric against the "communist menace." U.S. leaders saw the Western Hemisphere primarily as an arena in which they must contain or turn back Soviet threats. The principle of nonintervention espoused in the "Good Neighbor Policy" was replaced by a new era of often covert operations designed to thwart communist infiltration into Latin America from "leftist" and "reformist" revolutionary leaders. The goal seemed to be to prevent "another Cuba" and the motto was to support "anyone but a communist." Though seldom invoked explicitly during the Cold War, the Monroe Doctrine provided both a justification and an explanation for

interventionist measures that often supported right-wing dictators and repressive military regimes that were, nonetheless, “allies” of the U.S. in its anti-communist fervor. It was, by the reasoning of many policy makers, in the best interests of U.S. security and economic well-being.

### ***Is the Monroe Doctrine Dead?***

Much of the historical and contemporary debate about the Monroe Doctrine centers on whether the United States had or still has a tradition of imperialism or anti-imperialism. The Doctrine has always provided a framework that articulates U.S. goals and purposes in the Western Hemisphere in the broad and idealistic sense of freedom, democracy, and peace. Must the United States control the Western Hemisphere in order to protect it? What does it mean to be “American?”

Some argue that the Monroe Doctrine is dead as it cannot survive the collapse of the Soviet Union, which removed the communist threat to the hemisphere and denied the Doctrine’s principal rationale for a foreign policy that justified U.S. interventions in Latin America as a means of protection against “the other.” Others argue that the ideals espoused in the Monroe Doctrine are so flexible and so embedded in how the U.S. defines itself and its role in the hemisphere that it will live on and will be reinterpreted in new ways that will continue to serve U.S. political and economic self-interest.

What do you think?

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Source: Murphy, Gretchen. 2005. *Hemispheric Imaginings: The Monroe Doctrine and Narratives of U.S. Empire*. Durham, SC: Duke University Press.

Gilderhus, Mark T. The Monroe Doctrine: Meanings and Implications. *Presidential Studies Quarterly* 36(1): March, 2006.

## APPENDIX B: Additional Resources

### ***General Anglo and Latin American History:***

The Cambridge History of Latin America Online  
([http://histories.cambridge.org/uid=3256/collection?id=set\\_cambridge\\_history\\_latin\\_america](http://histories.cambridge.org/uid=3256/collection?id=set_cambridge_history_latin_america)).

Latin America: MSN Encarta  
([http://encarta.msn.com/encyclopedia\\_761573447/latin\\_america.html](http://encarta.msn.com/encyclopedia_761573447/latin_america.html)).

Smith, Joseph. 2005. *The United States and Latin America: A History of American Diplomacy, 1776-2000*. New York: Routledge.

*Christopher Columbus*: The Franciscan Archive (<http://www.franciscan-archive.org/columbus/>).

*The Conquistadors*: List of conquistadors with hyperlinks from Wikipedia  
([http://en.wikipedia.org/wiki/List\\_of\\_conquistadors](http://en.wikipedia.org/wiki/List_of_conquistadors)).

*Original North American Colonies*: A detailed account of the founding of the original 13 colonies on the eastern seaboard of North America with many maps and links  
(<http://www.timepage.org/spl/13colony.html>).

### ***James Monroe and the Monroe Doctrine:***

Ammon, Harry. June, 2007. "The Monroe Doctrine: Domestic Politics or National Decision?"  
*Diplomatic History* 5(1): 53-70.

Dent, David W. 1999. *The Legacy of the Monroe Doctrine: A Reference Guide to U.S. Involvement in Latin America and the Caribbean*. Westport, CT: Greenwood Press.

Donald Dozer. *The Monroe Doctrine: Its Modern Significance*. New York: Knopf, 1965.

Gilderhus, Mark T. March, 2006. "The Monroe Doctrine: Meanings & Implications."  
*Presidential Studies Quarterly*. 36(1): 5-16.

Library of Congress: Primary Documents in American History  
(<http://www.loc.gov/rr/program/bib/ourdocs/Monroe.html>). Includes downloadable graphics of the original documents and an explanatory narrative.

Murphy, Gretchen. 2005. *Hemispheric Imaginings: The Monroe Doctrine and Narratives of U.S. Empire*. Durham, NC: Duke University Press. Examines the cultural context of the doctrine.

A Biography of President James Monroe from the Miller Center with links to primary documents  
(<http://millercenter.org/academic/americanpresident/monroe>).

### ***The Mexican-American War:***

A clickable pdf document (“The Mexican-American War and the Media”) with links to numerous government documents, newspaper editorials, and speeches (<http://www.history.vt.edu/MxAmWar/MxAmNewspapers.pdf>).

A Guide to the Mexican-American War from the Library of Congress (<http://www.loc.gov/rr/program/bib/mexicanwar/>).

### ***The Spanish-American War:***

Library of Congress: The World of 1898 (<http://www.loc.gov/rr/hispanic/1898/>).

PBS Online: Crucible of Empire (<http://www.pbs.org/crucible/>).

Spanish-America War Centennial Website (<http://www.spanamwar.com/>).

### ***President Theodore Roosevelt (the Roosevelt Corollary):***

The Monroe Doctrine and the Roosevelt Corollary (<http://www.theodoreroosevelt.org/life/rooseveltcorollary.htm>)

The Roosevelt Corollary to the Monroe Doctrine (<http://www.latinamericanstudies.org/us-relations/roosevelt-corollary.htm>)

Historian Walter LaFeber on the Roosevelt Corollary (audio interview) from PBS American Experience ([http://www.pbs.org/wgbh/amex/presidents/26\\_t\\_roosevelt/filmmore/ra\\_lafecoro.html](http://www.pbs.org/wgbh/amex/presidents/26_t_roosevelt/filmmore/ra_lafecoro.html)).

### ***President John F. Kennedy (Kennedy Doctrine), the Bay of Pigs and the Cuban Missile Crisis:***

JFK Presidential Library: Bay of Pigs (good links to primary source material) (<http://www.jfklibrary.org/Historical+Resources/JFK+in+History/JFK+and+the+Bay+of+Pigs.htm>).

JFK Presidential Library: Cuban Missile Crisis (good links to primary source material) (<http://www.jfklibrary.org/Historical+Resources/JFK+in+History/Cuban+Missile+Crisis.htm>).

Harvard University’s Belfer Center for Science and International Affairs: Cuban Missile Crisis (<http://www.cubanmissilecrisis.org/>).

Yale Law School Avalon Project: Primary Documents on the Cuban Missile Crisis ([http://avalon.law.yale.edu/subject\\_menus/msc\\_cubamenu.asp](http://avalon.law.yale.edu/subject_menus/msc_cubamenu.asp)).

### ***President Ronald Reagan (the Reagan Doctrine):***

[from the CATO Institute] US Aid to Anti-Communist Rebels: The “Reagan Doctrine” and Its Pitfalls (<http://www.cato.org/pubs/pas/pa074es.html>)

The Reagan Doctrine, editorial from TIME (April 1, 1985)  
(<http://www.time.com/time/magazine/article/0,9171,964873,00.html>).

The Iran-Contra Affair. National Security Archives at the George Washington University  
(<http://www.gwu.edu/~nsarchiv/NSAEBB/NSAEBB210/index.htm>).

***General Resources for U.S. Intervention in Latin America:***

Casahistoria: The U.S. and Latin America (<http://www.casahistoria.net/uslatam.htm>).

Global Policy Forum: Links to articles on U.S. Military Intervention in Latin America and the Caribbean (<http://www.globalpolicy.org/empire/intervention/regionlatin/index.htm>).

[from History Matters] “To Abolish the Monroe Doctrine”: Proclamation from Augusto César Sandino (<http://historymatters.gmu.edu/d/4988>).

McPherson, Alan. 2006. *Intimate Ties, Bitter Struggles: The United States and Latin America Since 1945*. Wash. DC: Potomac Books.

Blasier, Cole. 1986. *The Giant’s Rival: The USSR in Latin America*. Pittsburgh, PA: Pittsburgh University Press. A good book detailing the extent of the communist threat and the role of the Soviets in Latin America in the post-WWII era.

## APPENDIX C: Spatial Data Sources

NOTE: In most cases, GIS software (ESRI's ArcGIS 9.3) was used to create the original spatial data layers. Conversion tools were used to convert the GIS layers for use in Google Earth (including shp2kml, export2kml, and tiles2kml). The original GIS files are not packaged with the Google Earth project. Contact the TAH Coordinator with questions or for assistance.

### **The Spanish Empire (1492-1600s)**

Feature layers show the geographic extent of the Spanish Empire in the 16<sup>th</sup> century at the height of their colonization and influence in the Americas. Polygons were created by georectifying a source map and digitizing the boundaries. NOTE: Many historical and contemporary maps of the extent of the Spanish Empire during this period show slightly different boundaries, particularly at the peripheries. An exact rendering of the boundaries was not attempted here.

The point layers for Columbus and Conquistadors were created in the GE environment by adding placemarks to a folder. Point locations were determined using source data (as noted on the pop-up windows). Locations are generalized (placed in a country or region that reflects the conquistador's most notable conquest) and usually reflect the location of a major colonial settlement or city.

The point data and attributes for the Spanish Missions layer were created from a database compiled by the Electronic Cultural Atlas Initiative which included latitude/longitude coordinates. A point shapefile was created using the coordinates then joined to the attribute database using a unique ID field. The geographic extent of this database is confined to North America. Attributes include:

- Title: Spanish or French
- MISSIONID: Unique ID
- MISSION: Name of Mission
- REGION: Mission's historic location
- REORDER: Founding religious order (primarily Franciscan or Jesuit)
- LOCATION: Current location description
- FOUNDED: Year mission founded
- CLOSED: Year mission closed
- LATITUDE/LONGITUDE: Geographic location coordinates

The polygons along the North Atlantic coast show generally those areas originally settled by European colonists in the 1600s. Boundaries were digitized from a georectified source map. Attributes include:

- Title: Name of Colony
- YEAR: Year founded
- COUNTRY: Sovereign country
- LINKS: Hyperlinks to more information about the colonies.

### ***Spatial Data Sources:***

Spanish Empire: [http://commons.wikimedia.org/wiki/File:Spanish\\_Empire\\_color.png](http://commons.wikimedia.org/wiki/File:Spanish_Empire_color.png).

Spanish Missions: The Electronic Cultural Atlas Initiative ([www.ecai.org](http://www.ecai.org))

North Atlantic Colonies: [http://www.lib.utexas.edu/maps/united\\_states/exploration\\_before\\_1675.jpg](http://www.lib.utexas.edu/maps/united_states/exploration_before_1675.jpg)

## **Monroe's World (1700-1825)**

The *Economics of the Hemisphere* folder contains data layers that map the major economic activities in the western hemisphere -- 16<sup>th</sup> through the 18<sup>th</sup> centuries. Also included is a graphic of the trade winds and significant trading ports in the Caribbean and off the coast of Portugal and Northern Africa. Major rivers are included as a foundational layer. The locations of the features were digitized from a number of georectified source maps (noted below). Feature attributes were manually entered into the data tables. Attributes are associated with most of the layers including:

- FUR TRADE: Name, Sovereign, Established (year), Notes
- GOLD/SILVER MINING: Name, Type (Silver/Gold), Beg\_Date (date first mined)
- SUGAR PLANTATIONS: Name, Sovereign

The *Trade Winds* and *Trading Centers* layers were created in the GE Environment using source maps as noted below.

The *Territorial Boundaries* folders (Colonization, Kingdom of Great Britain, The United States of America, Louisiana Purchase, and Latin American Independence) were created by using a GIS layer of the current country/state boundaries as an initial template. Where appropriate, polygons were merged prior to being manually modified to conform to a georectified historical source map (so that minimal polygon splitting or digitizing would occur). Attribute data were manually entered into the feature tables and include the current country name and the sovereign country at various time periods.

NAME: <Name of Country/Region>  
SETTLED: <Date Settled – For U.S. Colonies Only>  
REGION: <South, Central, North America or Caribbean>  
SOV\_CURR: <Current Sovereignty – Country Name>  
SOV\_1700: <Sovereign Country in 1700>  
SOV\_1763: <Sovereign Country in 1763>  
SOV\_1783: <Sovereign Country in 1783>  
SOV\_OTHER: <Other pertinent information>  
STATEHOOD: <Date of Statehood – for U.S. States Only>

### ***Spatial Data Sources:***

Trade Winds: <http://web.deu.edu.tr/atiksu/toprak/den07.gif>

Fur Trading: EH.Net Encyclopedia: Fur Trade (1670-1870)

Gold/Silver Mining, Sugar Plantations and Haciendas: The Cambridge History of Latin America Online ([http://histories.cambridge.org/uid=3256/collection?id=set\\_cambridge\\_history\\_latin\\_america](http://histories.cambridge.org/uid=3256/collection?id=set_cambridge_history_latin_america))

### **Country Boundary Polygons:**

North America:

[http://commons.wikimedia.org/wiki/File:Non-Native\\_American\\_Nations\\_Control\\_over\\_N\\_America\\_1750-2008.gif](http://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_N_America_1750-2008.gif)

Central America/Caribbean:

[http://commons.wikimedia.org/wiki/File:Political\\_Evolution\\_of\\_Central\\_America\\_and\\_the\\_Caribbean\\_1700\\_and\\_on.gif](http://commons.wikimedia.org/wiki/File:Political_Evolution_of_Central_America_and_the_Caribbean_1700_and_on.gif)

South America:

[http://commons.wikimedia.org/wiki/File:Non-Native\\_American\\_Nations\\_Control\\_over\\_South\\_America\\_1700\\_and\\_on.gif](http://commons.wikimedia.org/wiki/File:Non-Native_American_Nations_Control_over_South_America_1700_and_on.gif)

## **Monroe Doctrine Reinterpreted**

### ***Mexican-American War (1846-48)***

Boundary files were converted to KML using HUSCO shapefiles for 1850 (see citation below). Polygon centroids were created for the labels. The overland trails and trail cities layers were adapted and converted to KML from shapefiles included in an ArcLesson project (see citation below). Some trail cities were added to compliment the dataset.

- United States Territory (1850) – boundary polygons, labels only (no attributes)
- Mexican Territory Lost – boundary polygon only
- Westward Expansion (overland trails & cities) – Overland Trail layer includes the following attributes:
  - TRAIL: Trail Name (common)
  - LENGTH: Length of trail (in miles from start city to end city)
  - START\_CITY: City where the trail historically started
  - END\_CITY: City where the trail historically ended

### ***The Roosevelt Corollary (1898-1934)***

The POIs for the “US Intervention in Latin America” layer were created in the GE environment by adding placemarks to a folder (see citation below for source data). This layer includes a pop-up information window for each POI. The boundary polygons for “Caribbean Sovereignty” were created by using a current country boundary shapefile as a template. The attribute table (country names with attributes) was populated manually and a legend created showing sovereignty.

- US Intervention in Latin America (points of interest with pop-up window)
- Sovereignty in the Caribbean (1898-1934) – boundary polygons showing US dependencies and protectorates (see legend).
- Country Names – attributes include:
  - SOV\_CURR: <Current Sovereignty>
  - SOV\_1700: <Sovereignty in 1700>
  - SOV\_1763: <Sovereignty in 1763>
  - SOV\_1783: <Sovereignty in 1783>
  - SOV\_1898: <Sovereignty in 1898> [Post-Independence/Spanish-American War]
  - SOV\_OTHER: <Other information>
  - INDEPEND: <Date of Independence>

### ***The Cold War (1960s – present)***

Boundaries and labels for the countries of the western hemisphere were based on current country boundaries using publicly available shapefiles then converted to KML.

The POIs for the “Cold War Interventions” layer were created in the GE environment by adding placemarks to a folder (see citation below for source data). This layer includes a pop-up information window for each POI.

### ***Spatial Data Sources:***

*United States (1850):* Adapted from HUSCO county boundary shapefile for 1850 [CD-ROM Citation: Carville Earle and Changyong Cao, *The Historical U.S. County Boundary Files, 1850-1970*, Geoscience Publications (Baton Rouge: Department of Geography and Anthropology, 1991)].

*Overland Trails & Cities:* Adapted from the “Canals, Roads & Trails” ArcView GIS project (ESRI ArcLessons at <http://edcommunity.esri.com/arclessons/arclessons.cfm>).

*U.S. Intervention in Latin America* (including U.S. Protectorates/Dependencies and points of interest): Cambridge History of Latin America Online, Vol. 4, Ch. 3: Latin America, the United States, and the European Powers, 1830-1930 ([http://histories.cambridge.org/extract?id=chol9780521232258\\_CHOL9780521232258A004](http://histories.cambridge.org/extract?id=chol9780521232258_CHOL9780521232258A004)).

*Cold War POIs:* The list and data points for U.S. interventions in the Western Hemisphere during the Cold War through the present determined from a list located at Truman State University (<http://www2.truman.edu/~marc/resources/interventions.html>)

### **Maps of Europe**

This folder contains boundary maps for various time periods in Europe that roughly correspond to the territorial boundary maps in the “Monroe’s World” folder and events highlighted in the “Monroe Doctrine Reinterpreted” folder. The boundary polygons were created by using a GIS layer of the current country boundaries as an initial template. Where appropriate, polygons were merged prior to being manually modified to conform to a georectified historical source map (so that minimal polygon splitting and digitizing would occur). Boundary layers are generalized (not meant to be exact). No attribute data is associated with these layers aside from a color coded legend and country labels, but each folder includes an introductory pop-up window. Layers include:

- Europe (ca.1550) “Charles V: Holy Roman Emperor”
- Europe (ca.1700) “Peace of Westphalia”
- Europe (ca.1812) “Napoleonic Wars”
- Europe (ca.1914) “Nationalism & Empire in Europe”
- Europe (ca.1950) “The Cold War”

### ***Spatial Data Sources:***

Europe (ca.1550): [http://www.lib.utexas.edu/maps/historical/shepherd/europe\\_1560.jpg](http://www.lib.utexas.edu/maps/historical/shepherd/europe_1560.jpg)

Europe (ca.1700): [http://www.euratlas.com/history\\_europe/europe\\_map\\_1700.html](http://www.euratlas.com/history_europe/europe_map_1700.html)

Europe (ca.1812): [http://commons.wikimedia.org/wiki/File:Europe\\_map\\_1812.PNG](http://commons.wikimedia.org/wiki/File:Europe_map_1812.PNG)

Europe (ca.1914): <http://www.acu.edu/academics/cas/fl/german/german/a1914eu.gif>

Europe (ca.1950): <http://astro.temple.edu/~barbday/Europe66/resources/coldwardivisionmap1.htm>