



**UCLA** | *DEPARTMENT of History*

# News from the Sixth Floor

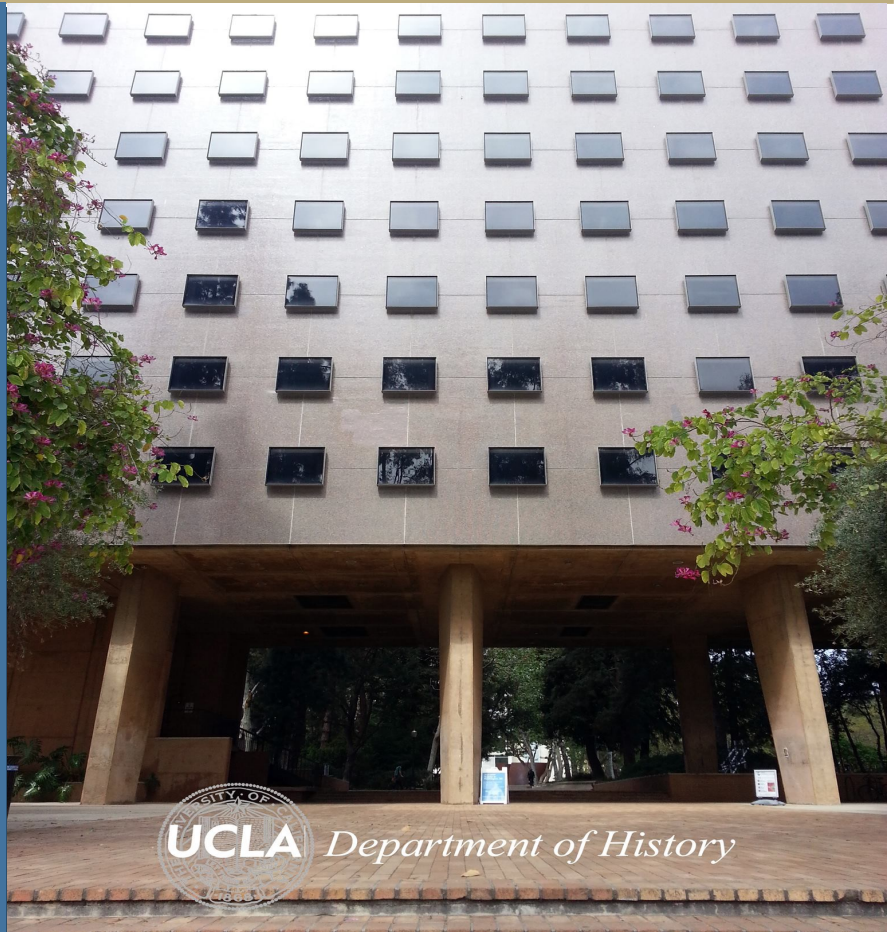
Undergraduate Newsletter | Summer 2018 Edition

UCLA Department of History | 6265 Bunche Hall | Los Angeles, CA 90095-1473

Telephone: (310) 825-4601 | <http://www.history.ucla.edu>

## In this Issue:

- News from the Vice Chair
- Faculty Spotlight: Stephen Aron and Carla Pestana
- Life Beyond the Degree: Nicholas Mireles
- My History Journey: Lily Krol
- Departmental Honors & Awards
- Summer & Fall 2018 Upcoming Events
- Summer 2018 Courses
- Fall 2018 Courses
- How to Succeed in the History Major
- New Student Orientation



# News From the Vice Chair for Undergraduate Affairs



Greetings, History Majors and History Minors! Welcome to the last issue of “News from the Sixth Floor” for academic year 2017-2018. As we wrap up the current year, I want to take this time to congratulate our graduating seniors! We look forward to celebrating your accomplishments, with family and friends looking on, at our departmental graduation ceremony on Sunday, June 17, 9:00-10:30 am, in Dickson Plaza.

Kudos, too, to our current crop of History Undergraduate Advisory Board (HUAB) members. The **Third Annual Undergraduate History Conference** that they hosted, which was held on April 27, 2018, was a success. The papers were engaging and attendance strong (approximately 150 attendees over the course of the day). Our Dean of Social

Sciences even dropped in to listen to a panel. We look forward to continuing this departmental tradition in the coming year. As our seniors on the HUAB move on, I look forward to welcoming new people and energy to this important body for engaging undergraduate involvement in the History community. Applications for HUAB membership were due on June 1, and the new committee will be announced shortly. Stay tuned for member introductions in the Fall 2018 newsletter.

Historians study change, and change is in the air on the sixth floor of Bunche for the coming Fall. Our current Chair, Stephen Aron, is stepping down after three energetic years at the helm, to be followed by Carla Gardina Pestana. Don't miss the interviews with both of them in this issue of “News from the Sixth Floor.”

I'd like to plug several new and newer courses for 2018-19: Professor Pestana's new History 14: The Atlantic World, will be rolled out in Winter 2019; and Professor Hirano's History 12C: Colonialism and Anti-Colonialism, will be offered in Spring 2019. Our new gateway course, History 94: What Is History?, will be again offered in Fall 2018, this time with Professor Subrahmanyam. 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.

Onward and upwards! Enjoy the summer and see you back on the Sixth Floor next fall!

“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: Stephen Aron

Interview by Christian Choe, HUAB Member | June 2018



**Q. Who is Stephen Aron? What was your history before you came to UCLA?**

**A.** I am the Chair of the Department of History. My specialization is in the history of the American West, though it is not where I initially envisioned myself; I went to graduate school at UC Berkeley and specialized in Colonial- and Early-American History. It was only at the end of my graduate career when I received a position at Princeton University that I decided to become a historian of the American West. There's certainly some irony in moving from California to New Jersey and then shifting my scholarly and teaching focus to the West! Fortunately, coming to UCLA allowed me to become an historian of the American West in the American West (even if many Californians don't think of themselves as being in the American West). I've been here for about twenty-two years now. However, I spent twelve of those years splitting my time between UCLA and the Autry Museum, which is a museum of the American West located in Griffith Park here in Los Angeles. That split experience was really pivotal for me. I felt I had the best of both worlds: one foot in the academy and one in the museum world. In the museum world, I oversaw the development of exhibitions, organized public programs, created and edited a magazine, and engaged with a broader and more diverse audience. The things I've

learned at the Autry have helped me back at UCLA, thinking about things we can do to connect ourselves with a larger audience by orienting our scholarship and teaching in ways that draw together academic and public history. As Chair of the department, I've tried to foreground our public mission; as a public university, we have, it seems to me, an added obligation to reach and to teach a broader public.

**Q. When did you realize you had a passion for history?**

**A.** I've long been interested in history, going back to days when I would read encyclopedia articles in grade school! But I don't think it dawned on me that I could become an historian until my senior year in college. Before that, I knew what I didn't want to do. At that time, the default for someone studying history was law school. But becoming a lawyer was not something in which I was interested. As a senior in college, I wrote a thesis, which was for me a transformative experience. Through it, I discovered the passion for doing historical research. That's one of the reasons why I'd love to see far more of our students taking up senior thesis projects, whether they plan to pursue a career in history or not. I can't think of a more valuable learning experience. Certainly, doing your own research is the best way to learn how to think and work like a historian. The skills you gain go far beyond what anyone gets in his or her coursework, and they'll serve you well no matter what you decide to do after college. I'm so happy Andrea Goldman, as Vice Chair of Undergraduate Affairs, has pushed forward the opportunities students are afforded through the senior thesis program and other independent, research projects.

**Q. What were the first classes you taught at UCLA? Which classes do you generally teach at UCLA?**

**A.** The first course I taught at UCLA was nineteenth-century US history, History 13B. The centerpiece of my coursework has been History 153B: History of the American West. I've also taught the History of California course as well as seminars on history museums and history in museums. It has been many years, though, since I last taught the History of California class; I'd be excited to take that on, again, because California is such a fascinating place with a remarkable history.



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**Q. If you weren't studying history—if you could possibly fathom some scenario in which you weren't—what do you think you might be doing?**

**A.** My secret fantasy was to be the race-track announcer for horse races. However, I think I might be disqualified from it, because I am color-blind. Part of the secret to race-track announcing is using the jockeys' silks to identify particular horses. I think it is safe to say that I am the only person you'll interview in this position who has had that alternative fantasy.

**Q. How did you develop this interest in horse-racing?**

**A.** I have a side passion and hobby: I am the managing partner for a syndicate that has owned a series of race horses over the years. We have several at Santa Anita, one of which won a nice race a couple of weeks ago, so we're flying high.

**Q. What are your duties as Chair of the Department of History?**

**A.** My job is to make things run—to make sure the staff can do their jobs, to make sure the faculty are teaching courses that need to be taught, to make sure academic personnel actions move forward appropriately. At a higher level, one tries to bring a degree of one's own vision to the role. My mantra has long been that I want to make history matter to more people, and I've been guided by it in my position as chair. I've been deeply committed to the idea of a more public-minded history, a history that engages audiences beyond the campus and tackles issues of vital importance to our society.

**Q. What are you proud of having accomplished in your time as Chair of the Department of History?**

**A.** I am proud we have secured the gift to establish and to endow the Luskin Center for History and Policy. I'm delighted that's a direction in which we're moving forward, and I think the Center can become a signature for the department. It allows us to think of the ways historical research, perspective, and insight can inform public discussions about issues of vital importance to us. I feel historians too often have not been at the table when key decisions are made by people with historical amnesia. We want to see history in the mix of public policy, bringing the kinds of expertise and perspective that historical training and understanding impart to those kinds of discussions. I think we've made a great start in that direction. I should add that this is also a direction in which the Division of Social Sciences is moving, accenting the ways in which our scholarship and teaching should be engaged with the world beyond the university, beginning with directing our expertise to solving the problems we face in Los Angeles.

I'm also pleased at the undergraduate level to see that we've renovated our program in ways that I hope are exciting to undergraduates. I'm really pleased with the work Andrea Goldman has done in her three years in integrating undergraduates more into the fabric of the department's intellectual life: by creating and organizing the Undergraduate History Conference, by encouraging senior thesis research, by inviting students to attend the workshops and conferences we convene.

I'm also pleased that we've reversed the downward trend in our enrollments and in the number of our majors. At UCLA, and at colleges and universities across the nation, numbers enrolled in history courses and numbers of history majors plummeted in the wake of the Recession of 2008/2009. Our department lost half of our majors and forty percent of our enrollments. So I am happy to see a spike in enrollments over the past couple of years. I hope that comes from changes to our courses, introducing new offerings that really appeal to students across the campus. On one level, quantitatively, we've introduced new curricula that has attracted more students. On another, qualitatively, we've brought forward reforms in our program that have allowed students to get more from their history education. We have, for example, added a new upper division reading seminar (History 187) to our program and to our requirements. That course means students will get more chance to work closely with faculty in small classes, and they will be better prepared to take on the research projects that are required for our capstone seminars (History 191). This emphasis on seminars stands us apart from many departments at UCLA where undergraduates rarely engage with ladder faculty members outside of huge lecture courses.

**Q. What were the greatest challenges you faced as the Chair of the Department of History?**

**A.** The goal of every chair should be to leave the department in a better place than they found it. And I hope I've done that. No doubt, these have been challenging times, beginning with the drop in undergraduate enrollment and majors. We lived through an era (perhaps ongoing) in which undergraduates believed that they needed to be in the STEM disciplines to succeed. I hope there has been a swing back to the liberal arts, built on the renewed recognition that an education in history opens up possibilities that are much wider than what your first job might be. UCLA, after all, is not a vocational institution; it is a place where you get broad training that should not lead you on a narrow path but launch you into a wide range of opportunities.

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We've also come through a time in which the history department has been considerably downsized. We were once one of the largest history departments (in terms of number of faculty) in the country and the world. But we've been shrinking over the past several decades, going from a department of seventy odd faculty members to now only around fifty. That reduction has not been without issues. We've lost areas I wish we could cover better. Our graduate program is also much smaller than it was a decade or two ago. I wish that we could have a larger graduate program, but I think reducing it was the responsible thing to have done, given the realities of the academic job market and given the imperative of providing adequate funding for our doctoral students. In my view, it is not ok to push people to go into significant debt to pursue a Ph.D.

We've moved to a better funding structure, though not as good as it needs to be. We increasingly depend on fundraising to support graduate education (as well as many other things). As a public university, we are being asked to raise a great deal of money from private sources in order to provide the first-rate faculty and first-rate education that has been the hallmark of the University of California. I guess that's now part of what a public university needs to do if it expects to be a great public university and a great history department within a great public university. Raising money, however, is not what chairs had previously been expected to do.

## **Q. Have you found it difficult to juggle the two hats of Chair and Professor?**

**A.** Yes, being chair is a full-time position. Although I've been able to continue to teach courses that I love and be inspired by them, I've had little time for research and writing. I'm looking forward to getting more control over my schedule and moving forward with the writing of my book and with other museum and public history projects in which I'm engaged.

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

**A.** As an undergraduate, it was my thesis adviser, Robert Gross at Amherst College, who was my first mentor. He had the most decisive impact on me. In graduate school, I worked under the direction of Charles Sellers, an eminent history of Jacksonian America. In my first position as a professor, which was at Princeton, I got to work closely with John Murrin, a colonial American historian who knew everything about everything. And in my time at the Autry, I was inspired by the vision and leadership of John Gray, who taught me the imperative of communicating with broader audiences and of making history matter to more people.

## **Q. What was your most recent book?**

**A.** *The American West: A Very Short Introduction*, which is part of a series to which several other faculty members in the department have contributed. It was a very challenging assignment, because, as its title suggests, it is intended to be a "very short" book. I was told to distill the subject that I had been thinking about, that I had been researching, writing, and teaching about for twenty-five years into a book that is limited to thirty-five thousand words. The publisher of the series, Oxford University Press, is very strict about that limit. Indeed, I appealed to the editor of the series, asking for a few thousand more words. After all, I contended that I wasn't only writing about the American West in the late nineteenth century (the period that has long been mythologized as "the Wild West"), but about much of North America from the pre-colonial era to the present. My appeal, though, did not work. In fact, the editor told me to look through other volumes in the series for guidance. One of the other entries was entitled *Nothing*, which seemed to me required less than thirty-five thousand words to elucidate. But there's another entry on *The Meaning of Life*. I suppose if an author could boil the meaning of life down to thirty-five thousand words, then I should be able to do that for the American West. And I did. I'm very pleased with the book, because it forced me to bring together a quarter century of thinking, researching, and writing about the American West into a compact book that brings forward the issues and interpretation I think most important. In many ways, it is a nice companion to *History 153*.

## **Q. Are you in the middle of a project?**

**A.** Yet, the tentative title of the book I'm writing is *Can We All Get Along?: An Alternative History of the American West*. The title is derived from Rodney King, who at the height of the LA Riots of 1992 issued those words in a tearful plea. For most people studying the American West, the answer to King's query is an emphatic "NO." They would argue the history of the American West has been shaped by people not getting along, by the dark and bloody grounds that made the West American.

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Interview by Christian Choe, HUAB Member | June 2018

In my project, however, I'm interested in a series of "alternative moments" when people who had often been at odds and sometimes at war with one another managed to find common ground, to coexist and cohabit peacefully. I seek to explain why those times and places occur when they do, why they fall apart, how we remember or forget those episodes, and what lessons we might learn from them in terms of shaping a future in which the answer to the question of getting along is not such an emphatic "NO," but at least "sometimes" or "maybe."

## **Q. What prompted you to start on this project?**

**A.** In part, it came out of my time at the Autry. The subject of the book was going to be the centerpiece for a new entry hall at the museum. I was trying to think of the questions about Western American history that matter most, or, as I said, that make history matter more to more people. And I really thought the most important questions are: What comes out of the mixing of peoples and cultures that define and shape the American West and the American experience? How do we explain the patterns of conflict and concord and how might we tilt the balance toward concord, as opposed to conflict?

I've long been fascinated by intercultural histories. It explains my interest in frontiers and borderlands, which by definition are places where peoples meet and mingle, often in conflict with one another, but sometimes in ways that bring new cultural formations into being out of the mingling.

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

**A.** Certainly, going way back, the work of EP Thompson was inspiring. The Making of the English Working Class and Whigs and Hunters were particularly important to me. It helped me to think about approaches to history. I don't claim to be following in his tracks, and the work I do is far afield from anything Thompson ever did, but if I point to an historian whose books most shaped me and got me thinking about being an historian, he was the seminal influence.

## **Q. Do you have any advice for undergraduate students?**

**A.** I think that history, and education at UCLA more broadly, should not be thought of as a track or trail, because that keeps you too much on a narrow path. Better to think of your education here as the delta at the end of a river, in which the waterway spreads out as it enters a vast ocean. Nor should you conceive of your education as leading to a manifested destiny (to borrow from the language of nineteenth-century westward expansion). There is no foreordained destination to a UCLA education. Historical education, in particular, should provide a sense of the possibilities that were in play in the past and are in play in your futures. I often tell my students that the great advantage we have as historians is that we know how things turned out. Knowing how things turned out helps us get things right, when we explain why things turned out the way they did. But knowing how things turned out is also a great disadvantage, for that's not how the people we study in the past lived their lives and it's not how we live ours. Sometimes knowing how things turned out in the past blinds us to the contingencies, the alternative possibilities that were in play. If we can recover some sense of those, it helps us to better understand the swirl of confusion in which we navigate our way.

I also love to cite Mark Twain's quote that "History doesn't repeat itself, but it rhymes." We need to discover some of the rhymes, some of the lyrics that connect past and present. That offers guidance to understand the past better, to situate ourselves in the present better, and to inspire us to create a more human future.

## **Q. Is there any miscellany that you would like to discuss?**

**A.** I hope those in the department as majors, minors, or general course-takers will take advantage more of the array of opportunities that the department opens up to them. The thing about a UCLA education, it seems to me, is that you can sit in the back of the room, make your way through it, and come out with a degree. But if you really want to take advantage of what UCLA has to offer and what the Department of History has to offer, there are three things you should do. First, you should move yourself from the back of the room to the front. Second, you should take as many seminars as you can to get even closer to the intellectual action. And third, you should immerse yourself in the intellectual and cultural opportunities that UCLA in general provides and that the Department of History in particular offers. I hope in coming years more undergraduates will more fully take advantage of all that UCLA has to offer and all that the Department of History has to offer. The department will be better for it. The undergraduates who do it will be enriched and will find that there's no place that rivals the opportunities and educational possibilities that UCLA makes available to you.

# Faculty Spotlight: Carla Pestana

Interview by Molly Smith, HUAB Member | May 2018



**Q. If you don't mind, let's start with a little bit about your background. Where you grew up, went to school...**

**A.** I grew up in the San Fernando Valley and went to Loyola Marymount for my Bachelors and then came to UCLA and completed my M.A. and doctorate. Shortly after, I moved to Ohio and taught at Ohio State for some years and then at Miami University (in Oxford, Ohio). In 2012, I returned to UCLA as the Joyce Appleby Chair. This endowed Chair was named for one of my graduate school mentors, so that was quite special. I've been here ever since.

**Q. What is your field of study?**

**A.** As a graduate student here, I studied Early American history. At that time early America centered on the thirteen colonies, and mine was Massachusetts. I chose to study religious radicalism in New England in the 17th and 18th centuries. That focus greatly differed from what most UCLA graduate students in early America did: the more prevalent urban, social, and labor studies. I had wonderful mentors like Gary Nash, Joyce Appleby, and Ruth Block. So, I started out as an Early American historian researching religion in terms of society and politics. I asked how illegal religious groups in Massachusetts got started and also how they eventually fit into the larger society. After

that project was completed, I became what is now called an Atlantic historian, in the sense that I expanded my scope from primarily the east coast of North America and started thinking of the wider connections and how other places contributed to developments in the colonies and abroad.

**Q. In that process of shifting to a more connected approach, was that something that took place while in grad school?**

**A.** In my graduate career, I traced the histories of religious groups, such as the Quakers or Baptists in Massachusetts, and I noticed that the people who joined these groups were not static: they moved around (especially the Quakers). In a way, by following their movements both within the thirteen American colonies and in the colonies that were not originally in my conception of colonial America, it really showed the various connections they had with other groups. So, really it was them who lead me off the continent. My second major research project used that connectedness during the early period of English expansion into the Atlantic world to study the English colonies in the Americas during a period of civil wars, revolutions, invasions, and regicide. It became quite an undertaking, but it was rewarding. I figured out how to bridge the historiographies of different regions to show how connected they really were.



# Faculty Spotlight: Carla Pestana

Interview by Molly Smith, HUAB Member | May 2018

## **Q. What inspired you to develop the new History 14? (to be offered Winter 2019)**

**A.** Well since I've been here we have had an Atlantic history seminar that brings in speakers but not an official course. And because it's the Atlantic world, people who have research interests in North America, South America, Africa, or Europe can all come together and see how these histories are connected. In the same way, it's a good umbrella for bringing together colleagues that aren't in the same fields and that is one aspect that I like because it gets me involved with Art Historians, Anthropologists, Geographers, and many other specialists. Combining such a variety of fields, students can think beyond narrow boundaries and consider the world these people were creating and the various connections being made. I taught a one-off 101 course on the Atlantic and received a lot of interest from the students. They liked the broad view and the interconnected nature of the topic. That experience made me think about how an entry level course could bring people in and expose them to such a variety of regions and approaches within a single, entry level course. After taking the new course, students could then focus on a particular topic or region they found interesting but would be able to do so already having this framework for understanding the larger context. Rather than starting small and more focused, this course would offer a larger context from which one could then focus onto more specific or localized topics. By the end of the course, I'd like to have the students decide whether this is a good approach and really try to engage them critically in the discussion of how we formulate our approaches and frameworks.

## **Q. As the new Chair of the department, what would you say your vision is moving forward? What do you think the department has done well and what do you think it can do better?**

**A.** This is a really great department, we are in a very good place and we have had a wonderful chair for the past three years. One thing we can do to improve is to do more hiring and replace some of the people who have left over the years. We will over the next three years be hiring five junior faculty. It is always fun to bring in new people who introduce new perspectives. Junior hires are important because these people will carry the department forward into the future. We have legacies of very strong research and teaching across a variety of topics and regions; so we need to address those and be sure we keep them vibrant. In terms of a vision, I want to keep in mind that our discipline is foundational to the modern university, and I want to promote history's contribution within UCLA and beyond. We would say that the department has a lot of competition for peoples' attention. If history as history is going to continue to be as strong as it has been, building bridges to other departments and centers on campus is important. It is good for historians and others across campus to have a stronger dialogue. However, at the same time, we should promote what makes us distinctive as a department. Historians have an obligation to make sure students who graduate from this university have a greater understanding of the past and can bring that knowledge to the present and apply it to their lives. One of the great things the department does, the 'Why History Matters' series, brings in various people to discuss current issues but from a historical perspective. People often want to shrug off things that happened in the past and say they don't really have a relationship to the present, but by bringing these topics forward, we can situate the importance of having a historical understanding in today's world. I suppose on a broader note, honestly, I was a graduate student here and I have such a great affection for UCLA; so, I am excited to be able to do what I can. I'd be please to leave it better than I found it.



# Life Beyond the Degree: Nicholas Mireles

Interview by Yaffa Yermian, HUAB member | June 2018



**Q. Let's jump right in with a little bit of your background.**

**A.** I was born and raised in Long Beach, coming from a Mexican-American working-class background. When I got out of high school, I knew from my older brother's example that I was going to transfer from community college. And once I got to Long Beach Community College, that's when I went all-in and got very focused academically. I treated it like a job, and I was fortunate enough to ride back on the honors program the school had. Along with some extracurricular activities, that ultimately led to me getting into UCLA, UC Berkeley, and UC San Diego. In 2006, I transferred to UCLA and ended up majoring in History and minoring in Geography.

**Q. You were accepted into three great UC schools, all with something different to offer. What attracted you to UCLA?**

**A.** UCLA was never in my orbit. My brother is six years older than me and went to Cal, so I got to experience vicariously through him the process of moving away, going on

your own, moving in with a bunch of people, etc. While Berkeley seemed like a great, cool place to be, I already had a very big network here in Southern California. And UCLA's History program is top-tier, which is why I thought of it initially. I eventually realized that I really enjoy the area, the culture, the people I've met, and the diversity. I was not ready to pull away from that network, and UCLA was far enough away from home while still being close. It's also a world-renowned institution and brand, so I knew it would be a great name to have next to mine moving forward.

**Q. How would you describe the transfer community during your time at UCLA?**

**A.** Because I did an honors program at my community college, there were two dozen students I would see regularly. But with community college, it's like a job. You go in, get out, and perhaps you don't socialize as much because you don't quite realize the value of that when you're so focused on your grades. Once at UCLA, I got to see people in different boats and quickly discovered that some of the most interesting people I met ended up being transfer students. The community itself was wonderful, but I too am unafraid to meet people and make friends. My friends and I started getting together regularly and creating a very organic club with the goal of inviting new people to hang out with us every Monday during the two years I was there. The only premise to being invited was that you had to be interesting and fun. It was much easier to socialize this way, and the transfer climate was potent enough to make a seamless transition from community college to UCLA.

# Life Beyond the Degree: Nicholas Mireles

Interview by Yaffa Yermian, HUAB member | June 2018

## **Q. Why did you pick History as your major?**

**A.** I remember having a very clear conversation with myself once I started community college which was: “Get good grades, and everything else will follow in line. You’ll get into the schools you want and figure out what you want to do in life. But at the end of the day, if you put yourself into a hole by not getting good grades, you’re going to essentially put a ceiling on what you’ll be able to do in the future. You don’t know what that is yet, so you’d be shooting yourself in the foot.” At that point in time, I was around 18-years-old and realized that I really liked history. I liked the idea that, just like with geography, history and time are maps. You accumulate segments of said map, and it’s up to you to figure out the in-betweens. I enjoyed this macro approach to everything because I think that if you worry too much about the small stuff, you lose the big picture and make your life a lot more complicated. I also wanted something that I could do for a long period of time and enjoy it enough to get good grades. The value of studying history became clear to me at such a young age as I began my collegiate career.

## **Q. Are there any particular highlights from UCLA (professors, classes, etc.)?**

**A.** When I think about my time at UCLA, it was really about the work. Working extremely hard, taking hard classes while knowing it was going to be what you made of it. As far as professors go, I am still pretty close with Professor Frank in the History department and we still touch base from time to time. His class was one of my first at UCLA and that memory will always stick with me. It was the big show, the one where you’re terrified of being a phony, of the rigors of this institution that you feel you either were or weren’t ready for, all while knowing that you’d have to work a lot harder. I also studied abroad in Turkey during my second year. It was first time going abroad and a wonderful experience overall, though it was a bummer that I wasn’t physically at UCLA. However, my time there ended up pushing me back another quarter, but it was during that additional quarter that I met the girl who became my wife. So, you know, it worked out.

## **Q. Could you tell us about your law school experience?**

**A.** Like a lot of UCLA grads, you’re coming out of college as the cream of the crop and not really aware of it. You’re constantly thinking five years in advance, and for me, the plan was to get through undergrad, go to law school, and figure out the rest after that. When I started law school, I went in with the thought “Well, I have been really successful in the academic world so far.” My experience was a tough lesson in that I realized that you can work as hard as humanly possible, but unless you are gifted or fortunate enough to have an outline from a few years ago to make yourself sound smarter than everyone else, it’s going to be difficult. Law school is a tough academic experience, but lo and behold, life is tough and you have to do whatever it takes to get through. There is so much pressure on a college student to know what they’re going to do when in fact, people don’t know what they’re going to do ever and yet it’s socially acceptable to ask a 22-year-old “what are you going to do for the rest of your life?” And like a lot of people, I was like “well, I’m going to go to law school” and people responded “Oh, okay. That’s impressive.” The decision ultimately came down to: law school was going to give me a platform, a license and a degree to put myself in a position of power to help people that are not really — on a macro level — able to do things that other people can simply because of a title. I felt that was a very powerful position to find myself in, and that law school was going to be able to get me there. And ten years later, it is absolutely 100% the fact.

# Life Beyond the Degree: Nicholas Mireles

Interview by Yaffa Yermian, HUAB member | June 2018

**Q. As an immigration lawyer, how has your job changed with the current administration?**

**A.** There's such an attack on the topic of immigration, especially on those people with an undocumented status. [As an immigration lawyer,] you go from helping people plan for disasters to being the middle of one that is seemingly only getting worse. You end up having to come up with crisis management a lot of the time. The things that used to seem easy or straightforward are no longer that. From the side of the profession you've never been more needed, so I guess that's beneficial. But at the same time, had the election gone the other way, I would probably be just as busy with hopefully some type of comprehensive immigration reform options, or at a minimum DACA and TPS would still be secure. It's just a lot sadder and a lot more negative. People are having a hard time (e.g. my colleagues, nonprofits, etc.) staying positive.

This is when guys like me who are very positive, have to lay on an extra level of positivity when I see them. I remind them that we will live longer, so we just have to keep fighting. It's definitely hectic, but one of the things you realize as an attorney is that your job is to exist in the middle of a hurricane and understand that people are looking to you for a semblance of honor and order. So, if you're not good in crisis, then you're not going to be a great attorney or you're going to have a lot to learn. Realistically though, we all do. You can be the top in your class, but it's about learning the practice and the trade.

**Q. How have you seen yourself evolve since your time at UCLA?**

**A.** With experience, you have more confidence. You know something and you're an expert in the field who can give answers to people. And the more you do, the more confidence you get. It's almost like life is a series of mountains, and each mountain you get over, you say to yourself "well it wasn't that bad" or "I thought it was going to be so much worse." But then you have the next mountain and again you think, "Oh, can't do it." I find that at this point in my life, I am able to look back at the trek and remind myself that "you've done a lot of really gnarly things. You're going to get through this next thing." It's really building on that confidence. Additionally, I think there's something to be said about life experience, and I have ten more years of it. I have ten more years of trials and tribulations, of sadness, of joy and happiness. I have more dirt under my fingernails that provides me a greater scope of the world, of what I want and don't want. I've grown in that sense.

Fundamentally, I'm the same person. I'm still a go-getter, motivated, high energy, and easy going in a lot of ways. From the long-haired, poor college student I was, I'm no longer that. Not because I can't be, but because I choose to not be given my responsibilities. That too comes with age, realizing that nobody is going to tell you what to do once you get out of school. It's very addictive because the more you do, the more you want to do. And the more challenges you overcome and the more success you have (especially if you fail along the way) the more you realize that the difference between yourself and somebody who is more senior to you is that they've had more opportunities. All you have to do is get out there. With experience you realize that all things are the same and it ultimately comes to treating people with respect. It's about figuring out the problem and addressing the issue in a specific way. I think that a large part of life is people not wanting to deal with problems, people being insecure with who they are and then projecting that insecurity onto other people. This then causes friction and unnecessary problems, and life then becomes you trying to fix problems you shouldn't have had in the first place.



# My History Journey: Lily Krol

Reflection by Lily Krol, HUAB Member | June 2018



Whenever strangers ask me where I attend college, the next question is always “what’s your major?” For some reason, the answer “History” never seems to impress them. While the concern on these strangers’ face used to bother me, now as a graduating senior, I am more confident than ever in my decision to pursue my passion of History. The History Department here at UCLA has allowed me to travel to Paris, work in a major museum institution, and develop my critical thinking and research skills to a high degree.

Early into my first year at UCLA, I knew I wanted to study abroad over the summer to learn history through immersing myself in a new country. Even though it is a cliché, my study abroad in Paris changed my college experience for the better. Dr. Ruiz, or Teo as students affectionately call him, lead our group through almost every street of the city, passionately explaining everything from the architectural history of Saint-Chappelle to the grave of Jim Morrison in Père Lachaise. I was able to experience history in the world—not just in the classroom. On these walking tours, I would be walking right behind Teo with all kinds of

questions and comments, just wanting to soak in all the information that I could. The History Study Abroad program really deepened my love of French history. I knew that I wanted to pursue this new passion as much as I could as an undergraduate. In addition, Teo was so concerned about student learning—his empathy and kindness for his students would shine through his lessons every day of the program. I began one of the most valuable relationships with a professor at UCLA. When I stepped off the plane at LAX, I came back with a greater love of history and a greater confidence in my abilities.

My second year I felt invigorated with my studies and began to deepen my engagement with history. After visiting Paris over the summer, I knew I wanted to write my senior thesis on some topic pertaining to French history. So, I started taking French language classes to not only be able to one day talk with Parisians in their native language but to also read primary source documents in their original language. The classes that I took my second year also gave me a new perspective on history’s relationship with current events.

# My History Journey: Lily Krol

Reflection by Lily Krol, HUAB Member | June 2018

Professor Gelvin's class on the Modern Middle East, which centered around the Arab Spring of 2012, was one of the most enlightening classes I had the pleasure of taking at UCLA. I learned so much about the key players and surrounding conflict in the region, and I would look forward to the fiery debates in lecture concerning the Iran Nuclear Deal, for instance. After Gelvin's class, I felt more confident participating in outside discussions regarding the Middle East. I was excited to bring the knowledge that I learned in my classes at UCLA to the "real world."

My third year I started looking forward to my future after UCLA—I wanted to figure out what I could do with my History degree. When I learned of the HistoryCorps program in the department, I was ecstatic. To be working in a museum institution and applying history in a more concrete way was so exciting. Cheryl Wilkinson advised me to apply to intern for the Petersen Automotive Museum. After a successful application and interview, I began my curatorial internship at the museum during my Winter quarter. On Tuesdays, I would catalogue antique road maps and record the data into the Petersen archival system. On Thursdays, I photographed the pages of Lowrider Magazine in an advanced archival program to create a digital copy for The Entertainment Network. Although I really enjoyed working in a museum institution, I also realized that a lonely curating job was not for me. I ultimately learned from my internship that I needed a more people-centered career. However, I really gained a valuable experience in practicing history through the cataloging and recording of documents, and I was so grateful for the History Department's help in placing me with a position at the Petersen.

The following Spring quarter, I began my Senior Honors Thesis with Teo as my advisor. I wanted to combine my passions for French history with my minor, Art History, specifically examining the Parisian cultural and artistic phenomena that arose during the mid-nineteenth century. After another Study Abroad program in Vienna and Berlin going into my fourth and final year, I modified the topic of my thesis and came back invigorated to continue my research. While abroad, I became interested in the relation between people and space in the modern urban environment. I decided to compare the urban development projects of Paris and Vienna during that period and their resulting cultural phenomena. My research working with both French and German primary documents greatly challenged me. The honors thesis is the culmination of all your work as a history student: challenging your preparation, research, synthesis, and writing skills. On completion of my thesis, I had never felt so proud in fulfilling my academic work. I was given the honor to orally present my thesis at the Undergraduate Research Week at UCLA. I was so excited to share my research and knowledge on my own topic. As I look forward to graduating from UCLA in a couple of weeks, I take pride in my Bachelor of Arts degree in History. Now that I am entering the "real world," I am grateful for all the opportunities and learning experiences that I gained from my History Major.

# Recognition of Departmental Honors

## *HONORS THESES - DEPARTMENTAL HONORS*

Austin Alvarez

Micayla Britton

Amilcar Cruz

Linda Nahomi Esquivel

Vivy Weirui Li

Alexandra Overy

Sarah Pennypacker

Nichola Rohr

Shawna Strecker

Dani Williams-Jones

Monroe Yeung

## *HONORS THESES - HIGHEST DEPARTMENTAL HONORS*

Samuel Chan

Laura Cox

Edward Dalidowicz

Ryan Dunbar

Ivan Hernandez

Lisa Kahn

Lily Krol

Christopher Krutilek

Molly Smith

Andria H. So

Chloe Watlington



# Recognition of Departmental Awards

## MARY RITTER BEARD AWARD

### Winner

Alexandra Overy

*"How Women in Liminal Areas of Society Were Able to Make Their Voices Heard in the Seventeenth Century"*

Advisor: Stefania Tutino

## CAREY MCWILLIAMS AWARD

### First-Place Prize

Ryan Dunbar

*"Death Throes of Antiquity: The Evolution of the Early Islamic Conquest of the Near East"*

Advisor: John S. Langdon

### Second-Place Prize

Molly Smith

*"For the Love of 'Bad, Foreign Habits': Anglo-Saxon and Scandinavian Cultural Development and Identity Differentiation from 750 to 950 C.E."*

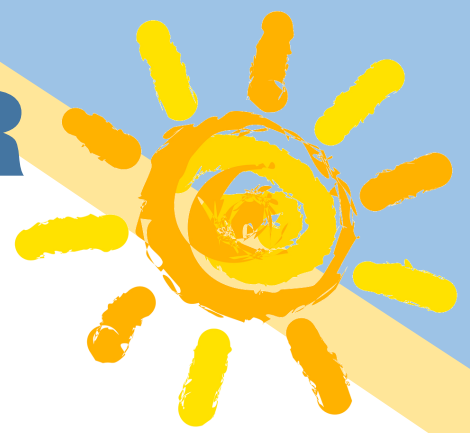
Advisor: Jessica Goldberg

# Summer & Fall 2018 Upcoming Events

Date	Event	Time	Location	Description
<u><a href="#">6/15/18</a></u>	College of Letters & Science Ceremonies	2pm & 7pm	Pauley Pavilion for College	College Graduation
<u><a href="#">6/17/18</a></u>	UCLA History Department Commencement Ceremony	9am-10:30am	Dickson Court North	Departmental Graduation
<u><a href="#">6/18/18</a></u>	MyUCLA Fall 2018 Enrollment Begins	8am	MyUCLA	
<u><a href="#">6/25/18</a></u>	Summer Session A Begins			
<u><a href="#">7/9/18</a></u>	New Student Orientation Begins			Orientation for incoming freshman and transfer students
<u><a href="#">7/4/18</a></u>	Independence Day Holiday			Campus closed
<u><a href="#">8/6/18</a></u>	Summer Session C Begins			
<u><a href="#">9/3/18</a></u>	Labor Day Holiday			Campus closed
<u><a href="#">9/27/18</a></u>	Fall 2018 Instruction Begins			
<u><a href="#">10/12/18</a></u>	Study List deadline (becomes official)		MyUCLA	Last day to add or drop a class with no fees, no notation through MyUCLA
<u><a href="#">11/12/18</a></u>	Veterans Day Holiday			Campus closed
<u><a href="#">11/22/18-11/23/18</a></u>	Thanksgiving Holiday			Campus closed
<u><a href="#">12/7/18</a></u>	Fall 2018 Instruction Ends			

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

# 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

## 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 142D: American Popular Culture**

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

**HIST M155: History of Los Angeles**

PROF. GANTNER | TR 8:30 AM-10:45 AM

**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

**COURSES MARKED  
WITH \* FULFILL THE  
SOCIETY AND CUL-  
TURE - HISTORICAL  
ANALYSIS GE  
REQUIREMENT!**



**UCLA** | *DEPARTMENT of History*



# Fall 2018 Course Offerings

## Lower Division Lecture Courses

**HIST. 1A INTRODUCTION TO WESTERN CIVILIZATION: PRE-HISTORY TO CIRCA A.D. 843**  
PROF. PHILLIPS | MWF 10:00A-10:50A

**HIST. 1C INTRODUCTION TO WESTERN CIVILIZATION: CIRCA 1715 TO THE PRESENT**  
PROF. FORD | TR 3:30P-4:45P

**HIST. 3A HISTORY OF SCIENCE: RENAISSANCE TO 1800**  
THE STAFF | MWF 2:00P-2:50P

**HIST. 8A COLONIAL LATIN AMERICA**  
PROF. TERRACIANO | TR 11:00A-12:15A

**HIST. 9A INTRODUCTION TO ASIAN CIVILIZATIONS: HISTORY OF INDIA**  
PROF. SUBRAHMANYAM | TR 9:30A-10:45A

**HIST. 11A HISTORY OF CHINA: TO 1000**  
PROF. VON GLAHN | MWF 9:00A-9:50A

**HIST. 12B INEQUALITY: HISTORY OF NEOLIBERALISM**  
PROF. KELLEY | TR 11:00A-12:15P

**HIST. 13A HISTORY OF THE U.S. AND ITS COLONIAL ORIGINS: COLONIAL ORIGINS AND FIRST NATION BUILDING ACTS**  
PROF. YIRUSH | MWF 11:00A-11:50A

## Lower Division Fiat Lux Seminars

**HIST. 19 FIAT LUX FRESHMAN SEMINAR**  
SEM. 1: PROF. RUIZ | T 5:00P-5:50P

**HIST. 19 FIAT LUX FRESHMAN SEMINAR**  
SEM. 2: PROF. VON GLAHN | M 2:00P-2:50P

## Lower Division Seminar Courses

**HIST. 94 WHAT IS HISTORY? AN INTRODUCTION TO HISTORICAL THINKING AND PRACTICE**  
SEM. 1: PROF. SUBRAHMANYAM | T 1:00P-2:50P

**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 4:00P-6:50P

SEM 4: TA | R 1:00P-3:50P

SEM 5: TA | F 9:00A-11:50A

**HIST. 97C INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN EUROPEAN HISTORY**  
SEM 1: PROF. SILVERMAN | T 4:00P-6:50P

**HIST. 97D INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN U.S. HISTORY**  
SEM. 1: PROF. MERANZE | M 1:00P-3:50P

SEM 2: PROF. STEVENSON | T 8:00A-10:50A

SEM 3: PROF. SALMAN | W 3:00P-5:50P

## Upper Division Lecture Courses

**HIST. M103A: ANCIENT EGYPTIAN CIVILIZATION**  
PROF. COONEY | TR 11:00A-12:15P

**HIST. 107B ARMENIAN HISTORY: 11TH TO 19TH CENTURIES**  
PROF. ASLANIAN | TR 3:30P-4:45P

**HIST. M108C CULTURE AREA OF MAGHRIB (NORTH AFRICA)**  
PROF. BOUM | MW 8:30A-9:45A

**HIST. 113A HISTORY OF ANCIENT GREECE: RISE OF GREEK CITY-STATE**  
PROF. PHILLIPS | MWF 11:00A-11:50A

**HIST. 114A HISTORY OF ROME TO DEATH OF CAESAR**  
PROF. LANGDON | MW 3:30P-4:45P

**HIST. 119D TOPICS IN MEDIEVAL HISTORY**  
PROF. MARKMAN | MWF 10:00A-10:50A

**HIST. 121D HISTORY OF MODERN EUROPE: BOURGEOIS CENTURY, 1815 TO 1914**  
PROF. FRANK | TR 12:30P-1:45P

**HIST. 122F CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE, 20TH CENTURY**  
THE STAFF | MWF 12:00P-12:50P

**HIST. 124C HISTORY OF FRANCE: MAKING OF MODERN FRANCE, 1871 TO PRESENT**  
PROF. NASIALI | TR 9:30A-10:45A

**HIST. 125A BAROQUE AND ENLIGHTENMENT GERMANY**  
THE STAFF | MWF 1:00P-1:50P

**HIST. 126 EUROPE IN AGE OF REVOLUTION, CIRCA 1775 TO 1815**  
PROF. URDANK | TR 5:00P-6:15P

**HIST. M127A HISTORY OF RUSSIA, ORIGINS TO RISE OF MUSCOVY**  
PROF. LENHOFF | TR 3:30P-4:45P

# Fall 2018 Course Offerings

## Upper Division Lecture Courses

### **HIST. 127C HISTORY OF RUSSIA: REVOLUTIONARY RUSSIA AND SOVIET UNION**

PROF. MCBRIDE | MW 4:00P-6:15P

### **HIST. 132 TOPICS IN EUROPEAN HISTORY**

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

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

THE STAFF | MWF 9:00A-9:50A

### **HIST. 143A CONSTITUTIONAL HISTORY OF U.S.: ORIGINS AND DEVELOPMENT OF CONSTITUTIONALISM IN U.S.**

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

### **HIST. 146B AMERICAN WORKING CLASS MOVEMENTS**

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

### **HIST. M147D HISTORY OF WOMEN IN THE U.S., 1860 TO 1980**

PROF. MARINO | MWF 9:00A-9:50A

### **HIST. 148 PUBLIC/APPLIED HISTORY**

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

### **HIST. M151D CHICANA HISTORIOGRAPHY**

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

### **HIST. 153 AMERICAN WEST**

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

### **HIST. 161 TOPICS IN LATIN AMERICAN HISTORY**

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

### **HIST. 164E TOPICS IN AFRICAN HISTORY: AFRICA, 1945 TO PRESENT**

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

### **HIST. 166A HISTORY OF WEST AFRICA: WEST AFRICA, EARLIEST TIMES TO 1800**

THE STAFF | MWF 4:00P-4:50P

### **HIST. 170A CULTURE AND POWER IN LATE IMPERIAL CHINA**

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

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

THE STAFF | MWF 1:00P-1:50P

### **HIST. 173D POSTWAR JAPANESE HISTORY THROUGH FILM**

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

### **HIST. M174D INDO-ISLAMIC INTERACTIONS, 700 TO 1750**

THE STAFF | MWF 9:00A-9:50A

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

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

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

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

### **HIST. M182A ANCIENT JEWISH HISTORY**

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

### **HIST. M182B MEDIEVAL JEWISH HISTORY**

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

## Upper Division Seminar Courses

### **HIST. 187C VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: EUROPE**

PROF. NASIALI | R 12:00P-2:50P

### **HIST. 187D VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: UNITED STATES**

PROF. HIGBIE | M 2:00P-4:50P

### **HIST. 187F VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: NEAR EAST**

THE STAFF | F 3:00P-5:50P

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

PROF. WONG | W 1:00P-3:50P

### **HIST. 191A CAPSTONE SEMINAR: HISTORY - ANCIENT HISTORY**

PROF. LANGDON | F 10:00A-12:50A

### **HIST. 191C CAPSTONE SEMINAR: HISTORY - ANCIENT HISTORY**

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

### **HIST. 191C CAPSTONE SEMINAR: HISTORY - ANCIENT HISTORY**

SEM. 2: PROF. URDANK | R 1:00P-3:50P

### **HIST. C191D CAPSTONE SEMINAR: HISTORY - ANCIENT HISTORY**

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

### **HIST. M194DC CAPPP WASHINGTON, DC, RESEARCH SEMINARS**

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

### **HIST. 195CE COMMUNITY AND CORPORATE INTERSHIPS IN HISTORY**

PROF. WILSON & PROF. CENTANINO | VARIES

# Fall 2018 Course Offerings

PLEASE NOTE: YOU CAN FIND AN UPDATED LIST OF COURSES ON THE UCLA REGISTRAR'S OFFICE WEBSITE: [WWW.REGISTRAR.UCLA.EDU](http://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
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[What is a Subject Area?](#)

# SETTING YOURSELF UP FOR SUCCESS IN THE HISTORY MAJOR

BY DELANIE MORELAND, HISTORY PEER COUNSELOR

## **Give yourself credit.**

Getting to where you are right now isn't easy. It's stressful, time-consuming, and a lot of work. Breathe. You are here, and you are going to do amazing things.

## **Don't be afraid to ask questions.**

There are so many resources open to you, and accessing them begins with a single question to a T.A., a professor, or your academic counselor.

## **Learn what your resources are.**

As a History major, there are countless resources available to you that are waiting to help you succeed. A short list includes: college academic counselors, departmental counselors (which includes a career counselor), the History peer counselor, the History Writing Center, History Corps internships, professors, and T.A.s. All of these resources are there to help you learn and grow—use them. It can be intimidating, but there are countless rewards for putting yourself out there.

## **Be a good student.**

Seems simple, but a lot of people choose not to follow this step. This means going to lecture, doing the readings, attending office hours, starting papers early, studying in advance, and taking assignments to the History Writing Center. This also means being proactive about the resources around you. Don't ignore these things until it's too late.

## **Make connections.**

When a professor or staff member knows your name and work ethic, it can take you far. They can connect you with future employers, write letters of recommendation, and give you meaningful advice. The last thing you want is to graduate, apply for a job, and realize you have no one to ask for a good letter of recommendation.

## **Relax.**

If you put in the effort to make connections, utilize your resources, and study hard, you will be rewarded.



# New Student Orientation - Summer 2018

Welcome to UCLA and the History Department!

UCLA's New Student & Transition Programs is here to ensure that all New Bruins and their families begin their journeys at UCLA with a comprehensive introduction to Bruin life.

It is highly recommended for every incoming freshman and transfer student to attend a new student orientation session during the summer. During these sessions, incoming students will have the opportunity to learn more about UCLA, meet with their departmental counselors, learn more about their major requirements, and enroll in Fall 2018 classes. We know you are very excited to start your journey at UCLA, but at this moment Undergraduate Admissions is evaluating and processing transcripts, therefore departmental counselors do not have access to student records yet.

For more information about the History department, please visit our website: [www.history.ucla.edu](http://www.history.ucla.edu)

If you have any other questions about UCLA, including the wide range of academic programs and services here at UCLA, New Student Advisors can assist you in getting the information you need and direct you on the next steps to take. Call them at (310) 206-6685 or email through the MyUCLA Message Center (with UCLA login or without UCLA login).

-Department of History Counseling Team

## Dates to Remember!

### First Year Orientation

#### Sessions

- 101: July 9—11
- 102: July 18—20
- 103: July 23—25
- 104: July 31—August 2
- 105: August 7—9
- 106: August 15—17
- 107: August 21—23
- 108: August 26—28
- 109: August 29—31
- 110: September 5—7
- 111: September 9—11
- 112: September 12—14

### Transfer Orientation

#### Sessions

- 201: July 16
- 202: July 26
- 203: August 3
- 204: August 6
- 205: August 10
- 206: August 14
- 207: August 20
- 208: September 4