

NEWS FROM THE SIXTH FLOOR

UNDERGRADUATE NEWSLETTER / WINTER 2019 EDITION

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NEWS FROM THE VICE CHAIR FOR UNDERGRADUATE AFFAIRS



Greetings, History Majors and History Minors! In this issue of “News from the Sixth Floor,” I’m delighted to introduce you to new faculty and staff in the department. Please join me in welcoming Professor Katherine Marino to the department. She is a scholar of US and Latin American transnational feminism. You can read an interview with her in this issue. If you haven’t already met her, please drop by Bunche 6286 to meet Hayley Safanov, who is our new department Director of Student Affairs. She, along with our undergraduate advising counselors, Paul Padilla and Indira Garcia, are here to help you navigate everything to having to do with the History major and minor. And don’t forget to take advantage of the drop-in counseling hours (please check the “advising” tab on the website for updated hours) with our History peer counselor, Delanie Moreland, who is located in Bunche 6291. We also have a

new Chief Administrative Officer for the department, Asiroh Cham. The curious thing about an excellent CAO is that students, and even faculty, might never even know she exists; the department just hums along smoothly. Still, if you happen to see her in the front office, take the time to say hello. Please check out her bio below.

With another year, we have new students joining our History Undergraduate Advisory Board (HUAB). You can read the bios of our new and continuing HUAB members in this newsletter. Among other things, the HUAB is beginning planning for our annual Undergraduate History Conference, now in year four. Mark your calendars for the all-day event on Friday, April 26, in Bunche 6275. It’s a chance for you—our majors and minors—to showcase the important historical research that you are doing. Please consider submitting an abstract to present a research paper (from a 96W, 97, 191 project or section of an honors thesis) at this occasion. A call for abstracts will be sent out early in Winter Quarter.

Beginning Winter 2019, we are introducing some changes to the pre-major and major requirements in the Department. Effective January 2019, completion of any two History GE courses (along with a 96W or 97 seminar) can now make you eligible to declare the major. This will not affect those of you who have already declared, 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. We think this change will help to attract more majors and will facilitate those majors choosing to structure their coursework comparatively or thematically. Should you have questions about this change, please reach out to our advising staff. 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, if you are a transfer student interested in writing an Honors thesis, in this newsletter you will find some useful tips on ways to squeeze that into your two years at UCLA. And, while you’re at it, you (and all our majors and minors) might benefit from taking a look at the handy guide to email etiquette for communicating with your professors about writing a thesis (or any other matter), brought to you by peer counselor and HUAB member Delanie Moreland. 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).

STAFF SPOTLIGHT

ASIROH

CHAM

CHIEF ADMINISTRATIVE OFFICER



Asiroh is the Chief Administrative Officer (CAO) in the Department of History. Prior to joining the History department, she worked as the Director of Academic and Student Services in the Life Sciences South Administration. In her 12 year-long career at UCLA, she has served in diverse capacities including working as a Student Affairs Officer in the International Institute and in the Humanities, as a T.A. while in graduate school, and as the Manager of Curricular Initiatives for the Humanities Administrative Group. Asiroh has also worked at the USC School of Cinematic Arts as the Manager of Student Services. She has previously served as a Board Member and Co-Chair for AGCA and as the President for the University Apartment South Resident Association.

Asiroh holds a Bachelor's degree in International Development Studies/SEASIAN Studies and a Master's degree in Asian American Studies.

STAFF SPOTLIGHT



HAYLEY

SAFONOW

DIRECTOR OF STUDENT AFFAIRS

Hayley's educational background includes a Bachelor's degree in Psychology from UC Santa Cruz, and a Master's degree in Postsecondary Education and Student Affairs from USC.

Her work professionally and academically reflects Hayley's value of service. She is dedicated to supporting our students through advising, empowerment, and advocacy. This past year, she has started researching how Feminist Theory approaches may be utilized in Academic Advising and has presented her initial findings along with her colleague, Shantel Daniels, at this year's UC Academic Advising Conference. Hayley also seeks out opportunities to give back to the UCLA community through Academic Advising groups such as UCAN and ACE, as well as joining and creating ad-hoc committees with colleagues in various fields from across campus. She looks forward to continuing her work and service as well as to contribute to the team of staff and esteemed faculty within the Department of History.

FACULTY FEATURE

KATHERINE MARINO

INTERVIEW BY JADE QUINTERO AND DANI WILLIAMS-JONES, HUAB MEMBERS



Through this faculty profile, the History Undergraduate Advisory Board (HUAB) seeks to both welcome and introduce Dr. Katherine M. Marino, the department's newest faculty appointment, to our broader community of History majors and minors. The following represents a two-part interview series, conducted by HUAB members, Dani Williams-Jones and Jade Quintero. The two interviews were held at different times but have been combined here so as to share Dr. Marino's professional background, academic trajectory, and current research project with our readership.

Dani: Hello Dr. Marino! Please know that we are wonderfully excited by this opportunity to sit in conversation with you regarding the journey that brought you here to UCLA.

It is with great excitement that I would like to introduce you to the History undergraduate community and, more specifically, to young women scholars who have chosen or who are in the process of considering History as a discipline and a path. There are so few of us that your presence here and the intersectional nature of your research offers an example of how it is possible to bring one's lived experience into their scholarship and their research interests. Before we begin, I would first like to thank you for taking time out of your schedule to meet. When your name was first mentioned, both Jade and I volunteered enthusiastically. We're really, really excited! If no one else has told you how excited we are to have you here, allow us to be the first to do so. On behalf of the Undergraduate History Advisory Board, welcome!

Jade: What was the most impactful class you ever took?

A. It's hard to name just one. The three most important undergrad classes I took were: "American Protest Literature from Tom Paine to Tupac" with John Stauffer and Timothy McCarthy; "Introduction to African American Studies" with Cornel West; and "The Art of the Feminist Biography" with Susan Ware. I still have my notes from all of them. In "The Art of the Feminist Biography" we read terrific biographies each week of Audre Lorde, Anne Sexton, Janis Joplin, and others, and then did original historical research to try our hand at our own biographies. That class influenced my decision to use biography in my own book—to focus on the interconnected lives of six women. It taught me how people's lives can reflect much larger historical changes and processes. It showed me how feminist methods and history can uniquely shed light on those connections that always exist between the personal and the political.

Jade: What made you decide to pursue a career in academia?

A. In college, I majored in History and Literature and loved doing historical research, especially on women and

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and gender, but I was also passionate about book publishing and editing, so I pursued a job in publishing. After college I worked at a literary agency in New York City and London for four years, representing many historians. That gave me a close-up look at academic life, and ultimately made me want to pursue my own long-term intellectual projects again. The job also introduced me to work by historians who were trying to reach a broad audience; they were writing in accessible, lively ways and influencing the public conversation, which was a model I aspired to.

Dani: If you don't mind, let's go back to the beginning to your initial interests in doctoral programs; for instance, what were the deciding factors, how did you go about selecting a university or educational space and a mentor that would support you and your research prospectus throughout the dissertation process?

A. Thank you, that's a great question. As an undergraduate, I did research on the experiences of young women and girls in reformatories in the early 20th century, and I relied on and devoured Estelle Freedman's work on these reformatories and on women's prison reform. So one of the places I applied to for grad school was Stanford, to work with her. And although I applied to graduate school not knowing exactly what I wanted to work on, I appreciated how the history of sexuality, feminist history and politics, and intersectionality were all so central to Estelle Freedman's work. Her history of feminism, *No Turning Back*, was particularly inspiring to me in its approach to feminism as a capacious, heterogeneous, and global movement. Most recently, she has written a brilliant political history of rape. So, when I got accepted to Stanford to work with her, it felt like a perfect match in a lot of ways and like not much of a decision.

Dani: So, you got your dream? Your dream school, your dream faculty mentor? How did you deal with that? Did you experience any anxiety and angst?

A. Estelle Freedman helped ease my anxiety by being a wonderful mentor, and by building such a terrific community of feminist scholars at Stanford. What was helpful, and I recommend this to any student considering graduate programs or in the process of applying, was talking with prospective advisors on the phone or in person. I talked with Estelle Freedman on the phone since I was living in London at the time. From that first conversation, I knew that it would be a good fit, and that I would be extremely fortunate to be able to work with her. Dr. Freedman has so much integrity. She is a model scholar, teacher, mentor, activist. She genuinely cares about her students. She helped us cultivate our own interests and also helped us "see the forest for the trees"—to look for the larger implications of our work. In all these ways it was a dream come true to be able to work with her.

Dani: Thank you so very much for your honesty, because sometimes, as you may know, some women scholars feel overburdened or overwhelmed in their graduate studies, so much so, that they don't find the joy in the experience. So I am beyond happy that your introduction into your doctoral experience was so welcoming and full of joy. So that ,too, is going to be very important for undergraduate women hear, because a lot of the stories that we do hear are horror stories. And it is good for others to realize that, yes, it's difficult work, its challenging work, but doesn't have to be a disastrous experience.

A. Right, yes, I agree. It can be sort of isolating and lonely. That's why , again, I think that just as important as the institution is the person who is going to be your mentor. Estelle Freedman cultivates a community among her graduate students. When we TA'd for her she got us all together to talk about pedagogy and about how to deal with issues that came up in class. In seminars, she fostered an atmosphere of collaboration and generosity, not competitiveness. Thanks to her, I had a cohort of peers and friends who were invested in histories of women, gender, and sexuality, and who provided real support. To this day, Estelle Freedman continues to convene her graduate students past and present at conferences, and we have this large extended family with each other. It makes a huge difference .

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Jade: What made you interested in Latin American history?

A. I grew up in Northern California, which helped me understand that the histories of Mexico and Latin America more broadly were central to U.S. history, and I started learning Spanish in elementary school. Although my focus as an undergraduate and initially as a grad student was U.S. history, I entered grad school at a moment when there was a push to internationalize the field. My first-year grad research seminar with Gordon Chang was called “The U.S. in the World,” and he asked us to put our U.S. research interests in transnational frames. For that seminar I researched Pan-American feminism, specifically the relationship between a U.S. feminist and a Brazilian feminist. That opened up a new world of early-twentieth-century women’s hemispheric or “inter-American” activism that became my dissertation topic. I realized that the only way to understand this movement that transcended national borders would be to do transnational research; that led me to archives in Cuba, Uruguay, Brazil, Panama, Mexico, and Chile. In the process, I became fascinated by the histories of these countries, and by the dynamics of U.S. empire in the Americas and U.S.-Latin American relations more broadly. In my future work, I plan to extend my transnational research on feminisms in the Americas into the late twentieth century and explore Latin American women’s regional activism against U.S. intervention in Central America, state violence, violence against women; and for labor and racial justice and LGBTQ rights.

Dani: Yeah! This is getting better and better! The next question is, what lead and/or prompted you to examine and explore the concept of Transnational Pan-American Feminisms in your research? And was there a discovery in the archive that specifically directed your research?

A. Yes, I was really interested in looking at U.S. women’s international activism in the interwar years, particularly around pacifism and feminism, and a first-year research seminar on “America in the world” gave me the opportunity to explore these areas. I found in Stanford’s special collections the papers of Mary Wilhelmine Williams, a U.S. feminist, pacifist and early historian of Latin America in the early 20th century. She was unusual because in the early 20th century, Latin American history was just becoming a discipline, and there were also very few female professional historians. In her papers I found that she had traveled extensively throughout Latin America for research and to study educational opportunities for women, and she had formed a particularly close friendship with a Brazilian feminist, Bertha Lutz—who was at that time leading Brazil’s suffrage movement. I wrote a research paper about their friendship and about how they influenced each other in their respective U.S. and Brazilian activism. Their friendship upended some assumptions about Pan-Americanism in this period, namely that it was a one-way extension of U.S. empire. In this case, Williams and Lutz were learning from each other. They also embraced a feminist politics that moved beyond the deeply-entrenched domestic debate over the Equal Rights Amendment in the U.S. at the time that came to define and narrow the meaning of “feminism” at that time in the U.S. They promoted equal legal and civil equality, as well as international peace, rights for working women, and, during the Second World War, antifascism.

After working on that paper, I realized that their friendship was part of a bigger Pan-American women’s network, including groups like the Inter-American Commission of Women, the first inter-governmental organization of women in the world. This sparked my interest, especially when I realized how many significant feminist groups throughout Latin America were involved in these groups. And I decided to pursue a dissertation on inter-American feminism. I was also intrigued by the fact that Bertha Lutz was a delegate at the conference in San Francisco in 1945 that founded the United Nations at the end of World War II. She and a number of other Latin American women were responsible for pushing women’s rights into the United Nations charter and its definition of international human rights, and for proposing what became the UN Commission on the Status of Women. Historians had acknowledged this work, but it usually appeared as a side-note or sort of out of the blue, without any real explanation. As I did more research in

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archives from Uruguay, Cuba, Panama, and elsewhere, I realized that inter-American feminism had been critical to the UN activism of these Latin American feminists. They were drawing on about two decades of experience in these inter-American networks. That organizing had paved the way for them to push women's rights into international human rights in 1945.

Dani: How did the archive reveal the friendship that existed between Bertha Lutz and Mary Wilhelmine Williams to you? What was the most striking aspect to you about the friendship and its longevity?

A. It revealed itself through the deep admiration that Williams expressed for Lutz when she wrote about Lutz to other people and when she wrote in her diary about her time with Lutz. Also, the letters the two exchanged with each other were key to understanding their relationship. It was a really significant friendship for both of them. They influenced each other's ideas about women's rights and feminist politics. For the article, I was just working with Williams' own archive at Stanford, but a few years ago I did research in Lutz's archives in Rio de Janeiro, and found so much more correspondence between the two of them that really confirmed how meaningful their friendship was. Some context is helpful in understanding why this friendship was as strong as it was. Bertha Lutz was unlike the Spanish speaking feminists that I write about who were anti-imperialists; she really admired the U.S., and her particular brand of Pan-American feminism was defined by what she viewed as a U.S. and Brazilian exceptionalism (and in my book I talk more about the troubling implications of this kind of imperial feminism). Williams was a U.S. historian who was writing some of the first history textbooks on Latin America, and she was writing Bertha Lutz into this history. And Lutz recognized how significant that was. From Brazil, Lutz was often seeking a recognition from U.S. counterparts that often she felt she did not get. These inequalities in knowledge production and global feminist politics still exist today. But these two women also shared very similar ideas about women's rights and pacifism. They both viewed feminism as a global movement not bounded to nation-state, and they were both invested in Pan-Americanism specifically. Also, although Williams is not a central figure in my book, her relationship with Lutz taught me how important friendship itself was to this movement that united many far-flung activists. Friendships, as well as interpersonal tensions and conflict, are central to how I explore the history of this transnational movement.

Dani: As it pertains to your article, "Marta Vergara: Popular Front and the Pan-American Feminisms Transnational Struggle for Working Women's Rights in the 1930s," how have the efforts of working class women, such as Marta Vergara, influenced and/or altered the labor resistance movements to the benefit or detriment of marginalized women in and immediately following the 1930s?

A. Vergara was actually a middle-class woman, a journalist who became a feminist and a member of the Communist Party of Chile and allied with working women. The group that she co-founded, the Movimiento Pro-Emancipación de las Mujeres de Chile (MEMCh), was driven by working women. It was a mass-movement that had branches throughout Chile, and working women were actively shaping its goals. It was quite a radical organization that demanded in the 1930s women's equal rights while also acknowledging women's reproductive labor, pushing for labor legislation to be extended to domestic workers, for instance, and also calling for birth control and abortion. They called these goals "anti-fascist" because they recognized that global fascism was trying to remove women from the public sphere, to take away women's economic and political rights, and promote pro-natalist policies that saw women only as mothers. They saw this not only in Hitler's and Mussolini's policies but also in Latin American countries where women's economic and civil rights were being threatened. MEMCh was connected transnationally with other like-minded leftist Latin American feminist groups that spoke out against Italy's invasion of Ethiopia, and for the Spanish Republic in the Spanish Civil War. In these years they found in international organizations, like the International Labor Organization (ILO), platforms to promote their feminist goals. At an ILO conference in Santiago, Marta

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Vergara and MEMCh members pushed for the expansion of labor regulations and protections to apply to agricultural and domestic workers, and for international standards for state-sponsored maternity legislation for working women.

A key part of my book looks at how these Latin American feminists were really at the vanguard of pushing for international standards and treaties for women's rights at places like the ILO, the Pan-American Union, and ultimately the United Nations. And this helps explain how critical they were to pushing for what were proto-human rights instruments. They viewed these international agreements as tools—as critical levers for pushing national and local demands. In Chile, Vergara and feminists in MEMCh used these ILO and other inter-American women's resolutions to push back on a proposed law in Chile that would have made women's minimum wage less than men's in the 1930s. They successfully pressured their government with the moral authority of these Pan-American women's rights treaties so that that legislation did not come to pass. In the 1940s, they also used these international treaties for women's rights as a key part of their suffrage campaign resulting in women suffrage in Chile 1949. At the same time, Vergara and other Latin American feminists believed that international treaties were not panaceas. Grassroots and transnational solidarity were as important to them as international treaties. Vergara was always pushing for the U.S. leader of the Inter-American Commission of Women, Doris Stevens, to listen to working women's voices, to incorporate imperialism and anti-fascism into the group's feminist politics; as well as to organize on a grassroots level.

Dani: Can you, for the benefit of our readers extrapolate and expound on the theoretical framework of Transnational Pan-American feminisms? How does it vary or differ from western modalities of mainstream

A. There were ways in which these Latin American feminists were operating in western frameworks. Latin American educational systems were heavily influenced by Western European and U.S. models, and many of these women were educated in western thought. Latin American governments were also parts of a western tradition of democratic republics though they also were innovating their own political traditions that influenced Latin American feminisms. Feministas for instance drew from hemispheric models like the constitution of revolutionary Mexico and promoted, to a much greater degree than their U.S. counterparts “social rights” for women. A key difference between the Latin American and mainstream U.S. feminism of the time, was that anti-imperialism was critical to Latin American feminisms. Spanish-speaking feminists, in particular, bonded around what they viewed as a common shared history of U.S. empire in the Americas, even though their particular national and regional experiences of empire were very different. Often interactions with U.S. leaders who presumed feminist superiority stoked this anti-imperialism. For many Latin American feminists, challenging U.S. feminist hegemony became as central as challenging U.S. hegemony more broadly, and Latin American feminists demanded their own leadership over inter-American agendas. The Spanish language became very important to forging this common, pan-Hispanic identity. Anti-imperialism also led many Latin American feminists to root their demands for women's rights in an analysis of political economy. During this time, in spite of a range of U.S. women's activism around diverse issues, U.S. definitions of the “feminism” were tethered to the Equal Rights Amendment that the National Women's Party was promoting, and to a narrow definition of equal political and civil rights only. Self-described “feministas” were fighting for suffrage and legal equality too, but they were also arguing for social and economic justice for working women, and they were arguing that maternity legislation for working women should be considered a “right.” In the 1930s and 40s anti-fascism became just as important as anti-imperialism to their feminist politics; they embraced solidarity with people living under fascism in Europe and also developed popular front movements in their own countries, drawing connections between fascism and Latin American forms of authoritarianism. In this period, inter-American feminism became infused by and connected to anti-colonial and anti-racists movements. The keynote of this popular-front pan-American feminist movement was the refusal to separate “women's only” or “gender only” issues from these issues of political economy, racial equality and social justice. We usually think of this period of global feminism as being led by elite Anglo-American

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and Western European women's organizations, like the International Alliance for Women's Suffrage and the Women's International League for Peace and Freedom. My book is trying to reorient our geography of international feminism to one that looks at north-south dynamics, and at how women from Latin America, rooted in working women's struggles, were really critical to forging international feminism.

Dani: Pan-American Feminism serves as a modality or framework for collective organizing amongst women. How do you see coalition building influencing or directly impacting the rights of women on both a national and international level? More specifically, what directives must be undertaken in order for women to experience fair wages and equality in the workplace?

A. Great question! It makes me think of the coalition building efforts around #MeToo and labor movements right now, like the recent strikes of McDonald's workers around low pay and sexual harassment. Workers are taking on transnational corporations. Workers in fast food and service industries, sweatshops, domestic and care workers, and hotel workers, most of whom are women, people of color, and immigrants, are leading these struggles, and it's connecting with a global #metoo movement demanding an end to sexual violence. In Bangladesh, women garment workers have been pushing for an ILO convention banning gender-based violence in the workplace. I think that we are in a moment now when we are seeing an incredible amount of transnational labor activism dovetailing with a broader public understanding that you cannot separate issues of class from gendered oppression, from racial oppression, and that we also need to understand the disparate effects of the global economy on workers in different parts of the world. I recommend historian Annelise Orleck's recent book, *"We Are All Fastfood Workers Now": The Global Uprising Against Poverty Wages*, which does an excellent job documenting this activism and how women are really at the forefront of a lot of it.

When thinking about lessons from my work on inter-American feminisms, I think about how we in the U.S. could benefit from learning more about women's activism in other parts of the world. There is a deeply entrenched idea that the U.S. and Western Europe are global leaders in women's rights. That belief often goes hand-in-hand with a kind of imperial feminism, and it also results in an inward-looking focus that forecloses other possibilities. Women from the global south have long been at the forefront of pushing against state power and violence, building transnational connections, and paving the way for international conceptions of human rights. Just one example is the #NiUnaMenos movement that feminists started in Argentina in 2015, before the #metoo movement, and that spread throughout Latin America to oppose sexual and state violence, including violence against transgender people, and promote reproductive justice. Especially right now, there is so much that we in the U.S. could learn from this activism elsewhere in the world. We should be turning to this activism for ideas, inspiration, and solidarity.

Jade: How does the idea of intersectional feminism impact your current research?

A. My forthcoming book *Feminism for the Americas: The Making of an International Human Rights Movement* focuses a great deal on tensions in international feminist organizing—around diverse local concerns about gender, race, class, and nation, on the one hand, versus a universalizing international women's rights discourse that purported to speak for all women, on the other. In these early twentieth-century dynamics, Anglo-American feminists often perceived Latin American feminists as racially and culturally inferior and sought to dominate the movement, often focusing on the single issue of gender equality. Latin American feminists sought gender equality under the law as well, but they also often had broader goals that included tackling economic and social justice, anti-imperialism, and in the 1930s and 40s, anti-fascism. Latin American feminists in this movement keenly recognized these intersecting dynamics of power around race, gender, class, ethnicity, language, and nation/empire, and pushed for a feminist

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movement that fought against multiple, intersecting forms of oppression. In the end, they were the leaders of this movement. The book focuses a lot on international conferences where feminists made these inter-American demands, and in my future work I want to explore more closely grassroots inter-American feminisms led by women of color. I'm currently researching and working on an article about Felicia Santizo, an Afro-Panamanian feminist, educator, musician, and communist leader, who worked with indigenous, West Indian, and Afro-Panamanian women, including many domestic workers, from the 1930s through the 60s in Panama and in Cuba.

Jade: How do you see the change in gender studies history over the last twenty years?

A. Right now is a particularly exciting time for the field of women, gender, and sexuality history. Over the past twenty years, the push away from the nation state as the primary category of analysis has generated new histories that explore transnational ideas, actors, and social movements, and that foreground empire, colonialism, global capitalism, and international relations. This has generated new histories on transnational adoption and families, reproduction and reproductive labor, international development, race and racialization, and feminisms. Histories of gender and sexuality are also in fruitful dialogue with histories of science, medicine, and technology. Histories of feminism and activism are foregrounding the leadership of women of color and of women from the "Global South." I think the success of all of this work can be measured by the fact that it is now hard for historians to get away from integrating some analysis of gender in their own work. I also think the breadth and depth of this new scholarship, as well as our own political moment right now, demonstrate the need for a continuing focus on histories of women, gender, and sexuality in their own rights.

Jade: Is there anything about your field that you hope to change or augment in some way during your career?

A. I would love to create more space in the field for the work of historians of feminisms, women, gender, and sexuality from outside the United States. Researching and writing my book involved traveling throughout Latin America, where I encountered scholarship by historians whose writing and research often do not get read in the U.S., largely because it's not in English. These historians are doing critical work, and it would be wonderful to facilitate more transnational exchanges, multi-lingual conferences, and translations of work. Particularly when studying the history of feminism, reading the work of scholars from outside the U.S. or Western Europe teaches us that the U.S. or "Global North" do not have a unique claim to that history, and it broadens and transforms our understandings of that history.

Jade: Is there any class at UCLA that you would really like to teach? Or any class that you would like to create?

A. The courses I'm teaching this year are my dream courses. This quarter I'm teaching U.S. women's history, and next quarter I'm teaching an upper-division lecture course on the history of global feminisms and a reading seminar on the history of sexual violence. Sometime in the near future I would love to teach a course on "Transnational Labor History" that foregrounds gender and sexuality; it would explore migration and homosocial bachelor communities, transnational care and domestic work, sex work, maquiladoras and sweatshops, and transnational labor activism. I would also love to create courses on Latin American women's and gender history, transnational LGBTQ histories, and the history of international human rights.

Jade: What is the lasting impact you want to leave on UCLA?

A. I would love to cultivate on-campus conversations around women's, gender, and sexuality histories through interdisciplinary programming and research initiatives for students. Ultimately, I'd measure my impact on UCLA through my students. I hope that every student comes away from my classes with richer understandings of the histories of

women, gender, and sexuality that they can then apply to their own lives. Critical histories on these topics can help students challenge common-sense notions about what may at first seem timeless, natural, or universal. I work to help students cultivate skills in critical thinking, reading, and writing. I want to empower them to recognize their own voices and potential in the world.

Dani: Thank you Dr. Marino! You are so inspirational! I think as historians, we give so much of ourselves to the work and we spend so much time in isolation in the archive, that we fail to understand that our very presence, of just being in this space and committing to doing this kind of work, is inspiring. And I want you to know that we all appreciate the example that you have set.

Again, thank you so very much!

Please check out Professor Marino's forthcoming book, *Feminism for the Americas: The Making of An International Human Rights Movement!*



FACULTY FEATURE

JOHN LANGDON

INTERVIEW BY CHRISTIAN CHOE AND EMILY LUONG, HUAB MEMBERS

Q. What is the Story of Langdon? Where and what did you study as an undergraduate?

A. I was born in Philadelphia, PA, and I studied at the Naval Academy at Annapolis, MD. I could have enrolled at Princeton, but I would have had to ask my dad for money if I did. When you attend one of the military academies, they pay for it and offer a small stipend. And, although I played football in high school, I decided not to join, because NAVY was a football powerhouse back in the day. I graduated in 1964, double majoring in mathematics and mechanical engineering (perfect training for teaching ancient and medieval history). I graduated just in time for the end of peace; in 1964, the country plunged into war with the Gulf of Tonkin Resolution.



Q. How were your experiences serving in the armed forces?

A. I was stationed on an old carrier, and we made three deployments. On one of those deployments, we were at sea for six months. I developed cabin fever, and I volunteered to go into the country as an adviser. I experienced so much of Vietnam before Tet. I was an aid to some of the bigwigs of Saigon; I had the opportunity to escort one of the cabinet members around the country when presidential parties came in 1967; and, I taught English at night to Vietnamese people. Then, I was transferred to Da Nang in the North—I got to visit the nearby city Hue, the old Imperial capital that was to be destroyed after I left Vietnam, which was beautiful. By the time I left Vietnam, I had a pretty good experience, which allowed me to ignore the increasing tenor of the conflict. But I did notice one thing: I noticed the end of all-volunteers in the war and the beginning of draftee-participation. That coincided with the buildup of US forces from 40,000 to 500,000.

Q. How was life coming back from service?

A. When I returned to the States, I saw increasing ambivalence about our mission in Vietnam; that contrasts quite sharply with the positive relationships I had with many Vietnamese people, professionally and personally. When you serve in Vietnam, you're allowed to select your duty station, and I ended up at the Long Beach Navy Shipyard, repairing aircraft carriers. I decided against a career in the military, despite their offer of a five-year scholarship to study naval construction at MIT, because there was a catch. Here's the catch: for every year the Navy finances your graduate school, you owe them three years of active duty. They involuntarily extended me, which was a big favor, because I didn't have my future planned out. All I knew was that I wanted to leave the Navy. I decided to do something entirely new; I was done with engineering, military, war, etc.

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Q. With plans to terminate your career in the military, what was next? How did you transition from being a naval engineer to a man of history?

A. I started going to night school at Long Beach City College and Long Beach State, and the latter had just recently opened. This was great! You could park for free, classes were about \$60 each, and all facilities (and faculty) were brand new. One of my history teachers was fresh out of the University of Michigan. Between Long Beach City, where I took classes on Western Civ and Victorian literature, and Long Beach State, where I took the surveys in Rome, Greece, and the Medieval West, I got going! Then, I applied to UCLA. In preparatory school, I took Latin and Greek, so I had some background. I came up here from the shipyard, seeking Speros Vryonis, a very distinguished Byzantinist. When I walked into his office, he took one look at me—I was wearing military regalia. He said, “How can I help you?”

I replied, “I’m very interested in studying later Roman history.”

“What stoked your interest?”

“I read Gibbon’s *The Decline and Fall of the Roman Empire*.”

“What are your best languages?”

And I told him the truth: “My best foreign language is Vietnamese.”

He had a sad look on his face as he said, “I don’t know if that’ll be very useful in Byzantine history.” I told him that I studied Russian in college, Latin and Greek in prep school, and that I picked up some French.” He took a book from his library, and handed it to me. “Read this. I’ll be back, and you tell me what it is about.” When he came back, and I told him that I knew exactly what it was about—I studied this material! I read it in Gibbon and other books. In the end, believe it or not, the engineer was invited to grad school to study Later Roman and Byzantine History! At the time, we had the preeminent center for that in the US. Here I am, stumbling in because it was the only school I could afford. It was \$243/quarter, parking was \$20/month, books were cheap, and you could come for practically free!

Q. What was life as a graduate student for you?

A. The first thing is that I was in a coed environment for the first time in my life. I went to an all-boys prep school, to Annapolis, served in the Navy. It was Dead Poets’ Society from age 14 to 27! I had to be socialized. It was a very positive experience. Besides that, I got to work with so many leading experts in the medieval field. We had Gerhard Ladner, a papal historian who wrote biographies commissioned by the Vatican; we had Lynn White, a famous medieval technology historian; we had Vryonis, who wrote a pioneering book about the Greek loss of Asia Minor; we had Milton Anastos, had his own 40,000 volume library in my field alone. It was spectacular! I advanced to candidacy in 1973, where you’ve done everything but write your dissertation. For various reasons, I took a quick hiatus, and I worked as an MSO at the Cedars-Sinai Medical Center. But that’s a story for another time. I returned to grad school, finished the dissertation, and entered a jobless market.

Q. How did you respond to that situation?

A. I got an adjunct position at Occidental College and a Fulbright to Europe. When I returned to the States, still no jobs. I received a call from my mentors, “I think I got you an interview at Marlborough.”

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"I've never heard of that college. Where is it?" Of course, it's this all-girls prep school in Hancock Park. Since I had \$40 in my wallet and was mooching off a friend in Canoga Park, I took the interview. It is December—I remember distinctly—and I make my way to this neighborhood of mansions and whatnot. The headmaster greeted me, "John, good to see you!" A little side note: the person teaching 7th Grade ancient history resigned in the middle of the year, so they were desperate. Of course, I don't know this. Fortunately, so was I! I got the job, because the headmaster really needed to fill the position. I started on 3 January 1979, walked into the classroom full of 12- and 13-year-old girls. I asked them, "Where are you in ancient history?"

"We're supposed to be studying Greece."

"We'll start with Homer. And I'll tell you the story of the Iliad." I brought in a Trojan hat from USC, a plastic sword, a Trojan horse. One girl raised her hand, asking me what they were supposed to do. "Why, take notes, of course!" "How do you do that?" Here I was, having just finished writing my dissertation, teaching 12-year-old girls how to structure notes! I placed my notes on the backboard at the rear of the room, in timeline form (because I'm an engineer). The kids got very interested, looking at the board, copying them down—my famous timelines, they called them. There were many children of famous celebrities at Marlborough, but that's another story for another time.

I was asked to teach AP European History, and I wound up teaching that for 34 of the 35 years I was at Marlborough. How could I possibly encapsulate all that I experienced as I learned how to teach, the historical enterprise, and the material around my specialty—Byzantine history after the Fourth Crusade? I was forced to learn my entire field and all fields around it. I carried this over to UCLA. My readers are central to my classes, developed over forty years. They're not just excerpts of readings; they're notes, charts, terms, an entire system crafted over forty years that allows me to plunge into detail. All of the foundational things are in there.

Q. How did you get started at UCLA? What was the transition from Marlborough to UCLA like?

A. I tried to retire in 2001. If you know about economic history, there was a major crash; the Dot-Com Bubble wiped out half my savings. I kept teaching. In 2002, I started coming here regularly as a visitor in Byzantine History and Late Antiquity. I was here for 18 quarters, and Professor David Myers was the Department Chair. He wanted to keep me on staff, arranged to get me an adjunct associate professorship. When my tenure was up around 2012, I was summoned to an arbitration hearing. I was given two choices: a renewal of my adjunct or automatically become a continuing lecturer. The funny thing is that I've been working at Marlborough all this time. I was teaching all day there, then coming here at 4:00 to teach. In 2014, it was opportune to retire from Marlborough and devote more time to this job at UCLA. It has been wonderful, a perfect transition. There was a time when I was required to teach full time here for two quarters; so, for two quarters, I was teaching four courses at Marlborough five days a week, and teaching another lecture at 4:00 four days a week. Trying to do that is a good way to kill yourself.

Q. What do you teach at UCLA?

A. I teach Byzantine history, Late Antiquity, occasionally Rome. I've gotten into Central Asian history and the Mongols; I like it, and the students really seem to enjoy that. I have a proseminar on World War II. I like to give presentations before the Phi Alpha Theta on various subjects. I can teach these things, because I taught modern history for 35 years, using a global perspective. I taught ancient history, making that more global by discussing China, Japan, and South Asia. I teach an array of courses. I'll never forget this. David Myers asked me, "How many courses do you think you could teach?" Looking at the catalog, I'd say I'm ready to teach thirteen. That's the difference

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between being an independent secondary school teacher and a university professor. You can see the courses I've taught here. They're posted along the wall of my office. It's been a splendid career.

Q. What can undergraduates take from your post-graduate career?

A. There will be job opportunities, and you need to know two things. For any job being posted, A) there's something wrong with it and B) it won't be the job you expected, unless you're really lucky. The other thing is that you make a lot more money teaching at a good prep school than you do at UCLA, but you also have to produce. I went to a dinner honoring a student with whom I'd been working. After the dinner, my charge took me up to meet somebody. She introduced me, and the person replied, "I'm the Head of the History Department at Marlborough. Who are you?" There's a message there: once your tenure is over, it's over. Three years later, the new head asked who I was! You have to derive as much as you can from the experience while you're doing it. Once you retire, that's it. You can't expect the institution to perpetuate your legacy. Whether it was in the Navy, at Occidental, at Marlborough, in the hospital, here, care not for your legacy; care about the here and now.

Q. Any final words?

A. The key thing is the joy of working with the undergraduates, trying to fill them with optimism. I want them to feel like they are doing something constructive, even when they're taking Byzantine History or Western Civ. You can really help yourself and enrich your life. Get excited and get high on your studies. Don't just go through the motions.

EMAIL ETIQUETTE

AN ESSENTIAL SKILL

BY DELANIE MORELAND, PEER COUNSELOR AND HUAB MEMBER

Email. Most people know the basic formula to writing an email, but many students begin UCLA with some anxiety surrounding this quick form of communication. In college, a certain level of email etiquette is expected, a non-verbal challenge that most students do not even realize that they are in the midst of facing each time they send an email. A simple email says a lot about your conscientiousness, your attention to detail, and your professionalism. It is a small test that might determine who is willing to write you a letter of recommendation, let you into their class, or accept you into their internship program. Below are some common mistakes and quick tips on how to set yourself up for success in the emailing game.

YOUR EMAIL ADDRESS

If you are entering college and your email address is “pizzalover2000,” a name you came up with when you got your first email address, something needs to be changed. If your professor sees an email come into her inbox under this name, what do you think her first reaction will be? She may assume you are unprofessional, lazy, or a dozen other judgments 12-year-old you never fathomed when making up that name. If you feel reluctant to give up your pizza-loving days, keep all school and business-related correspondence to the email address that UCLA provides for you (it should end with @g.ucla.edu). The plus is that possible employers will see that you attend UCLA in the address. If you would rather use a personal email address rather than the UCLA one, create an address that incorporates only your first, last, and maybe middle name. If your name is taken, consider putting your birth year at the end. Just make it professional.

THE SUBJECT LINE

The subject line should sum up what your email is about in a few words. If your email is brief enough, you could even keep its content to the subject line. Either way, a good rule of thumb is to always begin the subject line with your class followed by a colon and then your subject. For example, it may read “History 191C: Submitting a Page Request.” Professors and TAs receive dozens of emails per day, and they may be teaching multiple classes. Doing something this simple can help them sort through their emails with ease. If you are sending an email to a counselor, this is normally not needed but clarity is a must.

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ADDRESSING THE EMAIL

For a professional email, it is usually best to begin with “dear” and not “hi,” “hello,” or any other more casual word.

1. Address your professor by “Professor,” for Pete’s sake.

Your professors worked for countless years to receive their PhDs, and believe it or not, seeing an email addressed as “Mr.” or “Ms.” packs a pretty big punch. Always address your professors as “Professor,” followed by their last name. Unless your professors tell you that you may address them by their first name, including in emails, it is better to be polite than casual.

2. Address TAs by their first name unless otherwise stated.

When I began UCLA as a scared freshman, I had no idea how to address my TAs. Did I refer to them as Mr. or Ms.? Did I call them professor? Or were they okay with being referred to by their first name? To be safe, in my very first email to a TA, I addressed him as “Mr.” followed by his last name. In response he said, and I quote, “Mr. (his last name) is extraordinarily formal (and rather stiff for me), so (his first name) is more than sufficient.” He later told me that he felt aged when I called him by “Mr.”

After this, I began to refer to my TAs by their first names in email and in person. I have never had a TA instruct me to refer to them any differently, and from those I’ve spoken to about this, they prefer to be called by their first name.

3. When emailing counselors, advisors, or other staff members, use Mr. or Ms.

The general rule of thumb is to address staff members as “Mr.” or “Ms.” unless instructed otherwise. Note here how I said “Ms.” and not “Miss” or “Mrs.” “Ms.” is a neutral term that does not imply the woman is married or single, while “Miss” means the woman is single and “Mrs.” means she is married. Even if you know your counselor is married, refer to her as “Ms.” out of respect.

When I began working in the History department last year, I referred to Indira Garcia, our career counselor and my supervisor, as “Ms.” for the first few months I knew her because I did not want to offend her by calling her by her first name. Eventually, she put a “P.S.” in an email telling me that I could call her “Indira.” However, this is only because we had built up a working relationship and she felt comfortable with me calling her by her first name. This brings in the idea of context: though I am an undergraduate and can refer to Indira by her first name, it does not mean that any undergraduate can. This applies to professors, TAs, counselors, what have you—what you call someone by in an email is dependent upon your relationship with them and what they have made clear to you. This reiterates how important it is to take the more professional path until told otherwise when addressing others in emails.

THE CONTENT

Keep your emails as brief as possible; it's not an essay. If a professor or TA sees a lengthy email, they are more likely to put it to the bottom of the stack. If you cannot make it brief, be sure to chunk it into smaller, bite-size paragraphs to increase the likeliness that they will read it sooner. Be sure to always proof-read your emails a few times to check for any errors, maintain an air of professionalism, and be courteous of the person's time. They don't have time to read your whole life saga; that can be saved for an in-person conversation.

When writing questions, make them as brief and clear as possible. If you are confused about a section of the reading, cite exactly where, including page numbers. If you are confused with something a professor or TA said in class, clearly state what you were confused about before asking a more detailed question. Email does not have the visual cues of asking in person, so it is your duty to write a good question so you get a full response.

Lastly, if you are writing a long email, always consider if it is better to attend office hours instead of bombarding a professor or TA with many questions electronically.

SIGNING OFF

Before signing off the email, thank the person for their time. For the signature line, choose a professional, neutral word that ends the email on a good note. My personal sign-off word of choice is "sincerely." I have been inching into the world of "best," but I only use this for more casual emails when I have a working relationship with the person I am emailing. Being too colloquial or casual off the bat could hurt you in the long run. Also, always sign your full name, not just your first name. Again, this is about professionalism.

In short, be conscientious, polite, and remember that professionalism in emails can take you far.

TRANSFER THESIS TIMELINE

BY VICTORIA SHEBER, HUAB MEMBER

Transferring to the #1 public university in the world from a community college is a daunting task, even without consideration of additional academic endeavors. Yet, every year transfer students graduate with Departmental Honors, evading worries that two years isn't enough time to complete an in-depth and challenging research project. Where do they find the time?

Below is a timeline with tips and tricks meant for transfer students considering Departmental Honors. None of these steps are necessary but all are helpful in the process of proposing and completing this "year-long" endeavor.

Prior to transferring

Research the department and see if it's a good fit for you

You may be lucky to find a UCLA professor that teaches on your favorite subject, but even if this isn't the case, you may discover a professor who has done research on a subject tangentially related to your area of interest.

Consider whether you want to do Departmental Honors

This step is important at any point in the timeline, but the earlier you consider Departmental Honors, the better. If you're considering graduate school, it's a great option to develop a writing sample. Otherwise, it's a fun way to research something that may interest you. Just know that Departmental Honors is an all-encompassing process which will likely define your experience at UCLA. It is hard, and it is long. College Honors (an honors program with no additional writing requirement and open to all UCLA undergraduates) is a good alternative if you think Departmental Honors may take too much time.

Fall Quarter of Junior Year

Sign up for classes with professors who may be in your area of interest

This tip applies to both the Fall and Winter quarters. Don't just research classes; research

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professors! *Hint: Look at what they've published because this will give you a sense of how they may help you with your research question. This is a key element of Departmental Honors since you must find an advisor who is willing to work with you and is knowledgeable about your research question. Sign up for classes with multiple professors that broadly teach about your topic so you have options when selecting an advisor. Keep in mind that if you're interested in history beyond the United States, there may be less options for advisors in your specific field, but they can still assist you in research and writing.*

Begin building professional relationships with professors in your area of interest

Especially in a lecture class with over 50 students, you want to stand out to the professor. Talk to them before and after class or in office hours about the readings or subject of the class. Ask them questions unrelated to your grade but having to do with the topic more broadly. In essence, you want to indicate to them that this is a topic area that, like them, you care about. It's even better if you do research about the class outside of the readings and ask them about it. Begin posing questions to them that haven't been answered in the class and ask if they think that would make a good thesis question for a research project.

Winter Quarter of Junior Year

Approach your potential advisor

After taking classes with a variety of professors in both the Fall and Winter, you should generate a list of potential advisors. Your advisor should be someone who works well with you and has a similar communication philosophy. Some professors want to meet every week and others will communicate primarily through email. Remember you'll be working with them for over a year, so choose wisely. Mid-Winter quarter, approach your top choice with a specific research question and list of potential sources. Understand that the professor is also taking on an additional time commitment to help you in your research, so you want to make it easy and exciting for them to help you. Do as much work as possible before meeting with them to prove your self-sufficiency.

Begin sifting through sources and narrowing your research question

Though you don't have to declare your Departmental Honors status until the Spring, get

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ahead! Once you have a professor, start digging through sources and narrowing down your primary evidence. Is your question too broad? Can you find enough sources to back up your arguments? You can begin to answer these questions as early as you have a professor to guide you along the way. For transfers, time-management is an important skill, especially in Departmental Honors.

Spring Quarter of Junior Year

Solidify your sources and finalize your thesis question

The more time you spend finding sources at the beginning of the process, the better your thesis will be and the more you can focus on your writing in the following academic year. Again, get ahead! Continue sifting through sources at the library and finalize the question you will answer over the next year. Although you have an advisor, look back to your list of professors that interested you in the first place and see if they can still help you find research for your topic. This is a great way to build another professional relationship with a professor without them acting as an advisor.

Summer

Travel to research sites

Of course, this is an optional tip, but if you've spent sufficient time researching sources available online, you may consider spending your summer in a different location with more primary research available. The History department offers grants specifically for honors thesis students, up to \$500 for domestic travel and \$1000 for international travel. The [UCLA Undergraduate Research Scholars' Program](#) offers grants as well. Applications for both are due in the Spring quarter. This primary research will deepen your thesis and is another great resume point for graduate school!

Stay in contact with your advisor

Your advisor has a life outside UCLA, but make sure to keep them updated on your research endeavors throughout the summer. Proactive communication, even in the summer, will signal to your advisor that this really is a subject you're interested in. Another reason to consider Departmental Honors is because of the strong relationship you'll build with a professor. This the key to getting stellar letters of recommendation for graduate school.

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Fall Quarter of Senior Year

Be flexible with your topic

After your months of research, you may find that there simply aren't records of what you're looking for. Or, perhaps, you have too many sources and need to narrow your topic. Almost undoubtedly, your topic and specific question will change from when you first approached your advisor, so make sure you are flexible about what you'll choose to write about.

Complete the first draft of your thesis

With the help of your advisor and the months of research leading up to this, the task of writing the first draft should not be daunting. You may never have written a 40-page paper in community college, but your schooling has prepared you to research and write. Take a deep breath and just plunge in!

Winter Quarter of Senior Year

Complete your final draft

Pat yourself on the back if you've made it this far as a transfer student! In less than two years, you've found an advisor, dug through hundreds of pages of research, and written over 40 pages on a specific topic. Complete as many drafts as needed and make sure to stay in contact with your professor throughout the quarter. The mistake that most students make is waiting to the last minute to complete everything, but if you start writing early, your thesis will shine among the others.

This timeline is by no means necessary or sufficient, but it highlights some of the key problems transfer students face when considering Departmental Honors. If you made it to this top university, you deserve to be here. By following these steps, you can complete your honors thesis on time and with pride.

This timeline was crafted with the help of current honors thesis student, Kaelyn Grace Apple

2018-19 HISTORY UNDERGRADUATE ADVISORY BOARD MEMBERS



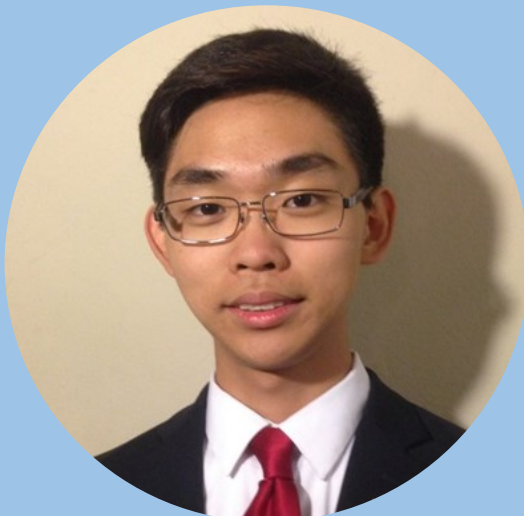
LIZETT AGUILAR

Lizett is a senior at UCLA, majoring in History with minors in Chicana/o Studies and Labor and Workplace Studies. She has interests in issues of racial inequality, worker's rights and immigration policy. After graduating from UCLA, she plans on attending graduate school to enact change in these areas.



SCOTT BAYS

My name is Scott Bays, and I am a third-year undergraduate pursuing a history degree along with minors in Russian Studies and Ancient Near East & Egyptology Studies. Originally from Houston, Texas, I have developed an interest in the Soviet Union and 20th-century Marxism. I am in the process of learning Russian so that I can begin a senior thesis about the Soviet Union in the spring. I am currently an opinion columnist for the Daily Bruin. I am also excited to be a part of the History Undergraduate Advisory Board for the 2018-2019 school year. In my spare time, I enjoy boring people with historical trivia or playing basketball at the gym. After graduating from UCLA, I hope to attend law school.



CHRISTIAN CHOE

My name is Christian Choe, and I am a fourth-year student pursuing a degree in History. This is my third year as a member of the History Undergraduate Advisory Board. My primary research interest is in the economic development of the United States in the nineteenth century; in particular, I am interested in issues of currency, issues of logistics, and how those issues have affected the growth of the American economy. I am developing a departmental honors thesis on two corporate rivalries in the twentieth-century transportation industry: Ford Motor vs. General Motors in the 1920s-1930s and the United Parcel Service vs. FedEx since the 1980s. I will also be serving as Treasurer for Phi Alpha Theta this year.

2018-19 HISTORY UNDERGRADUATE

ADVISORY BOARD MEMBERS



EMILY LUONG

My name is Emily Luong. I am a second-year history student from San Jose, California with particular interests in US and Southeast Asian history. I am part of SEA CLEAR (Southeast Asian Campus Learning Education and Retention), which works toward the retention of Southeast Asian students at UCLA, as well as the Undergraduate Communication Association. I'm passionate about connecting my interest in history with my interests in other social studies fields, as well as furthering others' access to resources. I'm also a makeup artist, specializing in working with people of color. I am so excited to join the History Undergraduate Advisory Board this year!



DELANIE MORELAND

Hello! My name is Delanie and I am a junior here at UCLA double-majoring in History and Psychology. I currently serve as the peer counselor for the History Department, and I am excited to expand upon that role as a member of HUAB. During my tenure, I hope to make the History Department become a second home for as many undergraduates as possible and teach them how to best use their resources. Beyond all this, I am an Orange County native, animal lover, and 1960s/1970s music enthusiast. When I'm not anxiously studying or writing a paper, you'll probably find me shopping for things I don't need, hanging out with friends, or attempting to pet dogs around campus.



JADE QUINTERO

Hi, my name is Jade and I am a history major with a gender study minor entering my last year at UCLA. I study mainly the Soviet Union in the latter half of the twentieth century as well as American civil rights movements in the 1960s. I am attempting to converge my two interests by completing an honors thesis about American perspectives of Soviet youth in the 1980s. I would love to continue my research work in the future as I pursue a Ph.D. in my post-undergraduate career. History is something I am immensely passionate about and I am excited to work with the history department to share my passion.

2018-19 HISTORY UNDERGRADUATE ADVISORY BOARD MEMBERS



VICTORIA SHEBER

Victoria Sheber is a second-year transfer student, double majoring in History and American Literature & Culture. Her focus is on American Revolutionary history. At UCLA, she works in the Bruin Political Union, USAC Office of the President, Fem Newsmag, American Association of University Women, CLAFI, and the Aleph Undergraduate Journal. She is also a speech and debate teacher at a local high school. She plans to pursue a Juris Doctorate and become a civil rights litigator.

WHAT IS THE HISTORY UNDERGRADUATE ADVISORY BOARD?

The History Undergraduate Advisory Board (HUAB) is the organization that represents the undergraduate student body in the History department. Board members meet quarterly to discuss ways to improve the undergraduate experience in the History department, share insights from the undergraduate perspective, and represent the undergraduate body to the official board members and donors of the History department.

Being a member of HUAB means serving as the voice for your peers, leading developments in the department, and helping to foster a sense of community among History students.

If you are interested in applying to be a member of HUAB for the 2019-20 school year, please look out for a Listserv email towards the end of Spring 2019.

WINTER 2019 EVENTS

DATE	EVENT	TIME	LOCATION	DESCRIPTION
1/7	Instruction begins			
1/17	BON VOYAGE! Careers Abroad	4:00 pm-5:30 pm	Career Center, Conference Room A/B	Interested in working abroad? Come learn about opportunities around the world in language teaching, humanitarian work, and more!
1/18	Study list becomes official			Please make sure all classes have been dropped or added to your class planner by this date.
1/21	Martin Luther King, Jr. Day			Campus closed
1/30	BREAKING NEWS! Careers in Media and Journalism	4:00 pm-5:30 pm	Career Center, Conference Room A/B	Get the inside scoop on careers in social and print media, public relations, broadcasting, reporting, and more!
2/18	President's Day			Campus closed
2/21	Careers in Tech & Entrepreneurship	4:00 pm-5:30 pm	Career Center, Conference Room A/B	North campus major interested in tech? Come meet a panel of experts who use their BAs in tech-related ways.
3/15	Instruction ends			
3/18-3/22	Final exams			

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

WINTER 2019 COURSES

Lower Division Lecture Courses

HIST. 1A INTRODUCTION TO WESTERN CIVILIZATION: PRE-HISTORY TO CIRCA A.D. 843

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

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

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

HIST. 3D HISTORY OF MODERN MEDICINE

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

HIST. 8B MODERN LATIN AMERICA

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

HIST. M10A HISTORY OF AFRICA TO 1800

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

HIST. 11B HISTORY OF CHINA, CIRCA 1000 TO 2000

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

HIST. 12A INEQUALITY: HISTORY OF MASS IMPRISONMENT

PROF. LYTLE HERNANDEZ | TR 3:30P-4:45P

HIST. 14 ATLANTIC WORLD, 1492 TO 1830

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

HIST. 22 CONTEMPORARY WORLD HISTORY, 1760 TO PRESENT

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

Lower Division Fiat Lux Seminars

HIST. 19 FIAT LUX FRESHMAN SEMINAR

SEM. 1: PROF. LAL | M 3:00P-4:50P

HIST. 19 FIAT LUX FRESHMAN SEMINAR

SEM. 2: PROF. LAL | F 4:00P-4:50P

HIST. 19 FIAT LUX FRESHMAN SEMINAR

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

Lower Division Seminar Courses

HIST. 96W INTRODUCTION TO HISTORICAL PRACTICE

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

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

SEM 3: TA | M 2:00P-4:50P

SEM 4: TA | F 9:00A-11:50A

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

PROF. PEREZ-MONTESINOS | R 3:00P-5:50P

HIST. 97G INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN EAST ASIAN HISTORY

PROF. VON GLAHN | W 2:00P-4:50P

HIST. 97M INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN SOUTHEAST ASIAN HISTORY

PROF. ROBINSON | R 1:00P-3:50P

HIST. 98T FULL MOONS RISING IN SPLENDOR: MUSLIM SCHOLARS, POETS, AND MYSTICS IN 18TH CENTURY SOUTH ASIA

SEM 1: TA | M 4:00P-6:50P

Upper Division Lecture Courses

HIST. 105A SURVEY OF MIDDLE EAST, 500 TO 1300

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

HIST. 107C ARMENIAN HISTORY: ARMENIA IN MODERN AND CONTEMPORARY TIMES, 19TH AND 20TH CENTURIES

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

HIST. M110B IRANIAN CIVILIZATION: HISTORY OF ARSACID (PARTHIAN) EMPIRE

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

HIST. 113B HISTORY OF ANCIENT GREECE: CLASSICAL PERIOD

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

HIST. 114B HISTORY OF ROME FROM DEATH OF CAESAR TO TIME OF CONSTANTINE

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

HIST. 120B EAST-CENTRAL EUROPE: SHORT 20TH CENTURY, 1918 TO 1990

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

HIST. 121E HISTORY OF MODERN EUROPE: ERA OF TOTAL WAR, 1914 TO 1945

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

HIST. M122E CULTURAL AND INTELLECTUAL HISTORY OF MODERN EUROPE, 19TH CENTURY

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

HIST. 124B HISTORY OF FRANCE: FRANCE, 1715 TO 1871

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

HIST. 127B HISTORY OF RUSSIA: IMPERIAL RUSSIA FROM PETER THE GREAT TO NICHOLAS II

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

WINTER 2019 COURSES

Upper Division Lecture Courses

HIST. 135C EUROPE AND WORLD: IMPERIALISM AND POSTCOLONIALISM, 1870 TO PRESENT

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

HIST. 138B REVOLUTIONARY AMERICA, 1760 TO 1800

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

HIST. 140C 20TH CENTURY U.S. HISTORY SINCE 1960

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

HIST. 149A NORTH AMERICAN INDIAN HISTORY, PRECONTACT TO 1830

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

HIST. M150B INTRODUCTION TO AFRO-AMERICAN HISTORY

PROF. STEVENSON | 8:00A-9:15A

HIST. M150E AFRICAN AMERICAN NATIONALISM IN FIRST HALF OF 20TH CENTURY

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

HIST. 154 HISTORY OF CALIFORNIA

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

HIST. 161 TOPICS IN LATIN AMERICAN HISTORY: CULTURAL HISTORY OF FOOD IN ATLANTIC WORLD

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

HIST. 162A MODERN BRAZIL

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

HIST. 176A HISTORY OF SOUTHEAST ASIA TO 1815

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

HIST. M178 INTRODUCTION TO HISTORY AND CULTURE OF IRANIAN JEWS

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

HIST. 179A VARIABLE TOPICS IN HISTORY OF MEDICINE: HISTORY OF GLOBAL HEALTH TECHNOLOGIES

PROF. MOORE-SHEELEY | TR 9:30A-10:45A

HIST. 180A TOPICS IN HISTORY OF SCIENCE

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

HIST. M186B GLOBAL FEMINISM, 1850 TO PRESENT

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

HIST. 187D VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: U.S.

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

HIST. 187J VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: AFRICA

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

HIST. C187N VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: INDIA

PROF. SUBRAHMANYAM | M 2:00P-4:40P

HIST. C187O VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: ENVIRONMENTAL HISTORY IN GLOBAL PERSPECTIVE

PROF. FORD | M 9:00A-11:50A

HIST. C187O CAPSTONE SEMINAR: WORLD HISTORY: HISTORY OF SEXUAL VIOLENCE

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

HIST. 191C CAPSTONE SEMINAR: HISTORY - EUROPE

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

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

SEM. 1: PROF. YAROSKLAUSKY | W 2:00P-4:50P

SEM 2: PROF. YIRUSH | M 1:00P-3:50P

SEM 3: PROF. STEVENSON | M 9:00A-11:50A

HIST. 197G CAPSTONE SEMINAR: HISTORY - EAST ASIA

PROF. ZELENY | F 12:00P-2:50P

HIST. 191I CAPSTONE SEMINAR: HISTORY-SCIENCE/ TECHNOLOGY

PROF. DE CHADAREVIAN | W 3:00P-5:50P

HIST. C191O CAPSTONE SEMINAR: HISTORY - WORLD

SEM 1: PROF. LAL | F 1:00P-2:50P

SEM 2: PROF. WONG | M 2:00P-4:50P

HIST. M194DC CAPPP WASHINGTON, DC, RESEARCH SEMINARS

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

HIST. 195CE COMMUNITY AND CORPORATE INTERNSHIPS IN HISTORY

PROF. LYTLE HERNANDEZ & PROF. WITHERS | VARIES

Upper Division Seminar Courses

HIST 187B VARIABLE TOPICS IN HISTORIOGRAPHY PROSEMINAR: MEDIEVAL

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

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

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