



UCLA | *DEPARTMENT of History*

News from the Sixth Floor

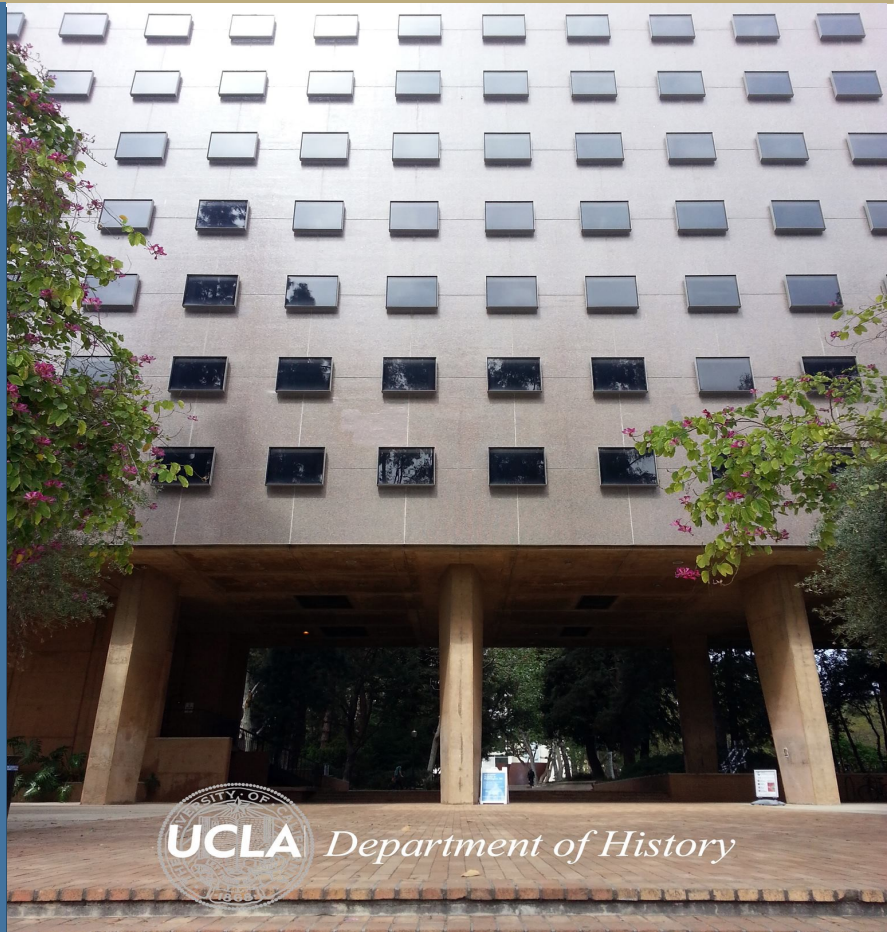
Undergraduate Newsletter | Spring 2018 Edition

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Department of History

News From the Vice Chair for Undergraduate Affairs



Greetings, History Majors and History Minors! It's hard to believe that half of Winter Quarter has flown by. It's already time to sign up for Spring 2018 classes.

Still, several History Undergraduate Advisory Board-sponsored events are on the horizon for what remains of Winter, and we have more events in store for Spring Quarter.

For Majors interested in embarking upon the year-long honors thesis, please mark your calendars for Wednesday, February 28, 1pm-2pm in the History Reading Room, Bunche 6265, for an information session. Current thesis writers, along with History staff and faculty will be on hand to talk about the experience. Immediately following that, our History Graduate Student Association (HGSA) will be hosting another Coffee Chat about pursuing an advance degree in His-

tory. This session will be held in the History Lounge, Bunche 6282, February 28, 2pm-4pm. Please feel free to drop in as time permits. Light refreshments will be provided.

The very next day, Thursday, March 1, History Professor Emerita Ellen C. Dubois will be giving the HUAB Undergraduate Lecture on the timely topic of "Sexual Harassment, Abortion, and Women in Political Office: The History" in 6275 Bunche, 4pm-6pm. Please join us for that event and RSVP here <https://goo.gl/forms/pA0OHgwY4LcYWgLw2>.

Don't forget to submit an abstract for the Third Annual Undergraduate History Conference, on the theme of "Culture and Power," scheduled for April 27, 2018. 250-word abstracts should be submitted by February 23 to the following link [Abstract Submissions for HUAB Spring 2018 Conference](#). If you have written a research paper (or are currently finishing one) for a 96W, a 97, a 191, or an honors project, please join us for this rewarding opportunity.

In other news, our History faculty continue to create exciting new GE and upper-division courses. In academic year 2018-19, you can look forward to the new History 14: The Atlantic World, to be taught by Carla Pestana, as well as History 12C: Colonialism and Anti-Colonialism, under development by Katsuya Hirano. The roll-out of History 94: What Is History? in Fall 2017 was a success. I've heard very positive reports from David Myers, Ceren Abi (the Teaching Assistant), and the students. I strongly encourage all pre-majors and minors to take this course. Our new transfer students, in particular, will find this class an engaging and convenient way to quickly meet the pre-major requirements and be ready to complete the major (and even squeeze in an honors thesis) within just two years at UCLA. The two professors highlighted in this issue, Stefania Tutino and Sanjay Subrahmanyam, will be offering the 94 in Fall 2018 and Fall 2019, respectively. Onward! I look forward to seeing you in our classes and around the Sixth Floor!

"News from the Sixth Floor" is the joint effort of the Vice Chair for Undergraduate Affairs, the undergraduate advising staff, and the History Undergraduate Advisory Board (HUAB).

Faculty Spotlight: Sanjay Subrahmanyam

Interview by Christian Choe, HUAB Member | January 2018



Q. Who is Sanjay Subrahmanyam? What was your history before you came to UCLA?

A. I received my university degrees in Delhi, India at the University of Delhi and the Delhi School of Economics. I should make clear that I received all of my degrees in economics before doing my Ph.D. in Economic History. Then, I taught at the Delhi School for about a decade. After that, I was at the EHESS in Paris for about eight to ten years and at Oxford for two years. From there, I moved to UCLA.

Q. When did you realize your passion for history?

A. There is a slightly different system in India; there is—or was—a three-year B.A., not a four-year one. And after that, you enrolled in a two-year M.A. program, which functioned somewhere between a senior year and graduate school. You effectively took graduate-level courses, some of which were very small, akin to seminar courses. And during that time, I found myself interested in two different things: the history of economic thought and economic history. Ultimately, it was a bit of a toss-up in terms of which path I would choose, but my teachers in economic history were key factors in my decision to pursue that pathway. Also, there was the fact that economics was becoming very technical and mathematical, and my heart was not in that, even though I was actually quite good at mathematics.

Q. Who are some of your academic mentors/role models?

A. There's a bunch of them. If I had to name one, I'd say Ashin Das Gupta. He is an historian from Calcutta, who was not my teacher, but a member of my Ph.D. committee. In fact, I ended up writing an introduction to *The World of the Indian Ocean Merchant, 1500–1800: Collected Essays of Ashin Das Gupta*. Others who have notably inspired me include my teacher Dharma Kumar and the literary scholar Velcheru Narayana Rao.

Q. What was the first class you taught as a professor in Delhi and at UCLA?

A. The first class I ever taught was probably on the economic history of India in the colonial period. As for the first class at UCLA, I believe it was HIST 135A: Europe and the World, an upper-division lecture course. Also in my first years in Los Angeles, I taught a joint seminar with Professor R. Bin Wong—a graduate course on Asian World History.

Q. What are your research interests, broadly speaking?

A. I study many different things—from economic to cultural and intellectual history—but I think the most common descriptor of the histories I research would be “early modern history”—dealing with the 15th-19th centuries. And that is one common thread. Within that broad period of roughly four centuries, I look into the histories of India and South Asia, of the Indian Ocean, of Europe, including Spain and Portugal, and the comparative history of empires, to name a few.

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Q. What was your most recent book?

A. My most recent published book is *Europe's India: Words, People, Empires, 1500–1800*. It is a survey of the ways in which European views of India changed over three hundred years. From the first contact between the Portuguese and India through the 16th, 17th, and 18th centuries, that perception has constantly shifted. Different Europeans came to India: some gathered textual and oral materials and wrote about those materials, and others collected artifacts and built conceptions from those artifacts. Over time, the image changed, but we should not confuse it for a linear story.

Q. Are you in the process of writing another book?

A. I've just finished another book that is in press, which is on early modern Eurasian empires. When that is published, I will be moving onto another book, on which I plan to collaborate with one my friends at the University of Chicago, Muzaffar Alam. That will be about autobiographical narratives in the Mughal Empire.

Q. What is your favorite and least favorite part of the process of writing a book?

A. Almost everything is fun. You have the research, which is always interesting and surprising, and the writing is rarely problematic. Sometimes, you might get stuck, but that doesn't happen to me all that often.

Without a doubt, my least favorite part of the writing process is going through publishers. As time goes on, I have gotten the feeling that publishers really only want a commercial kind of history. Even university presses it seems are not all that interested in research-based books; understandably, the bottom line counts. They want to sell books, and the simpler the book is, the more they like it. That is definitely the least enjoyable part of it. However, I must say that I have good relations with publishers outside the United States—in India and France, for instance—and that the difficulty lies in American publishers.

Q. Which classes will you be teaching in the Spring 2018 quarter?

A. I will not be teaching next quarter. Next year, I will be teaching the History of India survey (HIST 9A) and Europe and the World (HIST 135A). Then, I will be teaching two seminars; although, I have not yet decided what they will be about. However, one of those will probably be a new seminar on the long history of capitalism in India. I want to teach that seminar because people often have this mistaken notion that the market and what can pass for capitalist activities is something that is very recent or new in places like India and China. Of course, this is absolutely false; these places have very, very long historical engagement with the market, merchants, and so forth. In fact, it is very interesting to see how much the historical past resonates in contemporary capitalism in India.

Q. If you weren't studying history, what do you think you would be doing?

A. Probably literature. I have many literary interests. I write many things about literature in my historical work. For instance, I think I would have liked to be a literary translator. Personally, I prefer late-nineteenth and early-twentieth-century literature, up until perhaps the middle of the century. I am not all that fond of late-twentieth-century literature.

Faculty Spotlight: Sanjay Subrahmanyam

Interview by Christian Choe, HUAB Member | January 2018

Q. Speaking of literature, what are some of your favorite fictional and non-fictional books, academic or non-academic?

A. There are too many of them. In terms of non-fiction, I find David Dean Shulman's *The King and the Clown in South Indian Myth and Poetry* to be a very interesting and funny book. There is also Cornell Fleischer's *Bureaucrat and Intellectual in the Ottoman Empire: The Historian Mustafa Ali (1541–1600)*, which I often find myself returning to. And those are just two examples.

As for fiction, there are many different genres I enjoy. For instance, I am quite fond of G.K. Chesterton, who wrote detective stories about a Catholic priest named Father Brown. He goes around solving crimes and enquiring into human nature simultaneously. That is something of which I have been fond for a long time, perhaps since my teens, which is also the case for other authors such as the playwright Bernard Shaw or the novelist Mervyn Peake. Peter Carey is another writer who has recently captured my interest. Although I did say I was not entirely fond of late-twentieth century literature, I could make an exception for Carey. He is an Australian writer, and he wrote *True History of the Kelly Gang*, which is centered around this Australian Robin Hood of sorts.

Q. Do you have any pieces of advice for undergraduate students?

A. My perspective at this point in my career is quite obviously different from the perspective of an undergraduate student. Still, when I look back at my own days as a student in the 1970s, I really regret that I never had the chance to study with scholars doing innovative research. At UCLA, students have that opportunity, and if I were in their place, I would seize it. What is great is that we are in a public university, and to have this possibility, you do not have to pay the exorbitant sums of the Ivy League. Of course, that often means that the classes may be a bit harder, but they can be worth it, especially in research or capstone seminars where you get more of a chance to interact with faculty. History majors should have some real sense of the interest and excitement of really doing research and an understanding of how that works. After that, they can go out and do whatever else they want in life. Or if they decide, they can go to graduate school, but with a reasonable idea of what that actually means.

Second, to the extent possible, people should take classes because they are interested in them; forget about time of day, convenience, and other extraneous reasons. From the point of view of the professors, it boosts the level of the class to have genuinely interested people there. It is not all that different from musicians, who always say they "gather energy from the room." Someone who is teaching in a class is also getting energy from the room. It is nearly impossible to find a person who is able to pour their passion into a room of indifference. In that sense, I would say it is almost as important to be an inspiring student as it is to be an inspiring professor.

Q. Is there anything else you would like the undergraduate students, graduate students, or faculty members to learn about you?

A. I have been here quite a few years, so that shouldn't be a problem among the faculty, at least I hope that isn't. I have lots of interests outside history, from popular music to jazz, from being a passionate fan of tennis and cricket to having a weakness for slapstick comedy, going back to Laurel and Hardy. I have never taught the history of any of these things, nor have I taught about food and cooking, which is something else in which I have considerable interests. Perhaps I will do it one of these years, who knows?

Faculty Spotlight: Stefania Tutino

Interview by Laura Cox, HUAB Member | January 2018



Q. Can you talk a little bit about your background?

A. I'm from Sicily – southern Italy. I did not grow up at all in an academic family, and I did not even know what academia was. I had no idea what university professors did, and I lived in a small village of about seven hundred people, very small. And then I went to high school in the city, so I had to take the bus. One of my teachers in high school enrolled me in this program without telling me, that basically took – not seniors but juniors – they paid for a week-long trip in Tuscany, where there is this university there. It's a pretty strange place because it's entirely funded by the state, but it is a very elite university. There are fifty incoming students – fifty freshmen, twenty-five for all the humanities, twenty-five for all the sciences – so the whole undergraduate population is two hundred people. Anyway, they take these juniors – they host them in a building in Tuscany for a week, and they just tell them about what you could do if you got into this school. And the school is geared toward something that they call "pure research," so you only have a degree in pure sciences or humanities. And I went there, and I just couldn't believe that you get paid to read and write, that there was such a thing, or even to get paid to work with numbers.

I applied for this school, and I got in and I left my village. And that was it. So, I studied in Pisa for four years, then I went to England and Oxford for three. I did a joint Ph.D. program between my school in Tuscany and in Oxford, and then I decided to come to the U.S. My husband – he's a scientist – we met when I was a freshman, my first day in college. We were married, and we lived on different continents for years, but then we ended up both getting jobs in the U.S. and we felt like the luckiest – and we still do – the luckiest human beings on the planet.

Q. When did you know you wanted to study history?

A. Originally when I got to this school and there are twenty-four other kids and everybody's brilliant and I feel like I don't know anything, I think "I want to do Classics" because I've always loved Greek and logic. I started to do my work in Classics, but then you had to take a course on history. I didn't even know exactly – because in high school, my teacher in history was ill a lot, so we got a lot of substitute teachers. You know how substitute teachers work – they don't really do anything – so I felt like I'm not sure if I want to do it. I walk in this class, and there is this professor and he says, "I'm supposed to be teaching about modern history, which is what I do, but I don't want to do that today. I will start by talking about *War and Peace*. How many of you have read *War and Peace*?" – I love Tolstoy – so he says "How many of you have read *War and Peace*?" So, I raise my hand – a few people raise their hand – and he gives this hour-long talk about finitude and contingency and necessity, and it was all about the novel *War and Peace*. And I said, "Oh my god, I want to study with this guy. I don't care what he does – I mean, he says he's in modern history, I'm not quite sure what modern history is for me, but I want to study with this guy." That's when I knew. And he was a specialist in early modern history of religion, which is what I do. In the following classes, we read a trial of the Inquisition. The trial is from the early eighteenth century, and the girl was put on trial for infanticide. She had given birth to a boy and the boy died, and the inquisitors – the church – thought she had killed him because she was unmarried and wanted to save honor. So, we read these documents, and this girl emerges – her name is Lucia Cremonini, I still remember after twenty-odd years – seventeen years old, living in this town, in the city of Bologna, with this kid who died. I remember it almost brought me to tears that you could study these historical records. He'd given us these photocopies of the manuscripts where it was almost like touching them, and suddenly this girl emerges and she's not much younger – she's almost my age because I'm a freshman. I don't know, it just moved me: The idea that you can touch people that lived two-hundred, three-hundred, four-hundred years before. Every time I get to go to an archive and I touch a manuscript I get a trail of "Oh my god, I'm touching somebody who was alive." So, I said, "Okay, fine. Study the history of religion? Done. Sign me up."

Q. What are your primary research interests, and what would you like to explore in the future?

A. I am sort of – early modern history of religion is my kind of topic, and within that, anything that has to do with clashes between moral, political, intellectual systems and the conscience of people is what I'm interested in. I've written on the political aspect of it

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– how are the laws binding, how do laws bind the conscience? I’ve written on the sort of moral issues. My latest book was on uncertainty – how do you negotiate rules that are obscure in a moral sense, in a political sense, in a theological sense. So that is sort of what I’m interested in. Back to the whole thing about touching the life of this girl, Lucia Cremonini, the clash between the rule and the conscience sounds very lofty, but this is lived through the experiences of actual human beings, whether date of birth or death. So, I’m more and more taken with the pleasure of – Marc Bloch used to say that historians are like an ogre that gets excited when he smells the flesh of human blood, so I feel more of an ogre. So, my next book that I’m working on is about one story of this seventeenth century Neapolitan lawyer who made up a fake ancestor. This Medieval guy, he got bones of an animal and passed them off as relics. He faked all the documents about it, and this case provoked a huge drama both in the church and in the state. I want to explore the question of authenticity versus falsehood through the life of this man and his experience of faking this story.

Q. Are there any events, movements, or ideas that particularly resonate with you?

A. Part of it is, again, the older I get, the more I think about the very foundation of historical writing. I am excited by this opportunity of touching the life of the past, but then again, what is it that I am doing when I do that? How is it that historians deal with the past and the records of people who are dead? All of these questions of “What does it mean for historians to write the truth?” “What kind of commitments do historians have to their subjects?” – this is very theoretically interesting to me. In terms of the theory that I use in my historical works – one of the things that is very beautiful about being a historian is you get to be very eclectic, so there are many things I’m curious about. I read voraciously. As a historian, you don’t have to feel like you have to marry a church. You don’t have to subscribe to a specific theoretical idea. There are some people who do and that’s great, but I find the freedom of reading widely and seeing what happens and using different things – I find that as being a very interesting part of being a historian as opposed to being a philosopher.

Q. Who inspires you?

A. I am grateful. Based on how I grew up, this wasn’t supposed to happen. This is not my story. It was supposed to be ending or not ending – hopefully I’m still alive after I speak with you. My point is that this is not supposed to happen. People in my village that I went to elementary school with – half of them are in jail, the other half are in dire straits. In order for me to be here, there were a lot people – starting from my high school teacher who signed me up without telling me because she knew I would’ve said, “No, come on.” They’re never going to take me. I mean look at me, what am I? I think gratitude is one of the feelings – I don’t know if inspiring, but I think that gratitude is, yes, a central place in my life, and it should be more of a central place in people’s lives. From that, once you start this career – and I am from Sicily, from a village, I end up in Tuscany, and then I move to Oxford, and then I am in L.A. I relied on a lot of people to read my work and comment and talk, and they didn’t have to do this. So, I’m very grateful to everybody throughout my career, and today they are willing to talk to me about stuff. That’s inspiring to me in the sense that I want to pay forward. We say we stand on the shoulders of giants – we’re all dwarfs on the shoulders of giants – but really, we are all where we are because of people who believed in us, listened to us, were interested in what we had to say. The idea that I could do that for my students, that’s inspiring to me.

Q. What is your favorite course to teach and why?

A. Well I came to UCLA only four years ago. Before that I was at UCSB, so I’m very familiar with the UC system. Actually, my favorite course has always been western civ. At UCSB I was in two departments: the religious studies department and the history department. I did western civ for both every year. And I love it. You know, the idea that somebody walks in my class, and maybe they think, like me when I was a freshman, “Okay I have to take a history class. Whatever. I’m just gonna walk there” – to know that I get the privilege of teaching you probably the only history class, maybe you will love it and maybe you won’t and you will

Faculty Spotlight: Stefania Tutino

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have a good time by learning something you didn't know before, I find that a gift and a privilege. Any time I walk in on the first day of a western civ class, I always say "How many of you are not history majors?" and I see the hands raised, I feel like, "Oh my god, and you picked me? If this is the only history class you are planning on taking and you pick me?" I mean, I love it, I really do. Sometimes, it's incredibly gratifying. Someone tells you, "Because I took your class, I want to major in history." But even the ones – I remember an engineer came to my office once. This was at UCSB. He said, "Look. I'm doing engineering. I love engineering. I want to major in engineering. But I really want to write a senior honors thesis with you, especially on the link between alchemy and chemistry" – because he was a chemical engineer – and he said, "I hope you understand, I have no intention of switching my major because I really love engineering. I just want to study alchemy. Is it okay with you?" I thought that was incredibly, amazingly cool. It doesn't matter if you become a historian or not, but you're interested in it, you want to do more. Go ahead with your wonderful life as an engineer, and I still talk with him. This was some years ago when this encounter happened. He went to grad school for engineering and now he's working. Again, both the ones who want to become historians and the ones who just say, "Hey, you know, history is not for me, but I am loving it right now." And I think, "Yeah, do it." I do think that history makes you a better person, but I am biased and I respect people who don't share my view. I do think that learning history is amazing stuff. In fact, the department has launched a minor. And I think it's a great thing. You know, if you like engineering, just enjoy yourself. If there was a minor, my student at UCSB in the history department at that time, he would have done it. It's good to have history in your life. It's amazing. Do what you want with it. You might just fall in love like I did, or you might end up with a very cool senior thesis on alchemy and chemistry.

Q. What is one of the most rewarding aspects of teaching?

A. The thing about teaching is that it is as diverse as the students. Students have different reactions to the material and all of them are rewarding. They're the ones who interact with it and want to know more; that's really rewarding, and of course, speaks to my research side. They're ones who said, "You know what, I've got a newly found compassion for whatever through your course." It has nothing to do with history. And that's rewarding. I had one student – I really do insist on reading primary sources, even in my western civ courses, in my lower division courses, there is a lot of primary source reading – there was a student who said, "After your class, I learned how to read, so there was a bank trying to sell me credit card, but I read. The interest rate was just crazy." That's rewarding too. You give a skill, like the ability to read a document that is making your life better. In this case you don't get duped by a credit card company. And then there is the graduate education – this amazing mentorship, the nuts and bolts of a research project. That's rewarding. That is the most amazing thing about teaching, that any student has a perspective and you learn something from it, one way or the other.

Q. Why is it important to study history?

A. History allows you to – you know the experience I had? When I had to put myself in the shoes in of Lucia Cremonini, then in 17-something in Bologna – it allows you to put yourself in the shoes of people with a completely different experience from you. For one, they lived and died five-hundred years ago; they had different societies. So, the ability to put yourself in their shoes and to understand them, to understand the context, that I think fosters compassion for human beings. I think that compassion is – you know it might sound Pollyannaish, let me put it this way – lack of compassion is the roots of all evils. That is why I think it is important. You might make a case that right now the humanities and the social sciences are somewhat – I don't want to say under attack, but in some places, they are actually under attack. They're supposed to be the "useless" majors. You know, "What are you going to do with a degree in History?" Of course, there are studies and I can quote them if I had the sources at my disposal about how people who major in History do actually better than some other majors that are supposed to be more lucrative. There is that. Of course, there is also the fact that if you are passionate about something, you should do it, and there is nothing else as rewarding as doing what you want. But fundamentally, I think there is a wonderful reason for people to study history: to learn compassion, about themselves and about their fellow human beings.

Life Beyond the Degree: Alternative Careers in History Session with John Rethans and Dormain Drewitz

Review by Linda Esquivel, HUAB member | January 2018

"What are you going to do with a History degree? Open a history store?"

I have been asked this question fifty more times than I would have liked and every time I have the same answer. "As much as I would like to open up my own pawn shop and provide its patrons with terrible compensation for their family heirlooms, I think Richard & Rick Harrison pretty much dominate that market." Pawn Stars jokes aside, I (and every other History major) have struggled with that big existential question, "What am I going to do after I earn my degree?" Personally, I have chosen a noble (if dying) pursuit; the professoriate. The prospect that I can make a living by producing knowledge and crafting young minds was too idealistic not to pursue. However, the demands of academia are not to be taken lightly. I'm still an undergraduate and yet, I already made YRL my primary home. (At this point, my apartment is for sleeping and storage only.) The reality is that sitting in the library from 11am to 9pm is not how everyone pictures their twenties. So if you come to the conclusion that graduate studies aren't for you or if you never wanted them to be, what else can you do with your History degree? To answer this daunting question, the History Department has hosted various "Life After The Degree" sessions where UCLA alumni share how majoring in History prepared them to pursue exciting and unexpected careers. This quarter John Rethans, the head of Google's Digital Transformation Strategy, and Dormain Drewitz, Pivotal Software's Director of Product Marketing, were invited to talk about how they found themselves in the Media and Tech industries. In the process, they offered three main pieces of advice to succeed in non-traditional jobs.

1. Network.

I realize that introverts and extroverts alike are probably grumbling right now, but this is a timeless piece of advice for a reason. I think it's safe to say that we all know we should network, but do we all know how? John and Dormain insisted that peer and professional connections were a major contributing factor to their life paths.

So what did they have to say about networking? Don't wait until you graduate!

-Start joining clubs or boards while you have the chance. (HUAB comes to mind).

-Mix up your schedule by doing an internship that counts for course credit. (Yes, this is something you can do. Have you heard of HistoryCorps?)

-Attend talks, panels, or screenings. I understand that this might not seem like the most exciting thing to do after a long day of classes but you never know who you'll meet or what kinds of opportunities they may offer. After all, you might meet Google's head of Digital Transformation Strategy or Pivotal Software's Director of Product Marketing on the sixth floor of Bunche.

2. Create qualifications for yourself.

Contrary to what STEM majors try to tell us, we have valuable transferable skills. After four years of countless papers, essay deadlines that fall on the same day, and "Where is your analysis?!" comments, History majors know how to do three things like their life (i.e., GPA) depend on it. Research. Speed writing. Critical/Analytical Thinking.

It may seem like closing million dollar deals is the furthest thing away from reading history books and yet, John insisted that he was able to do just that because of what he learned in his History of Diplomacy course. Dormain was able to pursue a successful career in marketing after she realized that examining data and engaging a target audience was basically what she had done throughout her college years.

3. There are resources all around you. Use them!

There are resources all around you. Use them!

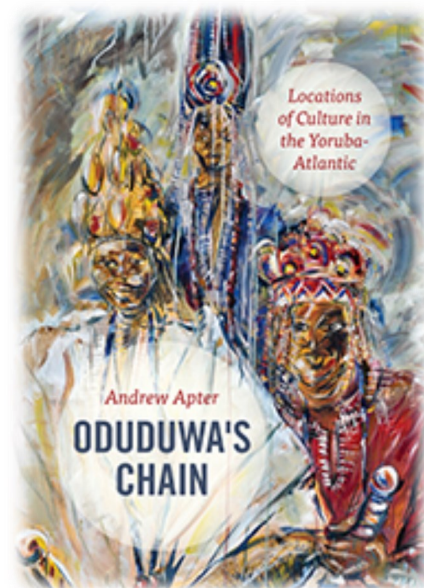
Most of us don't appreciate how valuable the UCLA's Career Center is until it's too late. What kind of jobs are available after graduation? How do you make your summer as productive as possible? Where can you find that fabled paid internship? If anyone knows, it's probably going to be a Career Center counselor. Also make sure to sign up for the History Department's Listserv. Every week Paul and Indira forward different internship, job, publishing, or presenting opportunities. Take advantage of some of them!

Faculty Book in Review: *Oduduwa's Chain*

Review by Laura Cox, HUAB Member | January 2018

Apter, Andrew. *Oduduwa's Chain: Locations of Culture in the Yoruba-Atlantic*. Chicago: University of Chicago Press, 2018.

Perhaps one of the most striking and memorable elements of Andrew Apter's book, *Oduduwa's Chain: Locations of Culture in the Yoruba-Atlantic*, is his exploration of how, in the context of the African diaspora, "New World blacks empowered their bodies and souls to remake their place within Caribbean societies." *Oduduwa's Chain* (a reference to the myths of Yoruba origin) offers an analysis of Yoruba culture and the traces of African idioms within the Afro-Caribbean, using "Africa as a locus of insight into its Atlantic cultural legacies." Apter focuses on how Africanisms were adapted, reimagined, and integrated alongside Western sociocultural traditions as a counter-hegemonic strategy. The result is a thought-provoking foray into the study of the Black Atlantic and a response to scholarship that underestimates African influences in the New World.



In five chapters, Apter uses the displacement of the Yoruba during the transatlantic slave trade as a paradigm for the development of New World identities, social frameworks, and cultural practices. He deconstructs and revises elements of Melville J. Herskovits' syncretic paradigm, a concept that explicates how African traditions survived transatlantic voyages and were reconstructed in the New World, such as the reinterpretation of Western customs. He discusses cultural invention in Haitian Vodou, describing its variations of Yoruba ritual worship. In this chapter, Apter presents a convincing argument that notions of African origins are relevant to diaspora research: the division between the subdued Rada deities and transformative Petwo spirits are comparable to Yoruba "cool" deities and "hot" deities. He offers an original "lowness thesis," where the Petwo opposed the Rada, a fracture consistent with Haitian class conflict. In subsequent chapters, Apter demonstrates the parallels between Yoruba worship practiced on African and New World soil, and shows how relationship dynamics on slave plantations resembled West African gender relations and constructions of womanhood. Lastly, Apter dissects Yoruba ethnogenesis, "relating descent, residence, kinship, and kingship in Nigeria to their reconstituted ritual frameworks in Cuba and Brazil." By synthesizing anthropological methodology, specifically fieldwork and ethnographic research, to historical practice, Apter offers a critical perspective on the prodigious impact of the transatlantic slave trade on African peoples and their descendants.

Oduduwa's Chain is an intellectually stimulating book utilizing an Afrocentric lens and is highly recommended. It acknowledges the fluidity of cultural practices and identity construction in Africa but still captures New World traditions with recognizable African roots. Africans were empowered by revising Western cultural norms that, as an active form of resistance, enhances our understanding of the African diaspora and its profound implications for black societies to navigate, and indeed gain agency in, the New World.

Winter & Spring 2018 Upcoming Events

Date	Event	Time	Location	Description
<u>Winter 2018:</u> 2/22/2018	Historians @ Work Career Workshop	12pm-2pm	History Conference Room—Bunche Hall 6275	Career exploration & development workshop for History majors
<u>Winter 2018:</u> 2/26/2018	HistoryCorps Internship Information Session	1pm-2pm	Bunche 6275	
<u>Winter 2018:</u> 2/28/2018	Senior Honors Thesis 18-19 Workshop	1pm-2pm	History Reading Room—Bunche 6265	Workshop for History Juniors interested in pursuing a Senior Honors Thesis in the Spring 2018 quarter
<u>Winter 2018:</u> 2/28/2018	HGSA-UG Coffee Chat on Graduate School	2pm-4pm	History Lounge—Bunche 6282	Graduate school exploration and conversation with the History Graduate Student Association
<u>Winter 2018:</u> 3/01/2018	Ellen C. Dubois: “Sexual Harassment, Abortion, and Women in Political Office: The History”	4pm-6pm	History Conference Room—Bunche Hall 6275	Undergraduate Lecture
<u>Week 1:</u> 4/5/2018	“Inspirational Illuminations: Reacting to Medieval Manuscripts”	3pm-5pm	Powell Library Rotunda	An exhibit curated by the students of History 119D
<u>Week 2:</u> 4/13/2018	Study List Deadline (becomes official)	11:59pm	MyUCLA	Last day to enroll in classes without a fee
<u>Week 5:</u> 5/1/2018	Historians @ Work Career Workshop	12pm-2pm	History Conference Room—Bunche Hall 6275	Career exploration & development workshop for History majors
<u>Week 6:</u> 5/7/2018	An Evening with Comic Book Creators and Artists	TBD	Royce 315	
<u>Commencement Week-end:</u> 6/15/18-6/17/18	<u>6/15/18:</u> College of Letters & Science Ceremonies <u>6/17/18:</u> History Department Commencement Ceremony	2pm & 7pm for College & 9am for History	Pauley Pavilion for College & Dickson Court North for History	Graduation Ceremonies

**The information provided in this document is intended for informational purposes only and is subject to change without notice.*

Spring 2018 Course Offerings

Lower Division Lecture Courses

HIST. 1B INTRODUCTION TO WESTERN CIVILIZATION: CIRCA 843 TO CIRCA 1715

PROF. TUTINO | TR 2:00P-3:15P

HIST. 1C INTRODUCTION TO WESTERN CIVILIZATION: CIRCA 1715 TO THE PRESENT

PROF. JACOBY | TR 9:30A-10:45A

HIST. 3C HISTORY OF MODERN SCIENCE, RELATIVITY TO DNA

PROF. DE CHADAREVIAN | MW 2:00P-3:15P

HIST. 9C HISTORY OF JAPAN

PROF. HIRANO | MW 2:00P-3:15P

HIST. 10B HISTORY OF AFRICA, 1800 TO PRESENT

PROF. WORGER | ONLINE

HIST. 13C HISTORY OF THE U.S. AND ITS COLONIAL ORIGINS: 20TH CENTURY

PROF. HIGBIE | MW 3:30P-4:45P

HIST. 20 WORLD HISTORY TO A.D. 600

PROF. RUIZ | MW 5:00P-6:15P

Lower Division Fiat Lux Seminars

HIST. 19 FIAT LUX FRESHMAN SEMINAR

SEM 1: ESSAYING AMERICA

PROF. LAL | R 11:00A-11:50A

Lower Division Seminar Courses

HIST. 88SA GLIMPSE OF MEXICAN HISTORY THROUGH ART

SEM. 1: TA/PILKINGTON | T 10:00A-10:50A

HIST. 88SB CATS IN HISTORY

SEM. 1: TA/ALABERKYAN | F 10:00A-10:50A

HIST. 88SC PUTIN'S RUSSIA

SEM. 1: TA/MEJIA | T 2:00P-2:50P

HIST. 96W INTRODUCTION TO HISTORICAL PRACTICE

SEM 1: TA/OSEI-OPARE | M 9:00A-11:50A

SEM 2: TA/KEELEY | T 2:00P-4:50P

SEM 3: TA/YAN | M 9:00A-11:50P

SEM 4: TA/TIELEMAN | R 10A-12:50P

SEM 5: TA/LEE | M 4:00P-6:50P

HIST. 97C INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN EUROPEAN HISTORY

SEM 1: PROF. JACOBY | T 2:00P-4:50P

SEM 2: PROF. STACEY | T 3:00P-5:50P

SEM 3: PROF. SILVERMAN | T 3:00P-5:50P

HIST. 97D INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN U.S. HISTORY

PROF. SALMAN | M 1:00P-3:50P

HIST. 97I INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN SCIENCE & TECHNOLOGY

PROF. PORTER | T 3:00P-5:50P

Upper Division Lecture Courses

HIST. M104D ASSYRIANS

PROF. CARTER | MW 9:30A-10:45A

HIST. 105C: SURVEY OF MIDDLE EAST, 500 TO PRESENT: 1700 TO THE PRESENT

PROF. GELVIN | MWF 10A-10:50A

HIST. 107A ARMENIAN HISTORY: 2ND MILLENIUM B.C. TO A.D. 11TH CENTURY

PROF. ASLANIAN | TR 9:30A-10:45A

HIST. 107B ARMENIAN HISTORY: 11TH TO 19TH CENTURIES

PROF. ASLANIAN | TR 11:00A-12:15P

HIST. 108B HISTORY OF ISLAMIC IBERIA

PROF. MORONY | TR 9:30A-10:45A

HIST. 109B HISTORY OF THE ISRAELI-PALESTINIAN CONFLICT, 1881 TO PRESENT

PROF. GELVIN | MWF 11:00A-11:50A

HIST. M110C IRANIAN CIVILIZATION

PROF. MOUSAVI | TR 2:00P-3:15P

HIST. 115 TOPICS IN ANCIENT HISTORY: ROMAN SPORT

PROF. POTTER | TR 9:30A-10:45A

HIST. 116B BYZANTINE HISTORY

PROF. LANGDON | MW 3:30P-4:45P

HIST. 119D MYTH OF SUPERHERO, THEN AND NOW

PROF. MARKMAN | MW 11:00A-12:15P

Spring 2018 Course Offerings

Upper Division Lecture Courses

HIST. 120D FILM AND HISTORY: CENTRAL AND EASTERN EUROPE, 1945 TO 1989

PROF. MCBRIDE | R 4:00P-6:50P

HIST. 124C HIST. OF FRANCE, THE MAKING OF MODERN FRANCE, 1871 TO THE PRESENT

PROF. NASIALI | MW 2:00P-3:15P

HIST. 127D HIST. OF RUSSIA: CULTURE AND SOCIETY IN IMPERIAL RUSSIA

PROF. FRANK | MW 12:30P-1:45P

HIST. 129A/189 SOCIAL HIST. OF SPAIN AND PORTUGAL: 1479 TO 1789

PROF. RUIZ | MW 2:00P-3:15P

HIST. 130 HISTORY OF EUROPEAN POLITICAL THOUGHT

PROF. STACEY | MWF 10:00A-10:50A

HIST. 131A MARXIST THEORY AND HISTORY

PROF. BRENNER | TR 2:00P-3:15P

HIST. 132 TOPICS IN EUROPEAN HISTORY

PROF. SILVERMAN | TR 12:30P-1:45P

HIST. 134C ECONOMIC HISTORY OF EUROPE

PROF. HOUNSHELL | MWF 4:00P-4:50P

HIST. 139B U.S., 1875 TO 1900

PROF. WAUGH | TR 8:00A-9:15A

HIST. 140A U.S., 20TH CENTURY: 1900 TO 1928

PROF. COREY | TR 11:00A-12:15P

HIST. 142A INTELLECTUAL HISTORY OF THE U.S.

PROF. MERANZE | TR 3:30P-4:45P

HIST. 144 AMERICA IN THE WORLD

PROF. STEIN | TR 12:30P-1:45P

HIST. M144C THE U.S. AND THE PHILIPPINES

PROF. SALMAN | MWF 11:00A-11:50A

HIST. 146C U.S. AND COMPARATIVE IMMIGRATION HISTORY

PROF. LUCE | TR 11:00A-12:12P

HIST. 149B NORTH AMERICAN INDIAN HISTORY: 1830 TO THE PRESENT

PROF. MADLEY | MWF 1P-1:50P

HIST. M150C INTRODUCTION TO AFRO-AMERICAN HISTORY

PROF. KELLEY | MW 11:00A-12:15P

HIST. M151C UNDERSTANDING WHITENESS IN AMERICAN HISTORY AND CULTURE

PROF. AVILA | MW 12:00P-1:50P

HIST. 153 AMERICAN WEST

PROF. ARON | MW 9:30A-10:45A

HIST. 162A MODERN BRAZIL

PROF. WICKS | MWF 1:00P-1:50P

HIST. 166B HIST. OF WEST AFRICA: WEST AFRICA SINCE 1800

PROF. LYDON | TR 8:00A-9:15A

HIST. M170C HIST. OF WOMEN IN CHINA, A.D. 1000 TO THE PRESENT

PROF. CHEUNG | MWF 8:00A-8:50A

HIST. 175C SPECIAL TOPICS IN CONTEMPORARY INDIAN HISTORY

PROF. LAL | TR 2:00P-3:15P

HIST. 176B HISTORY OF SOUTHEAST ASIA SINCE 1815

PROF. ROBINSON | TR 2:00P-3:15P

HIST. 179A HISTORY OF MEDICINE: HISTORIC ROOTS OF HEALING ARTS

PROF. ZELENY | MWF 2:00P-2:50P

HIST. 180A TOPICS IN THE HISTORY OF SCIENCE

PROF. PORTER | TR 12:30P-1:45P

HIST. M182C MODERN JEWISH HISTORY

PROF. LUSTIG | TR 5:00P-6:15P

HIST. M184B THE HISTORY OF ANTI-SEMITISM

PROF. SMITH | TR 2:00P-3:15P

HIST. M185D RELIGIONS OF ANCIENT NEAR EAST

Upper Division Seminar Courses

HIST. 187G VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: EAST ASIA

PROF. GOLDMAN | T 10:00A-12:50P

HIST. C187O/C214 VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: WORLD HISTORY

PROF. MAROTTI | W 3:00P-5:50P

HIST. 189/129A ADVANCE HONORS SEMINARS

PROF. RUIZ | T 4:00P-4:50P

HIST. 191C CAPSTONE SEMINAR: HISTORY - EUROPE

PROF. NASIALI | W 9:00A-11:50A

Spring 2018 Course Offerings

Upper Division Seminar Courses

HIST. 191D CAPSTONE SEMINAR: HISTORY—U.S.
SEM. 1/C201H: PROF. MATSUMOTO | R 2:00P-4:50P

SEM. 2: PROF. YEAGER | W 9:00A-11:50A

SEM. 3: PROF. COREY | W 2:00P-4:50P

SEM. 4: PROF. SALMAN | W 2:00P-4:50P

HIST. 191J CAPSTONE SEMINAR: HISTORY—AFRICA
PROF. WORGER | R 3:00P-5:50P

HIST. 191M CAPSTONE SEMINAR: HISTORY—SOUTHEAST ASIA
PROF. ROBINSON | W 2:00P-4:50P

HIST. 191N CAPSTONE SEMINAR: HISTORY—INDIA
PROF. LAL | T 10:00A-12:50P

HIST. M194DC CAPPP WASHINGTON, DC, RESEARCH SEMINARS
PROF. DESVEAUX | R 10:00A-12:00A

HIST. 195CE COMMUNITY AND CORPORATE INTERNSHIPS IN HISTORY
PROF. WILSON & PROF. CENTANINO | VARIES

PLEASE NOTE: YOU CAN FIND AN UPDATED LIST OF COURSES ON THE UCLA REGISTRAR'S OFFICE WEBSITE: WWW.REGISTRAR.UCLA.EDU, UNDER SCHEDULE OF CLASSES OR BY CLICKING THIS LINK: <https://sa.ucla.edu/ro/public/soc/>

[Home](#) / [Registration & Classes](#) / [Schedule of Classes](#)

SCHEDULE OF CLASSES

To search for classes offered, select a term and search criterion from the drop-down menus, then click GO.

Student Reminder

To see real-time enrollment counts and to enroll classes into your study list, use the MyUCLA [Find a Class and Enroll](#) and [Class Planner](#) features.

Term: Winter 2017
Winter

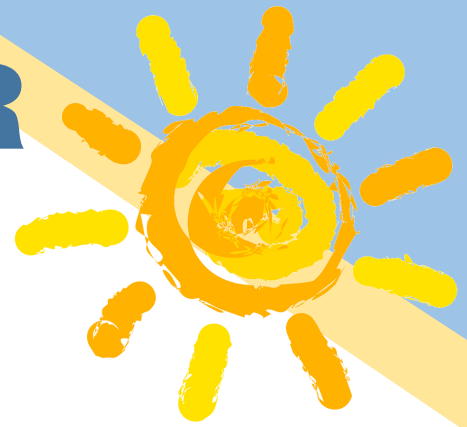
Search Criteria
Search By: Subject Area

History (HIST)

Go

[What is a Subject Area?](#)

HISTORY SUMMER COURSES 2018



SESSION A: JUNE 25 - AUGUST 3

HIST 1B: Introduction to Western Civilization: Circa 843 to circa 1715*

PROF. RUIZ | ONLINE

HIST 9D: Introduction to Asian Civilizations: History of Middle East*

PROF. MOMDJIAN | MW 1:15 PM-3:20PM

HIST 114A: History of Rome to Death of Caesar

PROF. LANGDON | TR 10:45 AM-12:50 PM

HIST 119D: Sex in the Middle Ages

PROF. MARKMAN | MW 11:00 AM-1:05 PM

HIST 140C : 20th-Century U.S. History since 1960

PROF. COREY | TR 1:00 PM-3:05 PM

HIST 154: History of California

PROF. GANTNER | TR 8:00 AM-10:45AM

HIST 191A: Capstone Seminar: East Central Asia and the Mongols

PROF. LANGDON | MW 10:45 AM-12:50 PM

**COURSES MARKED
WITH * FULFILL THE
SOCIETY AND CULTURE
- HISTORICAL ANALYSIS
GE REQUIREMENT!**

SESSION C: AUGUST 6 - SEPTEMBER 14

HIST 1C: Introduction to Western Civilization: Circa 1715 to Present*

PROF. HUNT | ONLINE

HIST 13C: History of the U.S. and Its Colonial Origins: 20th Century*

PROF. KELLEY | ONLINE

HIST 126: Europe in the Age of Revolution, Circa 1775 to 1815

PROF. URDANK | TR 3:15 PM-5:20PM

HIST M133C: History of Prostitution

Ryan Hilliard | TR 1:00-3:05PM

HIST 157B: Indians of Colonial Mexico

PROF. TERRACIANO | TR 10:45 AM-12:50 PM

HIST 166B: West Africa since 1800

PROF. ANDERSON | MW 1:15 PM-3:20 PM



UCLA | *DEPARTMENT of History*

Spring 2018 Commencement General Information

COMMENCEMENT DATES & ELIGIBILITY

- June 15-17, 2018 (Commencement Ceremonies begin Friday of finals week)
- To participate in Commencement, you must declare your degree expected term (aka “candidacy term”) on MyUCLA
- Before 160 units: Declare without a fee
- After 160 units: A \$20 fee will be charged (late fees may apply)
- Fall 2017, Winter 2018, Spring 2018, and Summer 2018 graduates automatically included in the June 2018 ceremony.
- Fall 2018 graduates can also participate with an approved Special Inclusion Petition (SIP). File a SIP beginning **February 28, 2018** to gain access to ticket ordering.



CEREMONIES & CELEBRATION

- There are four types of Commencement Ceremonies:
 1. College of Letters and Science Commencement Ceremony—Friday, June 15th at Pauley Pavilion, 2pm OR 7pm
 2. Departmental (History) Ceremonies—Sunday, June 17th at Dickson Court North, 9am-10:30am
 3. College Honors Ceremony—Thursday, June 14th at 7:30pm in Royce Hall
 4. Graduation-Related Student Celebrations—Days and times vary
- Remember, commencement ceremonies are **optional**.

TICKETING

- For College Ceremony: 1 student ticket + 4 free guest tickets (Know which ceremony you prefer, 2pm or 7pm)
- For Departmental Ceremonies: up to 4 free guest tickets + \$12 fee per additional guest ticket
- **Once ordered, you will be charged for guest tickets whether or not they are picked up or used**
- **4/27 - 5/18 (WEEK 4 -WEEK 7):** Online tickets for guests must be ordered during this time frame. If you forget to order by this time, stop by one of the counseling offices to order tickets. The fee will be charged to your Bruin Bill.
- **5/29 - 6/15 (WEEK 9 - FINALS WEEK):** Tickets are picked up at the **UCLA Central Ticket Office at the James West Alumni Center**.

QUESTIONS?

- Visit www.college.ucla.edu/commencement or submit questions via MyUCLA Message Center: MyUCLA > “Need Help?” (top right) > “Message Center”
- UCLA History Department Commencement Information: <http://www.history.ucla.edu/academics/undergraduate/commencement>
- Graduation Checklist: <http://www.college.ucla.edu/commencement/planning-checklist/>