# TIHIE SIXTHI FILOOR

# UNDERGRADUATE NEWSLETTER SPRING 2019 EDITION

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UCLA History

# INIEW/S FROM TIHIE WICE CHAIR FOR UINDERGRADUATE AFFAIRS



Greetings, History Majors and History Minors! A few more announcements about new staff hires are in order in this issue of "News from the Sixth Floor." Kate Aquino is our new Graduate Student Counselor, located in the office adjacent to Indira's. If Kate's door is open, stop by to say hello, especially if you are considering pursuing graduate studies in History post graduation. Please also introduce yourself to Khris Go, who is now managing the History Department Front Office. You will find their bios below.

It is time to formally announce our upcoming Fourth Annual Undergraduate History Conference, this year on the broad theme of "From the Global to the Local: Connected Histories." Mark your calendars for the all-day event on Friday, April 26 in 6275 Bunche; this year's faculty keynote will be delivered by Professor Katherine Marino. A call for abstracts was sent to the History Undergraduate listsery, but it is worth reminding everyone here. Have you

written a successful research paper for a 96W, a 97, or a 191? Are you working on a promising one this quarter? Would you like an opportunity to share some of your insights from your yearlong honors thesis project with fellow students and History faculty? If yes, then submit an abstract of your project to present at the conference. Abstracts should be 250 words and submitted to Delanie Moreland by clicking on the following link: <a href="https://goo.gl/forms/nPetIGNUhxjIMEHc2">https://goo.gl/forms/nPetIGNUhxjIMEHc2</a> by 5:00 PM on Friday, March 1, 2019.

A few more announcements are in order regarding the changes to the History major requirements as of Winter 2019. Effective this quarter, completion of any two History GE courses (along with a 96W or 97 seminar) can now make you eligible to declare the major. This does not affect those of you who have already declared as of Fall 2018, but for prospective majors (or minors eyeing becoming majors or double majors), you are no longer limited to courses from the History 1A-B-C (Western Civilization) series or the 20-21-22 World History sequence. Again, any two GEs in History will count. The second change to our requirements is that majors will now be expected to complete at least one History 187 seminar among their 10 upper-division courses for the major. These reading seminars have proven to be quite popular with our majors and minors. If you plan ahead, you might even be able to pair your 187 with a 191 on the same general topic (maybe even the same professor) in the subsequent quarter, which we think will enrich your capstone seminar experience. Finally, all majors are now required to take one course that is predominantly pre-1700 as one of the 16 required courses for the major. Our staff counselors can help you determine which courses satisfy this new requirement. We have also revamped our Minor in History of Science, Technology, and Medicine to facilitate completion of a minor to complement the needs and interests of many of our South Campus History enthusiasts. If you are confused about any of this, you will find a reminder about how to configure DARS reports in this issue of the newsletter.

Our faculty continually create new courses. In Spring 2019, consider taking the new History 12C, "Decolonization and Anti-Colonial Struggle," taught by the ever-popular Professor Katsuya Hirano. History 12C is the most recent addition to our thematic History 12A-B-C sequence, providing more global and deeper historical perspectives on the issues of inequality and mass incarceration broached in 12A and 12B. You will find an interview with Professor Hirano in this issue of "News from the Sixth Floor." You will also find an interview with Dr. Melissa Lo, a postdoctoral fellow at Cedars Sinai Medical Center and one of our current lecturers teaching on the history of medicine. And, as always, our Alumni Spotlight introduces you to the variety of work done by our majors after graduation.

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).

# STAIF SPOTLIGHT

# IKATE AQUIINO K

GRADUATE COUNSELOR



Kate was born and raised in Los Angeles but decided to pursue her college degree on the East Coast. She received a Bachelor's of Arts degree in English from St. John's University in Queens, New York. As an undergraduate student, she worked at the university's writing center, where she consulted with students from different educational levels on their writing skills and academic papers. After graduating, Kate returned to Los Angeles and for the past three years, she has been working as a Student Affairs Officer for the Neuroscience Interdepartmental Program and Program Coordinator for the Brain Research Institute at UCLA in the School of Medicine. In this role, she provided a broad range of services to support Neuroscience faculty and graduate students. In her spare time, she enjoys traveling and reading, especially novels in the fantasy genre.

Kate looks forward to continuing her work and service in support of faculty and students in our department. She will serve as the primary staff advisor for our graduate students, assisting our students with their degree planning and helping them with logistics related to their academic progress.

Khris was born in the Philippines and moved to Los Angeles when he was 6 years old. Khris received his B.A. in Psychology from UCLA in 2018. Throughout his four years at UCLA, he worked as a work-study student in the History department, both in the front office and with the finance unit. He also volunteered at the Ronald Reagan Medical Center, helping with the pediatric unit and data processing for patient experiences. After graduation, he joined the History department staff as the Interim Administrative and Events Coordinator. Khris would like to attend graduate school after obtaining more full-time work experience. In his free time, Khris enjoys running, playing video games, and shopping at Trader Joe's.

# IKIHIRIIS GO

INTERIM ADMINISTRATIVE & EVENTS COORDINATOR



# FACULTY FEATURE

# KATESUIYA HIIRAINO

### INTERVIEW BY LIZETT AGUILAR AND DELANIE MORELAND, HUAB MEMBERS



# Q. Could you talk a little bit about your background and introduce yourself to our history students?

A: I was born and raised in Japan. I spent the 1970s and 1980s in Japan as a student, and I graduated from a college in Japan. Before I went to the UK for my MA degree, I was debating between whether I should seek my career in journalism or continue with my studies. And then, I got my scholarship to study in Britain so, I decided to go. At the time, what we now know as cultural studies was becoming very important. It originated from the University of Birmingham in England, so I wanted to go there and study it. I planned to go back to Japan after getting my degree in Cultural Studies to be a better journalist, but many things happened, and I ended up coming to the United States for a

PhD Degree. I went to the University of Chicago, and I did my PhD in history and found a job in the United States.

# Q. On the topic of history and academia, how did you end up in the field of History, particularly Japanese history?

A: It is kind of related to what I just said. I majored in Political Science as an undergraduate because I was really interested in the question of democracy, especially in non-Western societies. Japan is always considered as belonging to the "West" – meaning the group of advanced capitalist nations – because it modernized almost simultaneously with other western countries and it was always seen as an exceptional case within non-western societies. But at the same time, there was also a strong notion that it failed to realize a democracy. I grew up hearing all of these debates and I was very concerned about the political situations in Japan as a teenager, so I decided to study politics. As I was finishing my BA, I was debating whether I should continue to study political theory – that's the subject I studied, specifically Western political theory as an undergraduate — and modern Japanese politics was so indebted to the ideas from the West, and I really wanted to know how foundational concepts like freedom, equality, liberty, and socialism evolved in the process of Japan's metamorphosis into a modern nation-state. And at the same time, I got more and more frustrated with my lack of knowledge in history. So I thought I should ground my theoretical thinking in history because, once you start looking into history, things are far more complicated and it's not like you can just apply theory to other countries. That's how I decided to study history. I decided to go to England because I got a scholarship, but also I was very interested in the question of colonialism and imperialism together with how western ideas of politics were transferred to non-western societies. I thought that they're interconnected in an interesting, often contradictory, way. I wanted to study the history of British colonialism and imperialism, so I went to University of Birmingham where historical studies was very strong, but also cultural studies, which offered a new way of understanding

politics with a focus on everyday life, rituals, media, consumption, and racial relations, was really famous. So, I did my MA in both international history and cultural studies at the University of Birmingham. Then, I ended up encountering interesting work by professors who were teaching at the University of Chicago while I was still in Britain. I happened to pick up books written by these professors and read them, and I was like, "Wow, this is a very interesting and new kind of history." It was so different from the way historians in Japan wrote history. Their work was informed by comparative perspective and a lot of critical theories, conceptualizations. I thought, if I could do this kind of history, then I would be interested in pursuing a PhD and, but I was still thinking I was going to go back to Japan to become a journalist. I was debating between the two options and then I ended up going to the University of Chicago after I wrote to these two professors. I had read their books and I asked if they were willing to work with me, because, if so, I might try and apply. At the time we did not have email or Internet, so I wrote the letters and they wrote back saying, "Can you actually come, I want to see you?" So, I went and I had a two-hour conversation with them, and they said, "Just come, we will find you a scholarship." So, that's how it happened.

# Q. While on the subject of academia and history, what made you gravitate toward Japanese history and your current fields of study?

A: It is related to what I have been saying about my concern with the state of Japanese politics, especially from a democratic perspective, and at the same time, I always wanted to situate Japan in a global context from a comparative perspective. So, that's really the reason why I ended up doing a PhD in Japanese history, particularly because of the influence of these two professors who I ended up having as my advisers. The first was professor Tetsuo Najita, a second-generation Japanese who grew up in Hawaii. He was very poor and then WWII happened, he and his family were put in a camp as a potential enemy. So he had a very interesting experience with US politics, especially its racial dimensions, as a second-generation Japanese immigrant. He always told me all these interesting stories from an immigrant perspective. The other Professor is Harry Harootunian – also the son of an immigrant from Armenia. His family fled Armenia to escape the Armenian genocide; that's the reason why they came to this country. He also had a very interesting perspective on the family experience and minority issues in the United States. Both of them ended up becoming specialists of Japanese history for interesting reasons. They actually taught me a lot more than about Japan.

# Q. Do you have any words of advice or guidance for any of our students interested in pursuing a PhD in history?

A: Yes. I say this to my PhD students: the only reason to want a PhD is because you have a genuine interest in some issues. You are concerned passionately about certain issues and problems that have some serious impact on our lives and social conditions, and you cannot help thinking them over and figuring them out. Because you have unlimited passion for that quest, you want to deal with a question, you really want to engage with it and have your own response to it. That's the reason why, I think, you want to do a PhD. I'm sure that people have other reasons— some people may simply love history. In my case, it was more driven by issues, problems, and concerns related to the present and maybe the future—that goes back to my undergraduate concern about democracy in Japan.

# Q. Back to your work, are you currently working on any projects? Is any of this work an extension of your previous work on Japan?

A: My current project is a book about settler colonialism in "Japan's" northern island, Hokkaido, where the indigenous Ainu people have lived for centuries. I think it's a very comparable story to other stories of settler colonialism. I'm particularly interested in the intersection between racism and capitalism, that is, how it shaped the contour of

the modern world. Settler colonialism provides an important perspective on this inquiry. My second project is a collaboration with many other scholars. I am co-editing a volume which addresses the legacy and origins of Japanese capitalism. There was a very lively debate from the 1920s to 1950s on the historical origins of Japanese capitalism in Japan. This debate was also driven by a shared concern about the conditions of egalitarianism, freedom, and openness in modern Japanese society. We are hoping to re-evaluate the debate to see if there is any important relevance to our contemporary concerns, not only limited to Japan, but also to the current global situation. There is another collaborative project that is about how we can address the importance of post-colonial studies. It's going to be an international collaboration involving people from the US, China, Japan, and India.

# Q. You have previously taught several courses on Japanese history, and I am very excited to hear that you will be teaching a new course in the History 12 series about inequality titled, "Decolonization and Anti-Colonial Struggle." Could you tell students about this new course? What can they expect?

A: 12C: It is related to my ongoing interest and project. Because it is supposed to be a sort of sequence to History 12A and 12B, I had a discussion with my colleagues over what type of course would benefit students. 12A and 12B have been enormously successful, thanks to Professors Robin Kelley and Kelly Lytle-Hernandez, they are primarily concerned with the United States. One is about origins of neoliberalism and the other one is the history of incarceration, both of which are primarily about the US, so I thought I should teach a more global history that connects to what they have been teaching but also brings a new perspective to the series. I decided to bring in many different anticolonialist activists and scholars, like Ho Chi-min [in Vietnam], Shusui Kotoku [a Japanese anarchist], Sun-Yat Sen [a Chinese nationalist] as well as Fanon, Gandhi, and Che Guevara, and put them in a comparative perspective. We are going to do a kind of comparative studies so as to understand what was happening during the late 1940s-60s when decolonization became a global movement, with attention to how all these thinkers and activists are trying to deal with the question of independence and colonial legacies, and creating new societies, new nation-state.

# Q. How will this new course connect to the histories and themes of the current History 12 series? Just to remind students, the series includes History 12A: History of Mass Imprisonment and History 12B: History of Neoliberalism.

A: The other 12 courses are more directly related to contemporary issues not only in US, because they have a global implication, but I thought that 12C could bring a more historical perspective, sort of like a background story to the problem of inequality in colonialism and how our current system of inequality came into being through colonial domination and enslavement and how those colonized people responded to the problem of inequality and colonial rule through the movement of decolonization. I think that this is going to bring a historical perspective to what students have been exposed to in 12A and 12B.

# Q. Are there any other reason students should look forward to taking this course with you? As well as what you look forward to as a professor teaching this new course?

A: Since it's a history course, I think I really want to emphasize the importance of historical thinking about contemporary issues. Of course, we talk about the problem of racism, inequality and class issues in our society, but it is really important for students to understand that all these current issues are the result of what has happened for the past 200 years or so, in some cases longer. There is also a long history of struggle against inequality and different forms of inequality. That sense of history, how things evolved and developed in certain directions and why we have these issues right now as a result of that historical development is absolutely crucial. I think that sense of time and process are extremely important for students to learn. Since this is a new course, I am excited to explore the history with the students.

# Q. Before we finish our interview, I would like to hear any advice you have for our current undergraduate students who may be interested in pursuing a minor or major in history but are still unsure?

A: For anybody who is interested in current issues and is also concerned about the future, I think historical thinking and knowledge is absolutely essential. Only through history can we look at the current issues and envision what might take place in the future and what kind of future we want to also create. This is what history can really provide. If any undergraduates are thinking about whether they should major or minor in history, I would say to anybody concerned with any social, cultural, political, or economic issues in this country right now and beyond, I think history is absolutely crucial.

# Q. Do you have any advice for our current history students, something you wish you had known as an undergraduate student?

A: Studying history isn't just about understanding and knowing the past. It teaches you how to analyze and how to write and how to organize your ideas and present them in a very systematic and effective, persuasive way. Many history professors put a lot of emphasis on writing and analytical skills. History is not about memorization; it's about how you read texts critically and how you present your ideas in a persuasive and cohesive manner. Those skills can be applied to anything that you do. Writing and analytical skills are the most foundational skills that you need for anything that you do. If you want to receive a quality education, I think history is one of the best disciplines that you can think of. There is an unfortunate misconception about history that we only have to memorize dates and important names to reconstruct the past. I think that this is a very unfortunate misconception about what historians do. It's really about analyzing issues and creating a narrative that comes with critical perspective and presenting why this story matters. It has a really important social dimension and an engagement with the present and is also driven by inspiration towards a better future. This is why I like history.

# FACULTY FEATURE

# MIELIISSA LO

### INTERVIEW BY CHRISTIAN CHOE, HUAB MEMBER

### Q. What is your history? Who is Melissa Lo?

A. I grew up in Santa Monica, the privileged daughter of two Chinese-American immigrants. One of my formative history experiences was an archaeological simulation at Seeds UES Summer School, which is now the UCLA Lab School. We were learning about Ancient Egypt, and we got to mummify chicken breasts! I couldn't believe that this was how people from way back took care of dead bodies—everything from cats to people. That was the first time I realized that history wasn't just old books or old pictures, but old practices. But none of that ended up making me a particularly good history student for the rest of middle school and into high school. At Harvard-Westlake School, even though I was fascinated with it, I didn't really get it;



weaving concepts together was hard for me. But during senior year, Harvard-Westlake offered an AP Art History class, and I immediately fell in love with it – everything clicked. It opened my eyes to the possibilities of studying history; and exposed me to what it might mean to study pictures as history. After Harvard-Westlake, I went to Harvard College, concentrating in art history. But right around that time, I figured that if I wanted to study art I would need to know something about being a practicing artist. I cobbled together a joint concentration in the History of Art and Architecture and Visual and Environmental Studies. I'll be the first to admit that I'm a sub-par painter, but it truly helped me to appreciate the medium. That experience really initiated my obsession with being between and betwixt disciplines. During college, I was also introduced to Roland Barthes's Mythologies—one of my favorite texts—and I fell in love with what it might mean to lead an intellectual life, underpinned by history. But by the time I completed my undergraduate studies, I was exhausted by school, and I decided to work in Hollywood: the obvious antidote! Not even a year later, I thought to myself, I really miss JSTOR! So I got lucky and enrolled in the master's program at MIT's History, Theory, and Criticism of Art and Architecture program. Those two years provided some of my most meaningful intellectual adventures. The program was so fun, so intellectually open. There were only two required courses – both historical methods courses taught each fall, but by two different professors, a set-up which acknowledged the many different methods each of us takes to history. You determined the rest of your coursework, which offered a real opportunity to explore. I took a history of medicine class back at Harvard, and that really intimidated me, because I thought the history of science was for the 'smart kids!' Quickly, I began to connect with the field more deeply. I realized that this particular subfield invites you to ask the most profound questions about the categories with which we live and how we understand truth, nature, and the human experience as lived through the body. I was so amazed by all of the paradoxes the field had to offer. As my master's was

coming to a close, I thought I might want to do a PhD in the History of Science; luckily, the History of Science department at Harvard was interested in the visual cultures of science. The fact that I was doing work at the intersection of the History of Science and Art History was intriguing to them. And that's how I ended up pursuing a PhD in the History of Science.

### Q. Do you find it difficult to jump from one interdisciplinary field of study to another? Or was it seamless?

A. It wasn't seamless. I was learning different sub-cultures, which means learning to be conversant in different languages – or, better yet, distinct dialects and new idioms. What became important to me was looking for the avenues of inquiry these fields shared, like how knowledge is formed; or how the representation of knowledge can tell us about the hierarchy of values upon which knowledge is produced. That helped me feel steadier; and it helped me become more confident in trespassing new terrain – that perhaps the methods I learned in the history of art could offer something to the history of science, and maybe open up more questions we could explore together.

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

**A.** Right now, I'm pretty adjacent to the academy. I feel a real kinship with academic research and scholarly questions. I love teaching and I want to continue working on well-researched essays for fellow professional historians, and all that work remains entirely informed by my graduate education. But I don't work full-time at UCLA, I work full-time at Shondaland—Shonda Rhimes's wonderful production company. In my capacity there, I get to think about historical context on a much larger scale. And I feel incredibly fortunate to be working with so many women who value intersectionality. It's a thrill! But back to your actual question: if I weren't studying history, I think I'd be a flower arranger. Some of my students know that my ultimate goal, flower-arranging-wise, is to make bouquets that look like a big Muppets group hug! But if that weren't an option, I hope I'd be guided by the idea that there are so many ways to do interesting things in this world.

### Q. How long are you staying at UCLA? What are you planning to do here in your time with us?

A. My appointment as Visiting Assistant Professor lasts through next Spring. I had the great privilege of teaching History 179A, which I re-named as Bodies and Health in the Early Modern World. It was an Atlantic history of early modern medicine, which is a fresh subfield for me, and really exciting to teach. I am currently directing an independent study on the history of melancholy in eighteenth-century England with an excellent student from 179A. It's important to me to continue learning from my students, to keep refining our historiographical toolkits together. I also have this burgeoning interest in the history of early American medicine. I'm thinking about the ways in which the medical care of American bodies was conceived in the wake of the American Revolution. It sounds vague, and it is because it's so new for me!

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

A. Katharine Park, a historian of medieval and Renaissance medicine, remains to this day, one of my great models for academic citizenship. A completely brilliant scholar, she also has such a discerning pedagogical touch, knowing the right moments at which to press her students for more versus the moments during which they need to let the process of writing, researching, and thinking unfold. She is tough when she needs to be—and always in a compassionate way—but also respectful of people living their own lives: she's never not sensible. Sometimes, I still can't believe I had the opportunity to work with her. My other pivotal mentor has been Erika Naginski, a historian of 17th through 19th-century architecture and art, and my master's thesis adviser at MIT. I've never met

someone who makes ideas come to life like she does. She's so perceptive, and never fails to ask questions that bring depth and dimension to any paper or talk or classroom conversation. Her writing blows me away; and she's also someone who understands that her students are people living in a complex world. Two other leading lights of graduate school for me were two more early modernists, Ann Blair and Steven Shapin. Ann is endlessly inquisitive, pragmatic, and extremely thoughtful. And Shapin – well, he's this awesome combination of insatiable intellect and funny, gregarious gent. Dana Simmons at UC Riverside is another scholar who's been a real beacon for me. And Mary Terrall, Soraya de Chadarevian, and Ted Porter here at UCLA have always helped me see how generous our field can be. I feel weird naming names, because I could go on forever, but those are some good examples.

Q. "Medieval and Renaissance Medicine." That makes me wonder: Because science is considered to be such a forward-thinking discipline, the history of science almost seems paradoxical, since it forces you to look back. What are some things that you believe science can learn from the past? How can doctors and medical researchers use the distant past to inform their work?

A. I've thought a little bit about this question, and I got to see it in action over the last year. I helped establish Cedars-Sinai's program in the history of medicine, and was figuring out what it meant to study the subject at a working hospital and medical research center. I regularly chatted with doctors to learn about what they cared about. More than anything else, our history of medicine programming allowed physicians to open up more space to think about the attitudes that frame what they do all day. Studying the past – like considering how people debated the existence of germs – helps show that (1) there is always more to be discovered, and (2) we don't know everything. That educated unknowing can be a very stimulating place from which to work as a researcher and a practitioner.

### Q. What is, in your opinion, the most important development in the history of science?

**A.** It's funny; I haven't thought about the history of science and medicine like that in a long time. I know it's probably the most go-to question for connecting the medical past to the medical present. But I really love thinking about how scientific and medical knowledge are imbricated with culture and power. If pressed, I'd have to say the discovery of blood-types was an extremely important development. Yes, the shift to germ theory was a big deal; and Salk's polio vaccination was a big deal. But I like the subtlety of the discovery of blood-types; and how it demonstrates that the categorization of bodies is a historical phenomenon.

### Q. What are some of your favorite books?

**A.** Roland Barthes' *Mythologies*, as I said earlier. Foucault's *The Order of Things* is another favorite. There's a really beautiful book on histories of medieval bodies by Caroline Walker Bynum, *Fragmentation and Redemption*. In the introduction, Bynum talks about history in the comic mode, and I've always loved that idea. In terms of novels and works of fiction, lately, I've been thinking about the Elena Ferrante Neapolitan novels. It's a four-part series on the friendship between two girls who grow up in Naples. Ferrante's writing is so searing, so lucid, uncompromising. I also really love *Moby Dick*; I think it's an incredible work of art. I follow the Twitter account @MobyDickAtSea; it's a bot tweeting random jewels from Melville's classic every day. Another book that was really important for me as I learned more about the history of science was an edited collection of essays called *Things that Talk*. Each chapter meditates on a scientific object, an art object, and or a cultural object and the knowledge it produces.

### Q. What do you do outside of UCLA?

A. Like I said, I do research at Shondaland, which means I provide historical and cultural context for a handful of Shonda Rhimes's projects. It's a lot like the academic research I've done in the past, but it lets me jump around between different periods and different cultures more frequently. One of Shondaland's driving missions is intersectional, inclusive story-telling; and it's a wonder to get to work with so many colleagues for whom that's the obvious priority. Also, it's just such a fun office! Everyone's kind and supportive, super-smart and animated by genuine curiosity. It's the kind of place where, one minute, I can get my colleagues excited about annotations in 17th-century books, and, the next, they can teach me about what it takes to put a show on TV!

### Q. Do you have any words of wisdom for undergraduates or graduates?

A. After graduate school, I finally learned that I can only do the work that I can do. We have a lot of preconceived ideas about what a professor ought to look like, or about what extremely historical and historiographical discipline should entail. But rigor and intellectual honesty don't take one singular form. I think our fields become most vibrant when we learn from each other – and realize that the histories we write can't help but be forged out of our own unique experiences. I used to live under the anxiety of influence. But I've rethought this for myself, finally seeing how exciting it is to be in conversation with our intellectual heroes and to know the contributions we make can have novelty, precisely because we aren't our intellectual heroes. Anything that gets you to inhabit yourself more fully feels to me like an important part of practicing history – and more generally of living life.

### Q. Are you planning to teach anything next quarter?

**A.** I'll continue working with my independent study student!

### Q. Is there anything else you would like to say?

**A.** Obviously, no interview can encapsulate an intellectual project, let alone a few dozen years, and I'm pretty certain I haven't done an adequate job of describing much of either of those things! But what an extraordinary gift to get to offer any kind of advice. So I want to add one more little guidepost. During a recent moment of my own uncertainty, a friend encouraged me to "go where it's warm." That's been a really useful directive ever since. "Warmth" can mean so many different things in the shifting contexts in which we live. The warmest thing I can do for myself might be buying a soda on a hot day, or it might be hanging out with friends, or reading a scholarly article. It depends on where you are. But the sentiment is all about being gentle with ourselves, and giving ourselves the chance to thrive not because someone else prescribes how we ought to be, but because we choose to gravitate towards something that nourishes us — and because it feels right for and honest about where we're at in our lives.

# ALUMMINI IINITERVIEW

# MIARISOL AGUIILAR

### **INTERVIEW BY SCOTT BAYS, HUAB MEMBER**

### Q. Could you generally describe what you currently do?

**A.** I currently work for UCLA. I used to work for Citation Review up until a few months ago, so that job was more exciting because I dealt with angry people, but I still work for UCLA parking, so UCLA Transportation. I work for Bruin Bus and do billing. The bills come in and I pay them.

### Q. So as a former history undergraduate, how did you find yourself here?

**A.** I'm a big proponent of public transportation and trying to wing people off vehicles. As a history major here I ended up marrying someone who is Italian and we have a home in Italy, so we go to Europe every year. Over there I've gotten more interested in public transit. Most people there own cars but not many people use them. People are used to living in close quarters. It's a very different lifestyle than here in LA where people are so used to not walking.

### Q. So would you like to make a future career out of this interest and work in public policy?

A. Yeah, I'm actually looking into it. It's really hard to find people with a masters in public administration because UCLA doesn't have that degree. An MPA is basically the nonprofit version of an MBA. But UCLA doesn't offer that so I'd have to go to a Cal State, so I'm currently trying to find the right school and the right price point because I'm still paying for my undergraduate degree right now (laughs).

# Q. What was your experience as an undergraduate History major like, and how did that prepare you for the work you want to do in the future in public policy?

A. History allowed me to look back at previous civilizations and how they dealt with the issues of their time, some solutions which were just so great that they are in use today. I just kept finding how intertwined civilizations were and how they relied on other civilizations to boost their own. As a modern society we still have the very same issues that we had in the past and by looking back we sometimes find the best way to move forward, a modern day-example being the Los Angeles Colosseum which was modeled after the Roman Colosseum. It's these old problems that we still have that inspired me to look forward. I hope that the issues I studied in the past have served and will serve me well.

# Q. Given your interest in public policy, do you see the current construction on the Purple Line extension to Westwood as a positive improvement in Los Angeles public transportation?

**A.** You know I think it is, but it's kind of a double edged sword. I grew up in North Hollywood and you have the red line there. When I grew up there, it wasn't exactly a very ritzy area and now its kind of been taken over, it's called NoHo and it's not what I remember growing up as a kid. There's a lot of positives, a lot of things have gotten nicer and better, and the same thing goes in my current neighborhood. It's going to make a big splash in the Koreatown area going towards downtown. If you just look at MacArthur Park, that area is gentrifying rapidly. The housing prices have shot through the roof. So even though it doesn't look fancy, just look at Zillow and you can see how fast prices have risen in such a short amount of time. So it's going to make a difference because people living there can get to work here in

Westwood no problem, no issue. They'll save money on parking, gas, and such. But as a city we need to really focus on creating higher density housing.

### Q. But at the same time, are you concerned that this may just further contribute to gentrification?

A. Yes, especially because I saw it in my own neighborhood. When I moved into the Palms neighborhood thirteen years ago, my rent started out as \$1,400 for two bedrooms and two bathrooms. And unfortunately I didn't recognize that they were trying to kick us out because my husband and I had locked in such a low rate. They started getting slow with repairs and other maintenance. And now in my current apartment, even though it's cheaper than the surrounding area, I'm still paying almost \$2,000 for two bedrooms and two bathrooms. That's a huge price increase. The same apartments are now going for almost \$4,000 in Palms. And I'm kind of wondering, "who the heck can afford that?" I think people that can't afford Santa Monica are moving into our neighborhood. And I live next to the Expo Line and unfortunately Google's moving in, so I see the double edged sword: people get priced out. And now we're dealing with homelessness. It's a giant rabbit hole.

# Q. You brought up an interesting point with housing as it seems this issue is intimately tied with public transportation and public policy. Can you expand on the housing issues you've touched on?

A. The cost of housing is just so high that people live far away from where they work. My parents live in Palmdale in the Antelope Valley. Back when my father would drive me back to the dorms on weekends, I visited them. It would take us one hour to get from Palmdale to UCLA. But now you're stuck in traffic most times of the day and it can take two to three hours, which is ridiculous. It shows how badly we need housing. Have you heard of the Tejon Ranch project? Basically, it's over by the 5 freeway and they want to build a whole tract of housing to help alleviate the housing crisis. The problem with it is it's basically a fire box. When it burns, the whole thing will burn. Have you ever read City of Quartz? I read it in one of my history classes as an undergraduate. If you read it, you'll see that Native Americans used to burn the chaparral in Los Angeles to keep it from building up. But folks don't want it to burn because they think it looks ugly to be surrounded by charred hills. And, unfortunately, when you go so many years without burning it down or removing it, it becomes a giant firebox. And it's just more and more of a stress that we're placing on our environment.

# Q. It almost sounds like there's a downside to every solution. Can these environmental issues that arise in housing construction be helped?

**A.** Yes. For example, the Pepperdine campus was built with that in mind. Even though they've been close to fire issues and have had fires lap their buildings, it was built specifically with fires in mind so they've never had an incident where the campus has burned down because they respected the ecology of the area.

# Q. Earlier you mentioned getting a master's in public administration. Are there other ways to get into the transportation and housing fields that you're interested in?

A. Yes. Quite a few people get a masters in public policy. The only reason I'm not going down that route is I don't want to take time off because, long story short, I like to eat and don't like being poor (laughs). So with an MPA I can still work full-time while pursuing the degree part-time. With the public policy degree at UCLA, you have to go to school full time.

### Q. Do you have to have one of these two degrees to get into the field?

**A.** Not necessarily. My boss got her BA in Urban Studies and doesn't have a masters. And she's worked with Amtrak, Massachusetts Public Transportation, Jet Blue.

### Q. To conclude I wanted to ask if you are currently active in any professional organizations?

**A.** Not professional. But I am active in volunteer organizations. Have you heard of the LA Leggers? I'm on the board of directors. We have about 1,200 members and anybody 18 and over can join. We teach people how to run marathons. This will be my sixth year doing the LA Marathon. We start six months out and our first training we run or walk one mile, then the following week it's two miles, then three miles, we push your body slowly. \$75 per year and we support you during the marathon so we have three feeding stations, plus whatever the marathon provides you. Afterwards, when we're done, we rent out a ballroom and we have massages and food and all that good stuff.

# ADULTIING 101

# RESUMIE, CV, & COVER LETTER

### BY INDIRA Y. GARCIA, CAREER & UNDERGRADUATE COUNSELOR

Jobs with a history degree range from writing historical books to creating history as a political leader. How do you convince employers that you are the right candidate for a job? You should always focus on how your skills benefit an employer. On your resume or curriculum vitae (CV), in your cover letter, and during interviews and networking scenarios you need to quantify your experience in terms employers can understand. Your ability to do this can make all the difference. Find out what the position includes and highlight ways that your education complements these tasks. This can include all of your research, communication, and analytical skills, but try to be as specific as possible. Start selling these benefits in your cover letter. The resume and CV is all about you: what you've done, where you've been, and what recognitions you've earned. The cover letter should be about the employer and how you can help their needs. Site an example of their needs in the job description, then highlight how your history degree and skills will fill that need.

### WHAT IS THE MAIN FUNCTION OF A RESUME, CURRICULUM VITAE, OR COVER LETTER?

A resume is often used in non-academic positions in the private and public sectors. The curriculum vitae (CV) is typically used in academia for graduate school, fellowships, and research. In many European countries, the CV is used to describe all job application documents, including a resume. In the United States and Canada, CV and resume are sometimes used interchangeably. If you are not sure which kind of document to submit, it is best to ask for clarification. See below for an overview of the main differences between a resume and a CV and the purpose of the cover letter.

| Resume (French for "Summary"  | CV (Curriculum Vitae is Latin for "Course of Life")  | Cover Letter   |  |  |  |  |
|---|--|--|--|--|--|--|
| •Function of a resume is to get in the door!  | •Account of education, qualifications, and previous experience   | •Letter accompanying resume or CV intended to introduce your   |  |  |  |  |
| <ul> <li>Document used to present concise description of skills and qualifications</li> <li>Focus on accomplishments, not duties</li> </ul> | •Includes education, awards, publications, professional organizations, language proficiency, professional service, etc. in reverse chronological order | •Opportunity to expand on the specific experience and skillset the position is looking for by providing examples of it |  |  |  |  |
| •Usually 1 page, must be targeted to<br>the specific position   | <ul><li>No skills section</li><li>Variable length (Typically 2 pages)</li></ul>  | •Usually no more than 1 page   |  |  |  |  |
| CAREER RESOURCES  |  |  |  |  |  |  |

Need help writing a resume? Make an appointment with the History department Career Counselor, Indira Y. Garcia, Indira@history.ucla.edu. Please include your university ID and preferred day and time.

# DARS TIUTTORIAL

### BY DELANIE MORELAND, PEER COUNSELOR & HUAB MEMBER

Beginning Winter 2019, the History major requirements have been altered. No need to worry, they didn't change all too much and these changes only apply to students declaring the major in Winter 2019 and thereafter. Per the new requirements:

- One upper-division course has to be a 187 seminar
- One lower or upper-division course has to be a pre-1700 history course
- The two lower-division prep courses can be any lower-division history class—it's not restricted to only Western or World History courses anymore!

If you finished the prep work prior to Winter 2019, the new major layout does not apply to you. It is only for those declaring their major *after* Winter 2019 that need to ensure these requirements are met. If you fall into the former category, you must select "FALL 2018" as your catalogue year in DARS or it will show that you must meet the new requirements. Speaking of DARS, let's go through a bit of a refresher course on how to use it:

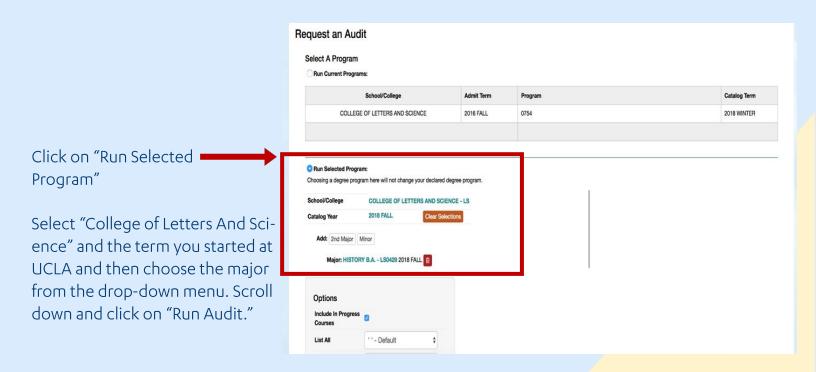
### **ENTERING DARS**

The Degree Progress/Audit Report (DARS) is an undergraduate counseling tool to apprise you of your progress toward meeting UCLA graduation requirements in your major. It is highly recommended that every student checks DARS at least once a quarter.

### **HOW TO RUN A DEGREE AUDIT?**

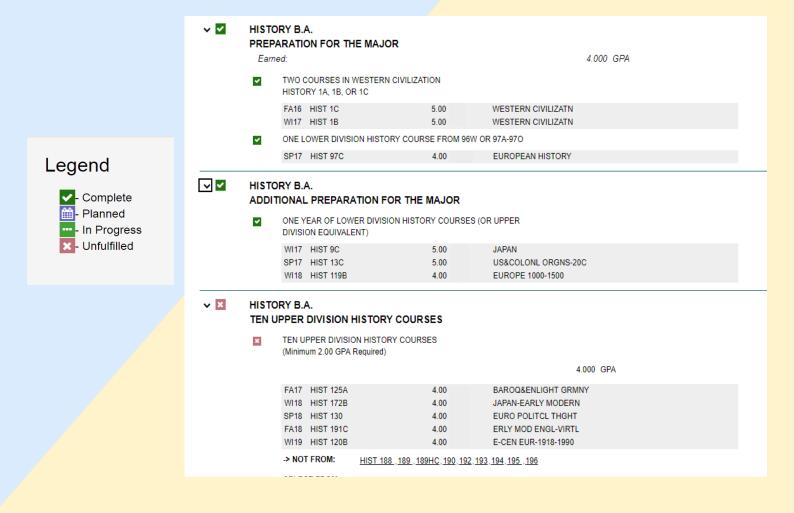


There's two different type of reports you can run. One with your current program as Pre-History Major (Code 0767) and another one with a selected program of your choice. I would highly recommend running a selected program for the History major (Code 0429). This way, you will be able to see all the requirements for the major.



### HISTORY MAJOR DARS EXAMPLE

Below is a Degree Audit that reflects a History major progress for a Junior-standing student that declared the major in Spring 2017. Grades have been white out for privacy purposes. Please see the legend below to learn what the symbols and colors stand for. Pay close attention to the "Unfulfilled" items every quarter.









The History Undergraduate Advisory Board at UCLA (HUAB) is delighted to announce a call for submissions to our Fourth Annual Undergraduate History Conference on the theme of "From the Global to the Local: Connected Histories," to be held on April 26, 2019. We welcome undergraduate students at UCLA to submit abstracts for participation in the conference. Submissions can be based on past or current work developed for 96Ws, 97s, 191s, honors theses, or other research papers.

Abstracts should be 250 words submitted to Delanie Moreland through the following link: <a href="https://goo.gl/forms/nPetIGNUhxjIMEHc2">https://goo.gl/forms/nPetIGNUhxjIMEHc2</a> by 5:00 PM on Friday, March 1, 2019. The HUAB looks forward to considering your submissions.

# SPRIING 2019 EWEINTS

| DATE  | EVENT  | TIME  | LOCATION   | DESCRIPTION  |
|---|--|---|--|--|
| Week 1: 4/1                                   | Instruction begins   |   |  |  |
| Week 2:<br>4/12                               | Study list becomes official  | 11:59 PM  | MyUCLA   | Please make sure all classes<br>have been dropped or add-<br>ed to your class planner by<br>this date. |
| Week 4:<br>4/26                               | Fourth Annual Undergradu-<br>ate History Conference  | 8:00 AM-<br>6:00 PM                                 | Bunche 6275  | Submit abstracts by 3/1  |
| Week 9:<br>5/27                               | Memorial Day   |   |  | Campus closed  |
| Week 10:<br>6/7                               | Instruction ends   |   |  |  |
| Finals<br>Week: 6/10-<br>6/14                 | Final exams  |   |  |  |
| Commence-<br>ment Week-<br>end: 6/14-<br>6/16 | 6/14: College of Letters & Science Ceremonies<br>6/16: History Department<br>Commencement Ceremony | 2 PM & 7 PM<br>for College<br>& 9 AM for<br>History | Pauley Pavilion for<br>College & Dickson<br>Court North for<br>History |  |

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

# SPRIING 2019 COURSES

### **Lower Division Lecture Courses**

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

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

HIST. 2C RELIGION, OCCULT, AND SCIENCE: MYSTICS, HERETICS, AND WITCHES IN WESTERN TRADITION, 1000 TO 1600

PROF. RUIZ | MW :30P-4:45P

**HIST. 3C HISTORY OF SCIENCE: 20TH CENTURY** 

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

**HIST. 8C LATIN AMERICAN SOCIAL HISTORY** 

PROF. PEREZ-MONTESINOS | W 5:00P-7:50P

**HIST. 10B HISTORY OF AFRICA, 1800 TO PRESENT** 

PROF. WORGER | ONLINE

HIST. 12C INEQUALITY: GLOBAL HISTORY OF ANTI-COLONIAL THOUGHT AND STRUGGLE

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

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

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

# **Lower Division Fiat Lux Seminars**

HIST. 19 FIAT LUX FRESHMAN SEMINAR

**SEM. 1:** PROF. RUIZ | T 4:00P-4:50P

# **Lower Division Seminar Courses**

HIST. 96W INTRODUCTION TO HISTORICAL PRACTICE

**SEM 1:** TA | M 10:00A-12:50P

**SEM 2:** TA | T 2:00P-4:50P

**SEM 3:** TA | W 2:00P-4:50P

**SEM 4:** TA | F 11:00A-1:50P

HIST. 97C INTRODUCTION TO HISTORICAL PRACTICE: VARI-ABLE TOPICS IN EUROPEAN HISTORY

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

HIST. 97D INTRODUCTION TO HISTORICAL PRACTICE: VARI-

ABLE TOPICS IN U.S HISTORY

PROF. MERANZE | R 10:00A-12:50P

HIST. 97E INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN LATIN AMERICAN HISTORY

PROF. ROBINSON | W 5:00P-7:50P

HIST. 97J INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN AFRICAN HISTORY

THE STAFF | T 2:00P-4:50P

### **Upper Division Lecture Courses**

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

THE STAFF | MWF 2:00P-2:50P

HIST. 108A HISTORY OF NORTH AFRICA FROM ISLAMIC CONQUEST

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

HIST, M110C IRANIAN CIVILIZATION: HISTORY OF EARLY SASANIAN EMPIRE—FROM ARDASHIR I TO RISE OF PEROZ

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

**HIST. 116 BYZANTINE HISTORY** 

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

HIST. 119C MEDIEVAL CIVILIZATION: MEDITERRANEAN

**HEARTLANDS** 

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

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

1945 TO 1989

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

HIST. 122F CULTURAL AND INTELLECTUAL HISTORY OF MODERN

**EUROPE, 20TH CENTURY** 

PROF. HOUNSHELL | MWF 12:00P-12:50P

**HIST. 125D HISTORY OF THE LOW COUNTRIES** 

THE STAFF | MWF 11:00A-11:50A

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

**IMPERIAL RUSSIA** 

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

HIST. 131A MARXIST THEORY AND HISTORY

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

HIST. 132 TOPICS IN EUROPEN HISTORY: FOOD REVOLUTIONS IN

**EUROPE** 

THE STAFF | MWF 3:00P-3:50P

HIST. 136B HISTORY OF BRITAIN: MAKING OF MODERN BRITAIN

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

HIST. 139A U.S., CIVIL WAR, AND RECONSTRUCTION

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

HIST. 142B INTELLECTUAL HISTORY OF U.S.

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

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

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

# SPRIING 2019 COURSES

### **Upper Division Lecture Courses**

HIST. 149B NORTH AMERICAN INDIAN HISTORY, 1830 TO PRESENT

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

HIST. M150C INTRODUCTION TO AFRO-AMERICAN HISTORY

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

HIST. M150D RECENT AFRICAN AMERICAN URBAN HISTORY: FUNK MUSIC AND POLITICS OF BLACK POPULAR CULTURE

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

HIST. 161 TOPICS IN LATIN AMERICAN HISTORY

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

HIST, 162A MODERN BRAZIL

PROF. SUMMERHILL | 2:00P-3:15P

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

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

HIST. 168B HISTORY OF SOUTHERN AFRICA: SINCE 1870

PROF. WORGER | ONLINE

HIST. 175A CULTURAL AND POLITICAL HISTORY OF CONTEMPORARY SOUTH ASIA

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

**HIST. 176B HISTORY OF SOUTHEAST ASIA SINCE 1815** 

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

HIST. 176A HISTORY OF SOUTHEAST ASIA TO 1815

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

**HIST. 176C PHILIPPINE HISTORY** 

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

**HIST. 180A TOPICS IN HISTORY OF SCIENCE** 

THE STAFF | MWF 12:00P-12:50P

HIST. M180B HISTORICAL PERSPECTIVES ON GENDER AND

SCIENCE

PROF. TRAWEEK | NOT SCHEDULED

HIST. M184B HISTORY OF ANTI-SEMITISM

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

**Upper Division Seminar Courses** 

HIST 187E VARIABLE TOPICS IN HISTORIOGRAPHY PROSEMI-

NAR: LATIN AMERICA

THE STAFF | R 8:00A-10:50A

HIST. 187F VARIABLE TOPICS HISTORIOGRAPHY PROSEMI-

**NAR: NEAR EAST** 

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

HIST. 187M VARIABLE TOPICS HISTORIOGRAPHY PROSEMI-

**NAR: SOUTHEAST ASIA** 

PROF. ROBINSON| W 2:00P-4:50P

HIST. C187N VARIABLE TOPICS HISTORIOGRAPHY PROSEM-

**INAR: INDIA** 

PROF. LAL | R 10:00A-12:50P

HIST. C187R VARIABLE TOPICS HISTORIOGRAPHY

**PROSEMINAR: JAPAN** 

THE STAFF | F 2:00P-4:50P

HIST. C191D CAPSTONE SEMINAR: HISTORY - U.S.

**SEM. 1:** PROF. MATSUMOTO | R 2:00-4:50P

**SEM 2:** PROF. COREY | 10:00A-12:50P

**SEM 3:** PROF. AVILA | T 12:00P-2:50P

HIST. M191DC CAPP WASHINGTON, D.C. RESEARCH

**SEMINARS** 

PROF. DESVEAUX & VILAN | R 10:00A-12:50P

HIST. 191E CAPSTONE SEMINAR: HISTORY - LATIN

**AMERICA** 

PROF. PEREZ-MONTESINOS | R 2:00P-4:50P

**HIST. 191G CAPSTONE SEMINAR: EAST ASIA** 

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

HIST. 191C CAPSTONE SEMINAR: HISTORY - AFRICA

PROF. WORGER | R 3:00P-5:50P

HIST. 195CE COMMUNITY AND CORPORATE INTERNSHIPS

**IN HISTORY** 

PROF. LYTLE HERNANDEZ & PROF. WITHERS | 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: <a href="https://sa.ucla.edu/ro/public/soc/">https://sa.ucla.edu/ro/public/soc/</a>



### **SESSION A: JUNE 24 - AUGUST 2**

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

PROF. RUIZ | ONLINE

HIST 5: Holocaust: History and Memory \*

PROF. STEIN | ONLINE

HIST 97M: Introduction to Historical Practice: Southeast Asia

PROF. WOODS | TR 1:00 PM-3:05 PM **HIST 119D: Sex in the Middle Ages** 

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

HIST 134C: Economic History of Europe, 20th Century

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

HIST 154: History of California

PROF. GANTNER | TR 8:30 AM-10:35 AM

HIST 179B: History of Medicine: Foundations of Modern Medicine

PROF. ZELENY | MWF 1:00 PM-2:20 PM

HIST 191C: Capstone Seminar: World War II, the 'Good War'

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

COURSES MARKED WITH
\* FULFILL THE SOCIETY &
CULTURE - HISTORICAL
AND/OR SOCIAL
ANALYSIS GE
REQUIREMENT

### SESSION C: AUGUST 5 - SEPTEMBER 13

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 121F: History of Modern Europe: World War II and Its Aftermath, 1939 to the Present

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

HIST 140A: 20th-Century U.S. History, 1900 to 1928

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

**HIST 157B: Indians of Colonial Mexico** 

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

HIST M155: History of Los Angeles
PROF. GANTNER | TR 8:30 AM-10:35 AM



# SPRIING 2019

# COMMIMIENICE/MIENITI IINIFORMIATIIONI

### **COMMENCEMENT DATES & ELIGIBILITY**

- June 14-16, 2019 (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 2018, Winter 2019, Spring 2019, and Summer 2019 graduates automatically included in the June 2019 ceremony.
- Fall 2019 graduates can also participate with an approved Special Inclusion Petition (SIP). Last day to file a SIP is April 29, 2019.

### **CEREMONIES & CELEBRATION**

- There are four types of Commencement Ceremonies:
  - 1. College of Letters and Science Commencement Ceremony—Friday, June 14th at Pauley Pavilion, 2pm OR 7pm
  - 2. Departmental (History) Ceremony—Sunday, June 16th at Dickson Court North, 9am-10:30am
  - 3. College Honors Ceremony—Thursday, June 13th at 7:30pm in Royce Hall
  - 4. Graduation-Related Student Celebrations—Days and times vary
- Remember, commencement ceremonies are **optional**.

### **OUESTIONS?**

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

# FOLLOW THE HIISTORY DEPARTIMIENT ON SOCIAL MEDIA!



