**HIST 5312: Colloquium in Law and Popular Culture (US/Transatlantic/World)**

Fall 2015

**Instructor:** Oliver Lee Bateman

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**Office Hours:** 3:00 p.m.-6:00 p.m., TH

**Time and Place of Class Meetings:** UNIVERSITY HALL, ROOM 521

7:00 p.m. – 9:50 p.m., TH

**Description of Course Content:** Law and popular culture are the thematic subjects of HIST 5312 as well as my areas of professional expertise, and our shared readings reflect this.  However, my goal in assembling these materials was not so that we can spend three hours per week poring over the minute and often quite trivial details of *Plessy v. Ferguson* and *Everson v. Board of Education* or discussing the biased refereeing that enabled France to win the 1998 World Cup. Instead, we will work through this body of material to learn how historians and other academics develop and apply various theories and methodologies in order to craft exciting interdisciplinary or transnational projects. As corny as it sounds, the sort of work we do is limited only by our imaginations; my chief aim here is to inspire you pursue the research topics that interest you, going as far as the sources (and your interpretations thereof) allow.

**Student Learning Outcomes:**

1. Students will understand history as a discipline, including its methods and processes.

2. Students will be able to distinguish between primary and secondary sources, and be able to analyze each type of source.

3. Students will become familiar with relevant, high-level scholarship in a variety of fields.

4. Students will develop an understanding of how one’s theoretical orientation informs the methods that he or she chooses when pursuing a research topic.

5. Students will demonstrate an ability to write short, insightful review essays.

6. Students will participate vigorously in class discussion, with each student responsible for team-teaching at least one discussion.

**Required Textbooks and Other Course Materials:**

Bookstore link: [http://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=10645&langId=-1&programId=771&termId=100034095&divisionDisplayName=1&departmentDisplayName=HIST&courseDisplayName=5312&sectionDisplayName=001&demoKey=d&purpose=browse](http://www.bkstr.com/webapp/wcs/stores/servlet/CourseMaterialsResultsView?catalogId=10001&categoryId=9604&storeId=10645&langId=-1&programId=771&termId=100034095&divisionDisplayName=1&departmentDisplayName=HIST&courseDisplayName=5312&sectionDisplayName=001&)

Pierre Bourdieu, *Sociology in Question* (selections)
[http://www.amazon.com/Sociology-Question-Theory-Culture-Society/dp/0803983387/ref=sr\_1\_1?s=books&ie=UTF8&qid=1414568830&sr=1-1&keywords=sociology+in+question](http://www.amazon.com/Sociology-Question-Theory-Culture-Society/dp/0803983387/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1414568830&sr=1-1&keywords=sociology+in+question)

* **ISBN-10:** 0803983387
* **ISBN-13:** 978-0803983380

Fredric Jameson, *Postmodernism, or, The Cultural Logic of Late Capitalism* (selections)
[http://www.amazon.com/Postmodernism-Cultural-Capitalism-Post-Contemporary-Interventions/dp/0822310902/ref=sr\_1\_1?s=books&ie=UTF8&qid=1414568870&sr=1-1&keywords=postmodernism+jameson](http://www.amazon.com/Postmodernism-Cultural-Capitalism-Post-Contemporary-Interventions/dp/0822310902/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1414568870&sr=1-1&keywords=postmodernism+jameson)

* **ISBN-10:** 8190340328
* **ISBN-13:** 978-8190340328

Tom Wolfe, *The Right Stuff* (selections)
[http://www.amazon.com/Right-Stuff-Tom-Wolfe/dp/0312427565/ref=sr\_1\_1?s=books&ie=UTF8&qid=1414568898&sr=1-1&keywords=the+right+stuff](http://www.amazon.com/Right-Stuff-Tom-Wolfe/dp/0312427565/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1414568898&sr=1-1&keywords=the+right+stuff)

* **ISBN-10:** 0312427565
* **ISBN-13:** 978-0312427566

Lara Putnam, *Radical Moves: Caribbean Migrants and the Politics of Race in the Jazz Age*[*http://www.amazon.com/Radical-Moves-Caribbean-Migrants-Politics/dp/0807872857*](http://www.amazon.com/Radical-Moves-Caribbean-Migrants-Politics/dp/0807872857)

* **ISBN-10:** 0807872857
* **ISBN-13:** 978-0807872857

Laurent Dubois, *Soccer Empire*[*http://www.amazon.com/Soccer-Empire-World-Future-France/dp/0520269780*](http://www.amazon.com/Soccer-Empire-World-Future-France/dp/0520269780)

* **ISBN-10:** 9780520269781
* **ISBN-13:** 978-0520269781

C.L.R. James, *Beyond a Boundary*[*http://www.amazon.com/Beyond-Boundary-C-L-James/dp/0822313839*](http://www.amazon.com/Beyond-Boundary-C-L-James/dp/0822313839)

* **ISBN-10:** 0822313839
* **ISBN-13:** 978-0822313830

David Dorsen, *Henry Friendly,* *Greatest Judge of His Era* (selections)
<http://www.amazon.com/Henry-Friendly-Greatest-Judge-His/dp/0674064399>

* **ISBN-10:** 0674064399
* **ISBN-13:** 978-0674064393

Alan Klein, *Little Big Men: Bodybuilding Subculture and Gender Construction*[*http://www.amazon.com/Little-Big-Men-Bodybuilding-Construction/dp/0791415600/ref=sr\_1\_1?s=books&ie=UTF8&qid=1414569113&sr=1-1&keywords=alan+klein+little+big+men*](http://www.amazon.com/Little-Big-Men-Bodybuilding-Construction/dp/0791415600/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1414569113&sr=1-1&keywords=alan+klein+little+big+men)

* **ISBN-10:** 0791415600
* **ISBN-13:** 978-0791415603

Alejandro de la Fuente, *A Nation for All: Race, Inequality, and Politics in Twentieth-Century Cuba* (selections)

* <http://www.amazon.com/A-Nation-All-Envisioning-Cuba/dp/0807849227>
* **ISBN-10:** 0807849227
* **ISBN-13:** 978-0807849224

Marcus Rediker and Peter Linebaugh, *The Many-Headed Hydra: Slaves, Commoners, and the Hidden History of the Revolutionary Atlantic* (selections)
<http://www.amazon.com/The-Many-Headed-Hydra-Commoners-Revolutionary/dp/0807033170>

* **ISBN-10:** 0807033170
* **ISBN-13:** 978-0807033173

**Course Assignments and Grading:** Students enrolled in the class will:

1. For each week that a book or article is assigned, write a 2-3 page essay (single-spaced!) in which you respond to the following questions:

a) What is the author’s ARGUMENT?

b) What SOURCES are used to support this argument? When applicable, describe the sort of research that the author has likely undertaken in the course of preparing this paper (archival research, heavy reliance on secondary sources, electronic database research (e.g., Westlaw), etc.)? To what extent has the author made a CONVINCING CASE for his ARGUMENT?

c) In what ways does this article advance our collective understanding of the subject? In what ways might some of the methods in this article be adopted for use in your own research project (3-4 sentences)?

NOTE: In weeks where more than one article or book is assigned, select only one to critique. If you want to try to tie together the other assigned articles or essays, feel free, but in that situation, you’re only responsible for responding to one article or book.

Taken together, these essays are worth 75% of your final grade. You can opt out of completing two of them; after that, you’ll begin being penalized.

2. Team-teach a class discussion with me. I’ll remain “on point” throughout, but I expect you to be prepared to contribute significantly during the week that you’ve been assigned a discussion to lead. This is worth 12.5% of your grade.

3. Participate actively in each seminar discussion. Class participation is worth 12.5% of your grade. You’re allowed to miss TWO CLASSES without an excuse.

NOTE: Since there IS NO LENGTHY FINAL PAPER, I expect a great deal from your weekly critiques and your classroom participation. Don’t disappoint me!

*SPECIAL RULES REGARDING SMARTPHONES AND OTHER DISTRACTING DEVICES.*

PLEASE TURN OFF ALL CELL PHONES AND SET ALL BEEPERS TO SILENT MODE WHILE IN CLASS. TEXT MESSAGING IS NOT ALLOWED DURING THE CLASS.

**CELL PHONES MAY NOT BE VISIBLE DURING CLASS TIME.**

**THEY SHOULD BE SECRETED IN A PLACE WHERE THEY CANNOT BE SEEN, TOUCHED, OR HEARD.**

**LAPTOP COMPUTER USE OR THE USE OF I-PADS OR OTHER SUCH DEVICES** **IS STRICTLY PROHIBITED.**

**NOTE: Smartphones are a lot of fun, I know. I mean, who doesn’t love Flappy Bird or Farmville or Mafia Wars or Angry Birds or what have you? But would you pay $100/class to play these wonderful games, given that most are free to play or nearly so? Because that’s what it costs to sit in each class (based on in-state tuition rates, anyway). I’m going to try to give you your money’s worth, but it’s extremely difficult to do this if you’re fiddling around with those things. If you don’t want to pay attention, don’t come. I’m very understanding regarding illnesses, work schedules, and so forth, but I can’t tolerate inattention and I don’t like wasting my own time. My performances vary in quality from week to week, but they’re usually decent.**

***UTA NOTE TO STUDENTS****: You are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if your performance drops below satisfactory levels. A general rule of thumb is this: for every credit hour earned, you should spend 3 hours per week working outside of class. Beyond the time required to attend each class meeting, you should expect to spend at least an additional 9 hours per week of your own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.*

**Make-up Exams**: In the event of a documented medical emergency, I will schedule a make-up examination for you that will take place during office hours.

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current undergraduate catalog. For the full text of this policy, see <http://wweb.uta.edu/catalog/content/general/academic_regulations.aspx#10>.

**UTA Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*.

**Course Schedule:**

January 22, 2015

Discussion: Course policies / Introduction

January 29, 2015

Discussion: The Discipline of History

Readings: Bourdieu, Sociology in Question, pp. 73-92, 108-138, 150-157, 177-179

(Bonus Reading) Jacques Ranciere, *The Ignorant Schoolmaster*, available at <http://abahlali.org/files/Ranciere.pdf> (skim, note how Ranciere uses history to advance a particular philosophical argument, an argument that reappears here: <http://www.theatlantic.com/education/archive/2014/06/the-case-for-grade-inflation/373251/>)

February 5, 2015

Discussion: Postmodernism

Readings: Jameson, Postmodernism, pp. ix-xxi, 1-66, 180-278, 297-416

Note: This book is **EXTREMELY** tough sledding. If you find it to be awkwardly written and difficult to parse, well, you’re not alone. But this book is a masterpiece (of sorts), and I’d suggest you start reading it sooner rather than later. I’ve tried to frontload the schedule with difficult material, because we’ll be referring to it throughout the semester.

February 12, 2015

Discussion: Why Popular Culture Matters

Readings: James, Beyond a Boundary (entire book)

Bateman, “Everyman His Own Professional Wrestling Historian,” available at <http://s-usih.org/2014/05/everyman-his-own-professional-wrestling-historian.html>

February 19, 2015

Discussion: Why Popular Culture Matters, Part 2

Reading: Dubois, Soccer Empire (entire book)

February 26, 2015

Discussion: Law, Popular Culture, and Everything Else in Transatlantic Context – The Multi-Method Monograph

Reading: Putnam, Radical Moves (entire book)

March 5, 2015

Discussion: Old-Fashioned Law Office History…Done Well

Reading: Dorsen, Henry Friendly, pp. 1-236, 302-361

**March 10 and 12 – Spring Break**

March 19, 2015

Discussion: Field Research

Reading: Klein, Little Big Men (entire book)

March 26, 2015

Discussion: Transatlantic Legal History / Race

Reading: De La Fuente, Nation For All, pp. 1-99, 175-341

April 2, 2015

Discussion: Activist History, Part 1

Reading: Rediker and Linebaugh, Many-Headed Hydra, pp. 1-174

Dan O’Sullivan, “Money in the Bank,” available at <https://www.jacobinmag.com/2014/08/money-in-the-bank/>

April 9, 2015

Discussion: Activist History, Part 2

Reading: Rediker and Linebaugh, Many-Headed Hydra, pp. 172-354

Taylor Branch, “The Shame of College Sports,” available at <http://www.theatlantic.com/magazine/archive/2011/10/the-shame-of-college-sports/308643/>

April 16, 2015

**NO CLASS**

April 23, 2015

Discussion: History and the New Journalism, Part 1

Reading: Wolfe, The Right Stuff, pp. 1-169 (chapters I-VIII)

Wolfe, “Me Decade and the Third Great Awakening,” available at <http://nymag.com/news/features/45938/>

HS Thompson, “Kentucky Derby is Decadent and Depraved,” available at <http://grantland.com/features/looking-back-hunter-s-thompson-classic-story-kentucky-derby/>

April 30, 2015

Discussion: History and the New Journalism, Part 2

Reading: Wolfe, The Right Stuff, PP. 169-End (Chapters IX – Epilogue)

Dan Jenkins, “the Disciples of St. Darrell on a Wild Weekend,” available at <http://grantland.com/features/dan-jenkins-si-piece-texas-football-fandom/>

David Foster Wallace, “Consider the Lobster,” Available at <http://www.gourmet.com/magazine/2000s/2004/08/consider_the_lobster>

May 7, 2015

Concluding Presentation: The Historical Imagination

Reading: Bateman, “On Style in History (Blogging),” available at <http://s-usih.org/2014/03/on-style-in-history-blogging.html>

**NO CRITIQUE DUE THIS WEEK**

**NOTE : *As the instructor, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. --OLB***