

## **History 600A&B: History Research Seminar, Fall 2015**

**Professors:** Ian Barrow, Rebecca Bennette, Kathryn Morse

Tues/Thursday 1:30-2:45 Chateau 110 (whole group)

**Smaller Groups:** Barrow: 600 C&D: CHT 110 / Bennette: 600 E&F: SDL 202 /  
Morse: 600 G&H: MNR 401

Prof. Ian Barrow

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T: 10am-12pm; Th 10-11am

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T 3-4pm; Th 8:30-10:30am

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Prof. Kathryn Morse

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Office Hours: M 2-4pm; Th. 3-4:15pm.

except 10/8 & 10/22; Fri 10am-12pm , except

10/9 & 10/23; And by appointment

### **Course Goals:**

The main goal of this seminar is to prepare you to pursue independent historical research and writing at a greater degree of depth than you are likely to have done before. Each student will define a topic and pursue research and writing of a formal paper of 25 pages. The paper will combine your own findings from research in primary and secondary sources with a discussion of the historiography of a particular topic -- that is, what previous historians have written about it.

One way to think of this course is as an experience in historical research and writing similar to learning to ride a bicycle with training wheels. Each of the professors leading this course, despite our varied research interests and specializations, has similarly experienced the “thrills” and “spills” of mastering the historian’s craft, and now we will be helping you along that journey. With our guidance and input, you will identify three potential research projects; we will then play a role in the final selection of your topic and in helping you develop viable themes, questions, and sources to pursue. Given our particular areas of scholarly expertise, the research topics we will suggest and the sources we know well will tend to cluster around those fields, some of which may be new and unfamiliar terrain. Even if you research and write in an area of history you may not have studied before, you can engage the process of historical research and writing in rich and engaging ways. This is thus an opportunity to take risks, be adventurous, and expand your intellectual skills and horizons in unanticipated directions. The success of this semester’s project will depend mainly on your growing ability to read, think, research, and write independently of direction from professors. This course will then prepare you for the next step – writing a senior thesis in history next year (or, if you are already a senior, next term) without training wheels, as a largely independent research and writing experience.

Our meeting schedule varies week to week. On some days we will meet together as a large group; on others we will meet in three sub-groups in three separate rooms (check schedule). On yet other days each of you will meet with your assigned advisor for a one-on-one meeting as set up

individually. Please take care to check the schedule each week, as we will meet in different places at different times.

### **Course Materials**

One book, *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition*, by Kate Turabian, has been ordered for this course, and you get it for free! Other readings will be placed in the course share folder (HIST 600A and 600B), or emailed to you as .pdfs.

### **Evaluation/Grading**

The professors will determine your overall grade in the course based upon these factors: evidence of your preparation for and willingness to contribute to class discussions; your preparation for individual meetings with your instructor; your level of investment in reviewing your peers' writing; your timely submission of materials (including topics, prospectuses and drafts); and most importantly, the final version of your research paper. Your attendance at scheduled class meetings is mandatory. Unexcused absences in class or individually scheduled conferences will result in a grade penalty. No extensions on written work will be granted, except in the extraordinary case of significant illness or personal circumstances beyond your control. In such cases, contact your instructor ASAP.

### **A Word on Sources**

You are expected to use primary sources where possible, and to take some care to insure the reliability of secondary sources. Very general sources, such as encyclopedias, may be useful in the early stages of research by pointing you towards more specialized sources, but they are not suitable for citation. Similar restrictions apply to "open source" resources, such as Wikipedia. The History Department has adopted a policy that Wikipedia is not an acceptable citation, even though it may lead you to a citable source.

Here are some useful website for student research methods in history (additional handouts will specify websites which feature access to primary and secondary sources).

University of Wisconsin Learning Historical Research:

<http://www.williamcronon.net/researching/index.htm>

Bowdoin College History Guide:

<http://academic.bowdoin.edu/WritingGuides/>

### **The Honor Code**

The Honor Code is in effect for all work submitted in this class. We will discuss researching and writing with academic integrity throughout the semester, particularly with regard to plagiarism.

### **Email Policy**

We will do our best to respond to student email within 24 hours, Monday-Friday. However, we generally don't check and respond to email between Friday at 5 pm and Monday at 9 am (except when we have assignments due on a Sunday, as we do once during the semester in this course). We do expect that you check your college email address on a regular basis Monday through Friday.

### **Intercollegiate Athletics**

If you are a member of a team whose schedule will require you to miss class, it is your responsibility to inform us of your schedule, what work you will miss, and how and when you intend to make up that work. If at all possible, we would like to know at the beginning of the semester exactly when you will be gone, so as to head off any complications well in advance.

## **Schedule**

### **Week 1:**

**Thursday Sept 17:** Full Group meeting in Chateau 110. Course introduction; introduction to South Asian and East India Company History.

### **Week 2:**

**Tuesday Sept 22:** Full group meeting, Chateau 110. Introduction to Modern European History; how to define and refine a topic. Read for class: Turabian, pp. 3-23.

**Thursday Sept. 24:** Full group meeting, Chateau 110, Introduction to U.S. environmental history and other specific fields within U.S. history; how to define and refine a topic. Prepare for class by spending 20 minutes exploring two helpful web sites on historical research:

University of Wisconsin Learning Historical Research:

<http://www.williamcronon.net/researching/index.htm>

Bowdoin College History Guide, particularly the sections on “Historical Arguments” and “The Research Process.” Look at: “How to Ask Good Questions” and “What Makes a Question Good.”

<http://academic.bowdoin.edu/WritingGuides/>

**Sunday Sept 27 BY MIDNIGHT (!): Please email your three proposed topics, to ALL THREE PROFESSORS as .docx or .pdf files, following the format we will outline in class on Thursday the 24<sup>th</sup> of September.**

### **Week 3:**

**Monday Sept. 28:** Professors will (sometime Monday evening) email your assigned topic (one of your proposed three), remind you of your classroom assignment for your small group for Tuesday class.

**Tuesday Sept 29:** Meet in smaller groups as assigned. Prof. Barrow’s group will meet in Chateau 110. Prof. Bennette’s group will meet in Sunderland 202. Prof. Morse’s group will meet EITHER in MNR 401 OR in the College Archive and Special Collections reading room, ground floor of

Davis Library (down the steps inside the front doors, on the right)—decision to be made and announced!

**Thursday Oct 1:** Meet in smaller groups for prospectus workshop (Chateau, Sunderland, Prof. Morse's group in Munroe 401).

**Sunday Oct 4:** Prospectus due by email to your individual professor by noon (as pdf or docx). For directions, please consult our class handout on writing a prospectus (attached), as well as sample student prospectuses (also attached). Profs. will then forward your peer group's prospectuses to you by email to review for comment and discussion in class Tuesday Oct. 6.

**Week 4:**

**Tuesday Oct 6:** Meet in small groups in three group rooms to discuss prospectus comments . Prepare by providing and bringing written comments on your peers' prospectuses.

**Thursday Oct 8: One-on-one meetings** as scheduled for Prof. Barrow's and Prof. Bennette's students. For Prof. Morse's group: We will meet as a group during class time. Prepare by reading William Cronon, "A Place for Stories: On Nature, History, and Narrative," Journal of American History 78:4 (March 1992), pp. 1347-1376. Find through JSTOR collection or MIDCAT→JSTOR), Or online at: [http://www.williamcronon.net/writing/cronon\\_place\\_for\\_stories\\_1991.pdf](http://www.williamcronon.net/writing/cronon_place_for_stories_1991.pdf)

**Week 5.**

**Tuesday Oct 13:** Prof. Barrow's students attend lecture by Dr. Sonali Mishra, 12:20, Axinn 219 (required; in lieu of Tuesday 1:30 class). Prof. Bennette's and Prof. Morse's students: meet in small group rooms for discussion of writing and research process.

**Thursday Oct 16:** Student-Professor one-on-one meetings as scheduled: Time for writing.

**Friday Oct 16:** Five pages of writing emailed to individual professors and to peer writing group partners by 5 pm—details to be announced ahead of time.

**Week 6:**

**Tuesday Oct 20:** Meet in small groups; Peer comments and discussion of 5 page drafts. Bring written comments for peer group members. **Optional lecture for those interested in the history of ideas or religious history: 4:30 pm, MBH 220: Paula Fredriksen, "Augustine and the Jews: From Fourth-Century North Africa to Present-day Israel."**

**Thursday Oct 22:** Meet in small groups or one-on-one professor meetings (according to professor's preference)

**FALL BREAK: Friday.**

**Week 7:**

**Monday Oct. 26: Prof. Barrow's students meet one-on-one (Monday) as arranged.**

**Tuesday Oct 27:** For Profs. Bennette and Morse: Student-Professor One-on-One meetings as scheduled.

**Thursday Oct 29:** For Profs. Bennette and Morse: Student-Professor One-on-One meetings as scheduled.

**Week 8:**

**Tuesday Nov 3:** For Prof. Barrow's and Prof. Bennette's students: Student-Professor One-on-One meetings. Prof. Morse's student meet as a group in MNR. Reading **for all:** Student HIST 600 paper (in share folder as .pdf).

**Thursday Nov. 5.** Student-Professor One-on-One meetings as scheduled.

**Friday Nov. 6: Seven pages of new writing emailed to individual professors and to peer writing group partners by 5 pm, by email, as .docx or .pdf.**

**Week 9:**

**Tuesday Nov 10:** Meet in three groups for peer and professor comments on new writing. Please print out your fellow students' papers and bring hand-written or typed comments in hard copy to share with them.

**Thursday Nov 12:** Student-Professor One-on-One meetings as scheduled OR scheduled meeting with Prof. Nancy Cott, Harvard University (to be announced).

Evening event: Annual Charles S. Grant lecture, featuring Prof. Nancy Cott, Harvard University (details TBA).

**Week 10:**

**Tuesday Nov 17:** All three groups together (Chateau 110) for discussion of writing Introductions and Conclusions.

**Thursday Nov 19:** Student-Professor One-on-One meetings as scheduled.

**Week 11:**

**Tuesday: Nov 24:** Full rough draft with footnotes and bibliography as polished as possible due to individual professors and peer writing partners, by email, by 5 p.m.

THANKSGIVING

**Week 12:**

**Tuesday Dec 1:** One-on-One meetings with professors as scheduled.

**Thursday Dec. 3:** Meet in three usual groups; bring responses to peers' papers. Please print out your fellow students' papers and bring hand-written or typed comments in hard copy to share with them.

**Week 13:**

**Tuesday Dec 8:** Meet in three groups with individual professors in usual rooms for comments on drafts and peer writing responses.

**Thursday Dec 10:** All three groups together in Chateau 110 for group discussion of final drafts and looking ahead to the Senior Thesis (!).

**Friday Dec. 11, 5 pm:** Final drafts due to individual professors by email as .pdf or .docx.

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**GUIDELINES for PROSPECTUS & BIBLIOGRAPHY – HIST 600**  
**Profs. Barrow, Bennette, and Morse, Fall 2015**

Below are guidelines for writing the prospectus, which should also include your preliminary bibliography. Please submit it **via e-mail by 12:00 noon on Sunday Oct.**

**4.** For additional information on bibliographical entries, please consult Turabian's manual.

**PROSPECTUS**

The "prospectus" describes briefly the questions, materials, and methods of research a writer will undertake for his/her project. In one-and-a-half to two typewritten, double-spaced pages, summarize your project at this stage, making sure that you include the following:

- 1) **TOPIC**. Offer a clear, concise statement of your topic.
- 2) **QUESTIONS**. State the central question(s) that your project raises and that you plan to answer.
- 3) **SCHOLARLY DEBATE**. Summarize the key arguments that surround your research topic. That is, distill the conversation or debate among scholars on your topic, citing either a few specific scholars or schools of thought. Offer specific citations where helpful.
- 4) **METHODOLOGY**. Explain how you plan to research your project. What primary sources do you plan to consult: newspapers, memoirs, photographs, letters, government documents, films, maps, oral testimonies, diaries? Be as specific as you can in identifying these sources. Also be sure to note secondary sources you will use.

**BIBLIOGRAPHY**

Please divide your bibliography into at least two sections: Primary Sources and Secondary Sources. (Further refinement at this point -- e.g., "Newspapers," "Articles," etc. -- is not necessary.) Please identify at least six primary and six secondary sources. N. B.: You will base your essay largely on primary sources, and use secondary material to help you construct the context of your topic, for gathering evidence, and for finding additional primary and other secondary sources. Be an active reader of the secondary literature. Ask questions such as: What is this author's argument? Is it convincing? What evidence does he/she use and is it compelling? What question(s) is the author *not* asking? Where does my argument fit in relation to his/hers?

Please remember that we have provided helpful links about beginning your research, crafting a prospectus, etc. on the 600 syllabus. Remember the University of Wisconsin site we discussed the first week? Why not go back to it now and see what advice it holds for you as you move forward towards a prospectus and beyond.

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## SAMPLE PROSPECTUS, HIST 600

### The Language of the Hun

A prospectus on the instruction of German at Middlebury College during World War I

On April 6, 1917, America declared war against the German Empire. While young American men fought against Germany in Europe, Americans on the home front declared war against German culture.<sup>1</sup> This culture war manifested itself not only in the persecution of German minorities, but also a rejection of everything German, including the language itself. Middlebury, referring to the town and the college, did not escape the fever of World War One. While ambitious young men on campus petitioned Vermont's governor for a Middlebury battalion, which was granted on January

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<sup>1</sup>Frank Trommler. "The Lusitania Effect: America's Mobilization against Germany in World War I." *German Studies Association*, no. 2 (May 2009): 241-266, Accessed September 27 2014. <http://www.jstor.org/stable/40574799>.

30, 1918,<sup>2</sup> the German Club struggled to “use its influence against the growing intolerance toward everything German.”<sup>3</sup>

As a pioneer and leader in the instruction of foreign languages, Middlebury College’s language programs have a long and complex history. Unique to Middlebury is its summer foreign language schools, which began in 1915 with Dr. Stroebe’s German program.<sup>4</sup> Middlebury’s German summer school and German department were two separate entities, which had different administrations, faculty, and students. But both programs had to deal with the American backlash against all things German.

Many scholars have analyzed the effects of World War One on language instruction, but Middlebury’s specific story has yet to be told in the context of this greater narrative. Scholarship in this area mainly focuses on high schools, especially in the Midwest, where schools dropped all German programs.<sup>5</sup> Furthermore, this project addresses several gaps in the current narrative of the history of Middlebury College. Stephen Freeman’s history of the language schools focuses on the founding of the German school, while paying little attention to the disbanding of the school in 1917. David Stameshkin has written a full history of the college, but it says surprisingly little about the German department at this time. Perhaps most importantly, no one has made the effort to compare, contrast, or connect the stories of Middlebury’s German department and language school. This

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<sup>2</sup> David Stameshkin, *The Strength of the Hills: Middlebury College, 1915-1990* (Hanover, New Hampshire: Middlebury College Press, 1996), 11.

<sup>3</sup> *Ibid*, 12.

<sup>4</sup> Stephen A. Freeman, *The Middlebury College Foreign Language Schools* (Middlebury, Vermont: Middlebury College Press, 1975)

<sup>5</sup> Paul J. Ramsey. “The War against German-American Culture: The Removal of German Language Instruction from the Indianapolis Schools, 1917-1919.” *Indiana Magazine of History*, no. 4 (December 2002): 285-303. Accessed September 27 2014.  
<http://www.jstor.org/stable/27792420>.

project serves as a case study showing how an institution of higher education confronted the anti-German hysteria caused by World War One. It also fills in several important gaps in the narrative of Middlebury language instruction.

The primary sources from Middlebury College's Special Collections offer direct access into the operations and daily life at the college before, during, and after the war. From an administrative standpoint, the archives contain minutes from trustee meetings, Middlebury presidents' correspondence and papers, and the papers from the directors of the summer language schools. Regarding faculty, the Middlebury archives have saved all faculty meeting minutes and all course catalogs. College publications, such as *The Middlebury Campus* and the Bulletins of the foreign language schools, were also kept from these years. Finally, the Library of Congresses' "Chronicling America" database contains copies of the *Middlebury Register* during the time period I am studying. The dozen or so *Middlebury Register* articles that deal with German at Middlebury College provide a glimpse into the town's opinion of German instruction at Middlebury.

## Sample Prospectus No. 2

My thesis will focus on surveying and analyzing the portrayal of environmentalism as a movement between the years of 1968-1972 in national print magazines' text and imagery. In my exploration of this topic I hope to answer the following questions and any others that arise in the research process: What trends did environmental imagery in media follow during the period of 1968-1972 and what effect did it have on the culture and politics of the time? What publications (Silent Spring, etc) contributed non-visual imagery in the American mind and how were these sentiments and tactics echoed visually in magazines? What/who were the subjects of the imagery? (ie. post-apocalyptic effects of industry and waste, ravaged landscapes, unappealing piles of garbage, gas masks, animals in danger, helpless children, loving mothers, and sad Indians etc) What kinds of feelings were the images associated with environmentalism meant to evoke? (ie. fear, doom, empathy, love, awe etc) How did the trends of environmental media change after pivotal events like Earth Day and what types of imagery proved to be most effective or common in engaging people to incite change? What was the text like that accompanied these images and campaigns? Was the mood or message of environmental imagery and rhetoric during the period of 1968-1972 largely negative or positive in nature? Did the environmental lose steam in the 1970s or gain more

mainstream support? How did the phenomena of media desensitization play out in the 1960s and 1970s and how does this relate to our current problems of environmental indolence and complacency?

There is much scholarly work that has been done in the field of what is perhaps environmentalism's biggest moment in our nation's history thus far, Earth Day in 1970 and the two tumultuous decades that surrounded it. The 1960s was a decade marked by war, newfound freedom, youth revolt, and abounding environmental health issues, all culminating in a perfect storm for civil unrest and political response. Most scholars agree that the publication of Rachel Carson's influential book *Silent Spring* in 1962 was a watershed moment in the movement's early stages. In the 1970s, the first inaugural Earth Day, the creation of the EPA and the passage of the Clean Air Act are also often pointed to as seminal moments of the environmental fight. Throughout these two decades, the media coverage of the politics and culture of the era is telling not only of how the events unfolded, but also of how they were understood and construed by the mainstream public and those in power.

In his article "Gas Masks, Pogo, and the Ecological Indian: Earth Day and the Visual Politics of American Environmentalism", author Finis Dunaway offers a thorough analysis of environmental issues as portrayed in national print media. Though his argument draws from a thorough selection of sources (of which I plan to also use), Dunaway focuses only on three types of imagery in the media, (Gas Masks, the Pogo comic strip, and the Ecological Indian) within the period surrounding the first Earth Day celebration in 1970. My paper will draw from Dunaway's argument in hopes to examine both similar and different trends that span the years from 1968 to 1972—"The Environmental Moment" as defined within the title of David Stradling's collection of primary source documents and material from that era—and pinpoint potential changes in the tactics used by environmental advertising campaigns and media publications to convey, highlight and/or prioritize certain environmental issues. Dunaway critiques the media publications for exaggerating the individual's responsibility for environmental degradation, and ultimately concludes that this mainstream environmentalism combined with the development of new government agencies and policies "overlapped and reinforced one another to naturalize certain meanings of the environmental crisis" (Dunaway, 95) Dunaway's argument can be expanded to cover a slightly lengthened time period that still finds its center around the first Earth Day in 1970 but is not defined by it. Dunaway also takes a lot of freedom in interpreting the images, and in my analysis I hope to not only interpret images but also analyze the text within and around the images in the magazines and articles I have researched. In researching the currents of Environmentalism in national print media it will be important to have a solid background knowledge of the culture, politics, and events during period on which I have chosen to focus, specifically in the realm of environmentalism but not exclusively. The period of 1968-1972 was one characterized by tumult and protest across many issues; war, race, gender, sexuality, religion, and of course the environment, and thus these factors undoubtedly interacted and affected one another. Insight into the era's mood and outlook can be gained by parsing popular national magazines such as Life, Harpers, Times, Newsweek, Fortune, Forbes, National Geographic and Audobon for varying types of media outlet perspectives and target audiences (mainstream, corporate, environmental, consumer etc) Secondary sources from scholars who have done research in the field of the 1960s and 1970s environmental movement will be

helpful to determine how the visual imagery in national print media fits in with the trends and timeline that has been historically established.

### Primary Sources

“Clean-up Mood Sweeps the Nation.” Life, March 5, 1971, 30-35

"Environment: A National Mission For the Seventies." Fortune, February 1, 1970

Pekkanen, John. "Ecology: A Cause Becomes a Mass Movement." Life, January 30, 1970, 3-12.

Graves, Ralph. "Editor's Note: Why John Pekkanen Gave Up Eating Liver," Life, January 30, 1970, 3.

“Our Ecological Crisis.” National Geographic, December 1970.

“Ready to Race Against Smog.” Life, September 4, 1970, 44-46.

Stradling, David. The Environmental Moment, 1968-1972. Seattle: University of Washington Press, 2012.

“The Wild World.” Life, December 22, 1967

“The Tragedy of Strip Mining.” Life, January 12, 1968, 54.

“When It Starts to Hurt.” Life, February 26, 1971, 32-32.

White, Theodore H. “How do we get from here to there?” Life, June 26, 1970, 36-44.

“Into the 70s.” Life, January 9, 1970, 9-13, 31, 109-111.

Zinsser, William. “A Fantasy for Earth Day: What Happened When Refractory & Brake Ran Afoul of the U.S. Godwit Lobby.” Life, April 4, 1970 42-43.

### Secondary Sources

Anderson, Alison. Media, Culture and the Environment. Taylor and Francis, 2013.

Carmichael, Jason T., J. Craig Jenkins, and Robert J. Brulle. "Building Environmentalism: The Founding of Environmental Movement Organizations in the United States, 1900–2000." The Sociological Quarterly 53 (2012): 422-53.

Commoner, Barry. The Closing Circle: Nature, Man, and Technology. New York: Knopf, 1971.

Conn, Steven. "Back to the Garden: Communes, the Environment, and Antiurban Pastoralism at the End of the Sixties." Journal of Urban History 36 (2010): 831-48.

Davis, Jack E. "'Conservation Is Now a Dead Word': Marjory Stoneman Douglas and the Transformation of American Environmentalism." Environmental History 8, no. 1 (2003): 53-76.

DeLuca, Kevin Michael. Image Politics : The New Rhetoric of Environmental Activism Guilford Press, 1999.

Dunaway, Finis. "Gas Masks, Pogo, and the Ecological Indian: Earth Day and the Visual Politics of American Environmentalism." American Quarterly 60, no. 1 (2008): 67-99.

Dunaway, Finis. Natural Visions: The Power of Images in American Environmental Reform. Chicago: University of Chicago Press, 2005.

Kroll, Gary. "The 'Silent Springs' of Rachel Carson: Mass Media and the Origins of Modern Environmentalism." Public Understanding of Science 10 (2001): 403–420.

Ricketts, Glen M. "The Roots of Sustainability." Academic Questions 23 (2010): 20-53.

Robertson, Thomas. "Barry Commoner and the Science of Survival: The Remaking of American Environmentalism." Environmental History, 2011, 724-25.

Rome, Adam. "'Give Earth a Chance': The Environmental Movement and the Sixties." The Journal of American History 90, no. 2 (2003): 525-54

### SAMPLE PROSPECTUS, NO. 3

#### **The American Petroleum Institute: The Founding of a Unified Fossil Fuel Front in 1919 and its Relationship with the United States Government Until World War II**

After a landmark Supreme Court decision forced the dissolution of the massively powerful Standard Oil company in 1911, the petroleum industry was composed of two distinct groups: the companies created in the wake of this dissolution and “independent” companies that had existed outside of Standard Oil. These two groups first came together to work with the US government in

order to provide the armed forces in World War I with vital petroleum supplies. Once the war had ended, these groups found it to be in their common interest to work with instead of against one another, leading to the formation of the American Petroleum Institute (API) in 1919. At the time, the organization's focus was mostly advocacy in the government and media, setting of industry standards and improving the taxation code for oil assets.<sup>6</sup>

Although all of these activities persist in fundamentally similar forms to this day, their efficacy has increased dramatically; the remarkable influence of petroleum companies on the United States government has become a point of contention for many environmentalists as well as concerned citizens. The API, as *the* voice of the industry, has contributed over \$7 million per year to various candidates and campaigns that would benefit petroleum producers, regardless of mounting evidence of negative environmental consequences associated with the industry.<sup>7</sup> What is most surprising about this is the degree to which US lawmakers and bureaucrats seem to follow the agenda set by the API and other powerful petroleum corporations. What I seek to learn from a study of the formation of the API until its contribution to World War II is how the organization effectively inserted itself into the apparatus of the US government as a necessary component of policymaking, whether this was through direct funding to important candidates, provision of expert information and testimony, or distortion of facts surrounding the industry itself. By doing this, I also hope to shed light on how the American petroleum industry strategically positioned itself to increase in value and importance and how this connects to its level of influence today. One argument for the power of API comes from its petroleum reserve estimates: a joint-survey by the United States Geological Survey and the American Association of Petroleum Geologists in 1921 predicted oil reserves would be depleted in twenty years if consumption remained at the same level,

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<sup>6</sup> "API History," *API*. <http://www.api.org/globalitems/globalheaderpages/about-api/api-history>.

This page is based on the histories of two former employees which can be found in the bibliography.

<sup>7</sup> "American Petroleum Institute," *OpenSecrets*.

<http://www.opensecrets.org/lobby/firmsum.php?id=D000031493&year=2009>.

while the API predicted in 1925 that there was little to no chance of this occurring. The API skewed its estimates in order to forestall direct government regulation, a theme I am sure will run throughout its history.<sup>8</sup>

There are a variety of resources available that specifically pertain to the API as well as the industry as a whole and its role in America's energy portfolio. A portion of these resources come from within the organization, from histories of the organization by former employees to informational pamphlets published by the organization itself. In addition to these resources, which provide important perspective on how the API viewed itself, there are other resources that offer opportunities for a more critical examination of the API, from Congressional hearings to various newspaper articles. One of the most exciting potential resources is an archive of the National Museum of American History that is a collection of photographs and films directly pertaining to the API. Thus far, I have managed to locate primary sources that cover most of the time between the organization's founding in 1919 and its participation in World War II.

### Bibliography

American Petroleum Institute. *American Petroleum Industry: A Survey of the Present Position of the Petroleum Industry and Its Outlook Toward the Future*. American Petroleum Institute, 1935. Print.

American Petroleum Institute. *American Petroleum Institute: What It Is; What It Does*. American Petroleum Institute, 1952. Print.

"American Petroleum Institute Meeting." *Wall Street Journal*, 7 December 1922. Print.

"American Petroleum Institute Organized: Oil Men of United States, Mexico and Canada." *Los Angeles Times*, 15 March 1919. Print.

American Petroleum Institute Photograph and Film Collection. Archives Center, National Museum of American History.

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<sup>8</sup> Dennis, Michael A, "The Making of US Petroleum Reserve Estimates, 1921-25," *Social Studies of Science*. 15.2 (1985): 241-265. Print.

Dennis, Michael A. "The Making of US Petroleum Reserve Estimates, 1921-25." *Social Studies of Science*. 15.2 (1985): 241-265. Print.

Fanning, Leonard M. *The Story of the American Petroleum Institute: A Study and Report, with Personal Reminiscences*. New York: World Petroleum Policies, 1959. Print.

"Meetings of the American Petroleum Institute." *Science*. 86.2237 (1937): 10-11. Print.

*The National Petroleum Association, 1902-1927*. Print.

"Petroleum Executive Sees Industry Unfairly Taxed." *Christian Science Monitor*, 10 November 1937. Print.

Potter, Stephen. *The American Petroleum Institute: An Informal Story (1919-1987)*. Print.

Williamson, Harold F. *The American Petroleum Industry*. Evanston: Northwestern University Press, 1963. Print.