



UCLA | *DEPARTMENT of History*

News from the Sixth Floor

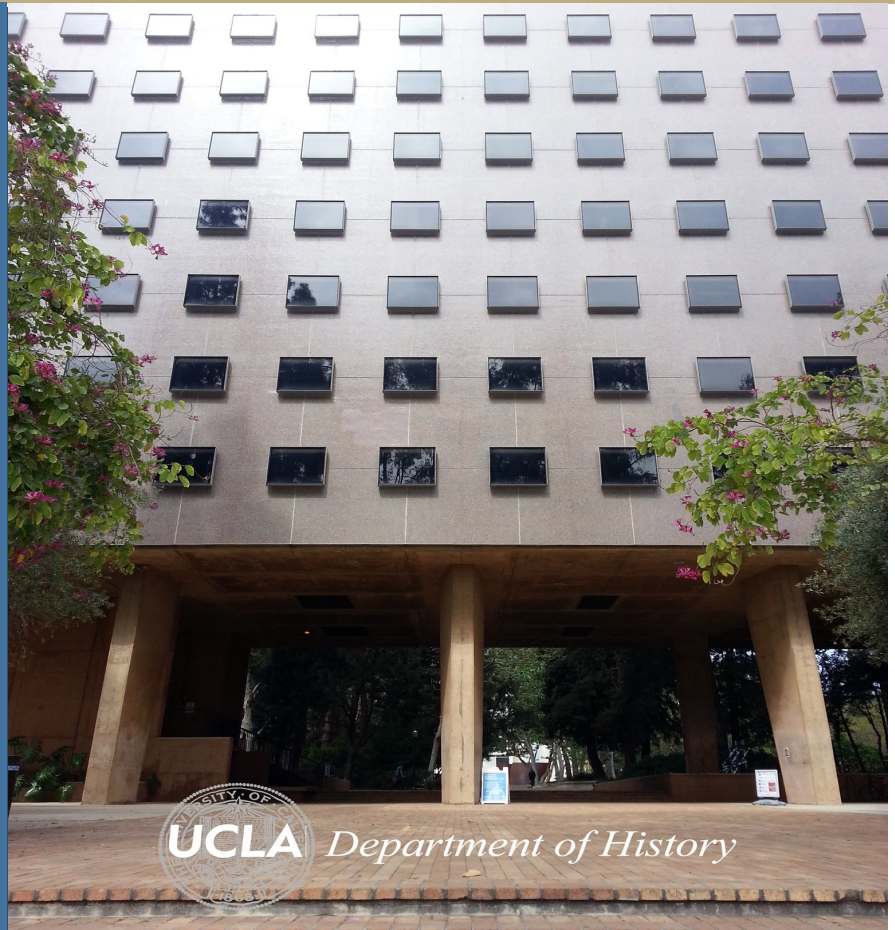
Undergraduate Newsletter | Spring 2017 Edition

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

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

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From the Vice Chair for Undergraduate Affairs



Greetings, History Majors! Welcome back to “News from the Sixth Floor.” Allow me to take this opportunity to apprise you of new developments underway in the Department.

First, as of Winter 2017, UCLA students now have the option of obtaining a Minor in History. Please help spread the word to friends and fellow classmates. Is your roommate a Chemistry Major with a secret hankering for history? Let her know about the Minor. Is your budding filmmaker friend on the fence about whether to double major in Film and History? Let him know about the Minor... The Department will be hosting an Open House for the Minor on Tuesday, February

14, 1-3 pm in 6265 Bunche.

Second, the History Department has hired history major Jessica Keuter as a peer counselor. She is available to answer questions about the Major and the Minor and to augment the Department’s advising staff. Below, you will find Jessica’s bio and information about her advising hours. Feel free to drop in for an appointment in 6291 Bunche.

Third, planning is underway for the Second Annual Undergraduate History Conference, which will be held on April 28, 2017. A call for papers for this year’s theme, “State and Society,” was sent out at the start of the quarter. If you would like to present at the conference, please submit a 250-word abstract to <http://bit.ly/HUABSpring2017> by Friday, February 17. Research papers produced in 97s, 191s, and/or excerpts from honors theses will all be considered.

Fourth, if you have not yet fulfilled the 96W/97 requirement (or even if you have), consider enrolling in the new History 94, What Is History? in Spring 2017.

Finally, for those Majors contemplating writing an honors thesis, I urge you to begin speaking with potential faculty advisors as soon as possible. The History honors thesis is a year-long project that begins in Spring of the junior year and is completed at the end of Winter of the senior year. Students who have chosen the honors thesis option have found it both challenging and rewarding. The Department will hold an information session about pursuing a History honors thesis on Wednesday, March 1, 1-2 pm in the History Reading Room off of 6265 Bunche Hall. I hope to see many of you there.

“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). Meet the new peer counselor below.

Meet the Peer Counselor: Jessica Keuter



Jessica L. Keuter

History Peer Advisor

6291 Bunche Hall | (310) 825-4601

PEER COUNSELOR DROP-IN HOURS:

Monday: 1pm-4pm

Wednesday: 1pm-4pm

Friday: 10am-1pm

Jessica is a first-year transfer student who will be assisting the Counseling unit with general major questions, resources, and more! She is in her Junior year as a History major involved with several groups on campus including Rally Committee and Student Giving Committee. This summer she will be traveling to Morocco to study Arabic. If you have a quick question, please make sure to stop by her drop-in hours this winter quarter. Her office is located in Bunche Hall, 6th Floor, Office number 6291 (down the hall where the counseling offices are located).

Call for papers for conference due 02/17!

Dear Students:

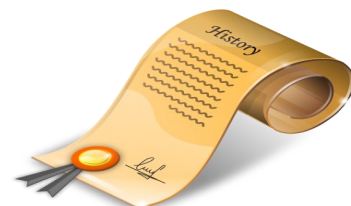
The History Undergraduate Advisory Board at UCLA (HUAB) is delighted to announce a call for submissions to our interdisciplinary academic conference, "State and Society," this Spring - on April 28, 2016. We welcome undergraduate students at UCLA to submit abstracts pertaining to the general themes of state-society relations. Submissions can be based on past or current work developed for 97s, 191s, or other research papers.

Abstracts should be 250 words and submitted to Molly Smith by clicking on the following link: <http://bit.ly/HUABSpring2017> by 5:00 PM on Friday, February 17, 2017.

The HUAB looks forward to considering your submissions.

DID YOU KNOW?

April 30, 1789 – Newly Elected President of the United States of America George Washington delivers his first inaugural address



Honors Thesis Student Profiles



Name: Clarissa Borges

Title: Monumental Memories: Lincoln, Lee, and the Quest for Remembering Reconciliation in Washington, D.C.

Advisor: Joan Waugh

Description: For my Honors Thesis project, I am researching Civil War commemoration in Washington, D.C. My research focuses on two case studies: The Lincoln Memorial on the National Mall and Arlington House, The Robert E. Lee Memorial in Arlington National Cemetery. By researching these two memorials, I hope to gain a better understanding of how changes in the Civil War's interpretation have changed the meaning of these memorials, and ultimately, how America remembers the meaning of the Civil War. Much of my research includes interpreting contemporary newspaper accounts, commission reports, and speeches connected to the memorials. All of these sources work together to reveal what the memorials meant to the American people in the early twentieth century when the Union and Reconciliationist interpretations of the Civil War dominated the memory field, and in the middle of the

century when the Civil Rights movement brought the Emancipationist memory tradition back into play. I also hope to examine the ongoing interpretations of these memorials, bringing my research into the present, and applying it to the contemporary controversies over Confederate Memorials in the South. I believe that understanding how we remember and interpret Lincoln and Lee, who represent two of the Civil War's most prominent figures, will allow for a deeper understanding of how memorials' meanings are intertwined with the changing interpretations of the Civil War.

Name: Annie Davis

Title: Stokely Carmichael: From Carmichael to Ture

Advisor: Mary Corey

Description: Stokely Carmichael was one of the three predominant leaders of the Civil Rights Movement, finding his greatest voice during the period defined by Black Power. Unlike his counterparts, Martin Luther King, Jr. and Malcolm X, however, Carmichael did not finish his career as a martyr, but rather as somewhat of a socio-political enigma. While this legacy is partially a result of the simple fact that he was not killed during the movement, it is largely a legacy created to the ideological evolution his rhetoric underwent during the span of his political career, particularly after he moved to Africa. Carmichael's career can be broken into three ideological phases: the non-violent phase, the black power phase, and the pan-Africanist phase, much of which took place after Carmichael moved to Conakry. Carmichael's move to Africa tore him away, both physically and rhetorically, from the fight for black liberation that continued to be fought in the United States, and ultimately, like that of W.E.B. DuBois and James Baldwin, his rhetoric lost relevance. His rhetoric and his approach to racial uplift evolved in a direction that was different from the direction the rest of the movement was moving in. Through analyzing both the differences in his rhetoric from each of these phases of his career and the way that his ideological thought process evolved from the time he began his career as a student at Howard to the time he promoted pan-Africanism while living in Africa at the end of his life, one is able to understand how one of the most influential black power revolutionaries lost touch with the United States' fight for black liberation.



Honors Thesis Student Profiles Continued...



Name: Jacqueline Devereaux

Title: How Northern Irish immigrants to the Southern region of the United States became "American" in the early 1800s

Advisor: Toby Higbie

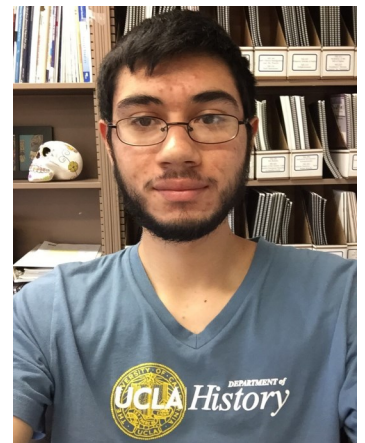
Description: Using primary sources consisting of letters from three individuals who immigrated from Northern Ireland, I will analyze how Northern Irish immigrants were able to blend into the white American cultural landscape. Comparing and contrasting three people from different economic backgrounds, genders, and religious beliefs provides a focused look into how these young people evolved their stance on slavery, became politically involved, and even adapted their eating habits to fit in the U.S. from 1800-1850. In contrast to the numerous stories shared from the Northern region of the United States, looking at how they lived in the South can provide more insights into the overall Irish American experience in America.

Name: Ivan Hernandez

Title: Football: America's Other Sport

Advisor: Teofilo Ruiz

Description: My thesis analyzes the sport of football, or soccer, as it is better known in the United States, in America during the 20th Century. I will argue how American cultural attitudes towards racism, xenophobia, and patriarchy have prevented football from becoming as popular as it is in the rest of the world. Furthermore, these societal factors have marginalized football and allowed the contemporary ideology of sports and athletes in the United States to revolve around accepted "American" sports such as basketball, American football, and baseball.



Name: Jaida Casakit Keaveney

Title: The Briny Blue: Piracy and Freedom of the Golden Age

Advisor: Lauren (Robin) Derby

Description: During the "Golden Age" of Piracy (1650-1730), pirates operating from the Caribbean disrupted European trade while establishing for themselves communities that organized under their belief in equality. These men and women were often former slaves, indentured servants, and merchant sailors who were drawn to piracy not only for the wealth they could amass, but for the freedom it could provide them in a world heavily run by oppression. To combat the world around them, these individuals engaged in thievery on the Briny Blue and established pseudo-egalitarian communities. Many groups organized themselves by a set of codes which needed to be agreed upon by a majority vote, they agreed to an equal share of stolen goods, and many even established a form of workers' compensation long before any widespread labor movements. This institution created by people often associated with acts of cruelty and gluttony, was then transplanted from their ships to the shores of hideouts in the Caribbean islands. This thesis attempts to shed light on the reasons as to why this method of organization was pursued while analyzing the social and historical context of piracy during this Golden Era.

Honors Thesis Student Profiles Continued...



Name: Jacob Lahana

Title: From Salvage Ethnography to the Struggle for Civil Rights: Rodman Wanamaker, Joseph Dixon, and the 1924 Indian Citizenship Act

Advisor: Benjamin Madley

Description: This thesis examines the shift that photographer Joseph Dixon underwent in the early years of the twentieth century into eventually becoming a civil rights advocate for Native Americans. It then explains how Dixon exposed to a wide audience the harsh realities that many Native Americans faced on federal reservations, and analyzes the role that this exposure played in the passage of the 1924 Indian Citizenship Act—which made all Native Americans United States Citizens.

Name: Jordan Minns

Title: Our Chains Are Black: The Development of Blackness in 17th-Century Virginia

Advisor: Robin D.G. Kelley

Description: My thesis will focus on tracing development of Blackness as social stigma in 17th-century America through analysis of legislation and personal testimony from the Virginia Colony.



Name: Drake Alexander Morton

Title: The Grail of Parzifal: Nazism and the Occult

Advisor: Albion Urdank

Description: My honors thesis articulates the fluctuating influence occult societies and practices had upon National Socialist doctrine and policy. The project also addresses the backdrop of nineteenth and twentieth century Europe, where occultism and far-right nationalism first coalesced. The project researches theological documents, diaries, travel monologues, historical literature, the compositional works by composer Richard Wagner, and various other sources. The thesis will address topics ranging from Ariosophosy, Volkism, Wotanism, neo-paganism, the Schuzstaffel, Hinduism, mysticism, Gnosticism, Catholicism, the Albigensians, Islam, medievalism, Biblical literature, the Holy Grail mythos, nineteenth-century German philosophy, and science. My honors thesis is a very interesting and intellectually engaging study that will attract anyone interested in Modern European history and religious studies.

Faculty Spotlight: Professor Mary Corey

Interview by Molly Smith, HUAB Member | January, 2017



Q. I would like to begin by asking if you could briefly describe your personal and academic background?

A. I was an undergraduate at UCLA in the sixties. Then I went away and had a life, and moved around to places like Colorado and New York. I worked as a Fashion Editor in New York, and then I worked as a Book Editor, then dropped out, and went to live in a commune in the mountains in Colorado because that seemed like the thing to do. Then twenty years after I graduated I was working on a novel, and it was a novel based on two historical figures, and I just couldn't do it. Then I realized that it needed to be a work of history, but I had no historical skills. Then I applied to just one school, UCLA, and got in. Then after I graduated I was hired to teach for about one quarter at UCLA, and I've never left. This will be my 20th year teaching.

Q. What are your current research interests?

A. I am interested in minstrelsy. I came to graduate school wanting to study African American History, and was told that it was a bad idea for me to do that; that I wouldn't get a job. So then in the last ten to twelve years I've been learning African American History and teaching it. For example, I teach a class on Black Nationalism and I attend every seminar or lecture that I can and I read widely in the field, and I'm interested in popular culture. Primarily in the idea that all of American popular culture comes out of the minstrel performance, the minstrel impulse evident in advertisement, cinema, and music. I am also interested in the study of the emergence of the carceral state, and its current form.

Q. As a history professor, what do you feel has been the most rewarding aspect?

A. I love being the person who helps someone go to law school, or graduate school, or helps someone who is the first person in their family to go to college. Mentoring people, and helping them see their way through things I believe is a big part of what I do. For example, the day after the election I was teaching an intellectual history class, and the students wanted to discuss their emotions so we shifted gears and instead of a lecture, held a workshop. Honestly, for me, a lot has to do with the connection to the student. I love office hours, getting to know students, and helping them to break through on somethings where they don't understand, or they're afraid that they're not good enough. I feel I'm very much in a helping profession.

Q. What do you feel is the primary lesson, or quality, students in history classes should learn?

A. I think that what my mentor taught me in graduate school, and I didn't know it even then, is that historians are not judges of the past. You don't want to be foreclosing things because you think its offensive, or bad. I think that we go to the university to use its resources, and sometimes it can feel uncomfortable, but that's okay. It's important to learn about things we may not like, because they existed in the past, and therefore should be studied. We need to interrogate the past, not just study the part of the past that we find congenial.

Faculty Spotlight: Minayo Nasiali

Interview by Christian Choe, HUAB Member | January, 2017

Q. Who was Minayo Nasiali? What was your story before you came into academia?

A. I'm from California, born in Fontana and spent my first years in Montclair and Claremont. My mother was an elementary school teacher, and my dad was an urban planner. After high school, I stayed in the state and attended Stanford University. But I didn't know what I wanted to major in, much to the chagrin of my parents. My dad is an immigrant, and both my parents were the first in their families to go to college; so to them, you go to college, you come up with a career, and you do it. Right? I ultimately decided that history/humanities were a good fit for me. I majored in a subset of the history program—History, Literature, and the Arts—which basically allowed me to take classes with my favorite professors.

Q. And your graduate work?

A. I went to the University of Michigan. I've always been interested in questions of citizenship, questions about rights. And since I took French in high school, the two fit together, and I focused on France.

Q. What is your primary research interest?

A. I just finished writing a book—*Native to the Republic: Empire, Social Citizenship, and Everyday Life in Marseille since 1945*—which was based on my dissertation. It looks at the building of the French welfare state and the integral role migration and migrants—especially people from former French colonies—have played in constructing institutions of welfare and citizenship. So, after World War II, people were trying to rebuild and to re-think what it meant to be French. They were doing it as people from former French colonies moved to France in large numbers. When I say the book is about welfare, it's actually about one element of the welfare state. Or, I should say, it's about one thing that French people argued was really important: housing, specifically the right to shelter and the right to have a certain standard of living (like running water and heat). One of the things I discovered when doing my archival research was that many people claimed that housing was a basic right, at the same time that some of them argued that not everyone really deserved such rights. So, at root, the book explores the paradoxes of citizenship and how citizenship rights are often unevenly granted.

Q. Who are your academic mentors and role models?

A. I have quite a few, actually. I've learned a lot from my role models and mentors. One of my first mentors was my sixth-grade teacher, Mrs. Mellon, and I think I learned about irony from her as a ten-year-old. She was really creative in her classroom, she took us seriously, and she had a sense of humor. Another big role model for me is Tyler Stovall. He is now at UC Santa Cruz, he's the Dean of the Humanities there, and he was just elected the president of the American Historical Association (AHA), which is a very big deal. I met him when I was doing a postdoctoral fellowship at Berkeley. Professor Stovall also works on modern France. He looks at questions of race, questions of difference, and questions of rights. He's a great example of someone I think is a full academic, someone who does important research, but also mentors undergraduates, graduate students, and junior faculty—people who are coming up. Other great mentors include Geoff Eley, Josh Cole, and Rita Chin. My advisers have always made time for me and my questions, but they also really challenged me. I remember when I submitted my first dissertation chapter, one of my mentors basically told me it wasn't good enough, that I had to do more, and try harder! I had worked really hard on that first chapter and I was devastated. I remember I had to pick myself up and get back to work. It was tough, but it was a good lesson. I had to cultivate a thick skin and learn the importance of being able to take criticism—constructive criticism.



Faculty Spotlight: Minayo Nasiali

Interview by Christian Choe, HUAB Member | January, 2017

Q. What are your favorite books?

A. That's a difficult question! One of my favorite fictions is super old school, *A Tree Grows in Brooklyn*, by Betty Smith. Another of my favorites is *White Teeth*, by Zadie Smith. I assign that book all the time in my undergrad classes; they always moan and groan about having to read a 400+ page book, but it reads quickly and they always love it in the end. *The Tin Drum*, by Günter Grass haunts me. *Plainsong*, by Kent Haruf. *The Brief Wondrous Life of Oscar Wao*, by Junot Diaz. As for nonfiction, *The Problem of Freedom*, by Thomas Holt is a great book; *French Modern*, by Paul Rabinow; *Reforming Sex*, by Atina Grossman; and Brodwyn Fischer's *A Poverty of Rights*.

Q. What is your favorite year?

A. That's really tough. And it's a tough question, because most moments that are important for me as an historian may have held some hopefulness or promise, but were often also really difficult times when ordinary people suffered.

Q. What was the first class you taught?

A. Prior to coming to UCLA, I taught at the University of Arizona. My first class there was a capstone seminar on Citizenship and Human Rights. I'm teaching a 97 course this quarter on the same topic. The setup of the course was a little different at Arizona; students did individually designed research projects, so we weren't able to do the same amount of readings that I'll be doing here. One of the things I loved about teaching that course was that, even though it was all seniors, fulfilling their final requirement, many of those students never had a small course before. They had never come to office hours before, never worked one-on-one with a professor before. These were all things I felt strongly about when I became a professor; I like to be accessible; I want students to come to office hours. When I was an undergrad, I didn't know that one could. I thought professors were shut away somewhere doing big stuff, and I wasn't supposed to bother them. In that class, students learned to talk to the professor, but also came up with research ideas and did actual historical work. My students were so proud of the work they did.

Q. With this 97 seminar course, what kind of readings are you planning to assign?

A. I thought of this quite a bit. On the one hand, I could've assigned all contemporary scholarship on broad questions of human rights and citizenship, things professors are writing about and analyzing today. But I decided to work with primary sources, to think about how these questions have been approached historically. We start with the French and American Revolutions, not as THE moment when these ideas were first invented, but as flashpoints when people asked big questions. We're reading documents about whether slaves have rights, whether women could have citizenship, we're looking at documents where people debated questions about class, about property. We'll move from the eighteenth century into the nineteenth and twentieth centuries; other flashpoints will be World War I and World War II. Another writer we'll discuss is Hannah Arendt. She's writing after World War II, after the Holocaust, but she's thinking about World War I as an important moment, when stateless people's rights are questioned. She's asking the big question: how can human rights be guaranteed? And her answer is quite cynical, that you can't guarantee human rights outside of the nation-state.

Faculty Spotlight: Minayo Nasiali

Interview by Christian Choe, HUAB Member | January, 2017

Q. Could you tell me more about your book?

A. I'm very interested in the role that ordinary people play in shaping big ideas and institutions. My book focuses on Marseille, which is in southern France, a big port city. And it's often regarded as the gateway city, a gateway between France and its colonies. It's a great, big, bustling—sometimes dirty—diverse city, and I argue that it's an important city for making sense of how citizenship was negotiated and imagined after World War II. It focuses on housing and neighborhoods, key concepts and needs: the right to shelter, the need for housing, the need for a roof over our heads. These are fundamental, and these questions are transmitted from the local level to the national. I look at the kinds of people—migrants, colonial subjects—who argue they deserve this quality of life.

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

A. With this project, the dissertation I wrote as a grad student was reworked into a book. A large part of the project involved going to France for some time and digging around in archives. And I love going to the archive. I think it's a lot of fun; it might seem quite boring to go down and dig around, sneeze a lot, but there's something very exciting about sifting through a diversity of documents. I looked through urban-planning documents, maps, letters from residents, meeting minutes, all sorts of stuff. Then, came my least favorite parts of the process, which was sifting through documents and translating them. Some people love that part. I didn't. But it's exciting when you start to see narratives emerge, especially those that go against or challenge what's been said. When we talk about the past, we uncover voices that haven't been given their due. And seeing the narrative emerge from all those bits and fragments is really exciting for me. Another exciting part is beginning to see how stories that are emerging link up with or illustrate big ideas. I wanted to think about how these stories build our knowledge about modern France, ideas about citizenship and rights; I wanted to harness a series of big ideas. Another onerous part was checking footnotes! But it's important!

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

A. I think I would have probably done law. That's the easy answer. Or I might've pursued journalism. I think one of the things I, as an historian, could do better is show how the craft of history has a place in contemporary discourse as a part of our everyday toolset. Journalism is a great example of the ways in which sources are interrogated, how journalists dig through critical thinking tools.

Q. Do you have any tips for undergraduates? About getting through school?

A. Talking to professors is big. I was shy as an undergrad, and I'm one of those professors who likes to talk to undergrads. It's really important for developing our skillset as historians, to learn to navigate the world beyond college. It's important to be bold, and talking to professors is good practice for articulating how history as a field of study is integral to everyday life and contemporary discourse. Have a conversation about class, about papers, and learn to articulate the work you've done—writing papers, making arguments, being able to identify an argument.

Q. Is there anything else you'd like the undergraduate population to know about you?

A. Yes, there is a bowl in my office and it is always—will always be—full of candy. So please stop by, grab some, and let's talk!

Life Beyond the Degree: Michael Masukawa

Interview by Jaida Keaveney and Audrey Garibyan, HUAB Members | January, 2017



Michael Masukawa

Class of 2011

Michael Masukawa graduated from UCLA in 2011 with a degree in History, after which he dove into the world of entertainment and management. Michael currently works as a Manager of Development at Sonar Entertainment.

Q. What compelled you to choose to study History at UCLA?

A. I was originally an English Major with a concentration in Creative Writing when starting at UCLA, but after my first quarter I decided to switch to the History Major because I looked more closely at the prerequisite classes for the English Major and thought they were repetitive with things I had already learned, and covered authors I had already read. In college, I wanted to focus on learning new things, with the ultimate goal of becoming a writer. I've always had a love for the study of history,

especially after reading *Guns, Germs, and Steel* by Jared Diamond for AP World History (and of course I took his classes when I found out he taught at UCLA). I felt it was valuable to learn about different cultures and why the world is the way it is today in order to see patterns and effectively plan for a better future. I also felt that the study of history would help me understand people and parts of the world that I would not otherwise have access to, and make me a better storyteller. I was inspired and looked forward to the classes I would need to do to complete the major. That's how I knew History was right for me!

Q. How did your time as a History major influence your decision to go into the field of management/entertainment?

A. Early on at UCLA, I took a fiat lux class that taught us about how Japan was exporting its culture as a large part of its economy and realized that America does the same thing with our big budget film franchises. Star Wars, Transformers and James Bond are among our biggest cultural exports and are an important part of our impact on the world. I wanted to make a difference in the world through working on and setting up projects that millions of people would watch in my lifetime and beyond, which was similar to my goals of being a writer whose work would touch and impact lives. Through media, I realized I could make a tangible impact on history, and do what I could to promote education, human rights, and renewable energy. Learning about different cultures and world history equipped me to relate with screenwriters, understand the story they are trying to tell, and figure out effective ways to pitch the material.

Q. Do you have any wisdom you could impart onto younger History students about the transition from the world of education to the professional sector?

A. At one point I thought I was going to go to Grad School, become a cool Professor and write on the side until I became a full-time author. After taking the practice GRE exam (probably by Kaplan, hosted at UCLA) and seeing my results, I knew that test would be a bit of a challenge and would require a lot of preparation. The practice LSAT exam I took, on the other hand, went quite well; but as I spoke to different attorneys and studied what lawyers actually do, I had difficulty finding an avenue of law that I was passionate about pursuing, and I also had serious doubts about my ability to litigate in court, despite some experience in Mock Trial. In my first year, I took a screenwriting course out of sheer curiosity. My T.A. thought I was talented and encouraged me to finish the script I had outlined in the class. I continued to take different Film/TV courses and finished the Minor, and as I began doing internships my third year, I realized that my passion in storytelling could be realized by working in the entertainment industry. To me, college was a great opportunity for personal growth, meeting brilliant people and making new friendships, learning about a wide range of topics, discovering and confirming my interests, and figuring out a way to turn my passion into a career. I got a lot out of the many events, panels, and workshops put on by the UCLA Career Center as well as the History and Film/TV departments. Besides just attending these events, I suggest taking the time to line up and speak to guest speakers, which led to several great networking opportunities as well as an internship. I suggest going to events like Entertainment Networking Night and emailing/following up with the Bruin Alumni you meet. They are there, taking the time to meet you in person because they really care about helping Bruins. Help them do what they're there to do! Take initiative to email them and ask for a quick informational phone call or coffee meeting. The person may be able to point you in the direction of an internship or job, or may end up being a professional reference who can put in a good word to help you get work in the future.

Life Beyond the Degree: Michael Masukawa

Q. How did your degree in History give you an upper hand in your current field?

A. In this golden age of scripted television, buyers are interested in shows that cover new ground, that showcase cultures, worlds, professions, people, and drama that have never been shown before. With my knowledge of history, I can identify areas of interest. I once had an assignment as an intern to create a research document on what a compelling series would be featuring Vikings. Although my boss did not sell that show, a different company created a series for the History Channel that ended up being close to my document in many ways, and I was happy that my instincts were partially right. Another skill that I learned in history classes in terms of memorizing dates and names completely applies to working in entertainment, where you need an encyclopedic knowledge of current and past television shows and movies (including character arcs, serialized storylines, what death happened in what season, etc.), actors, writers, and directors to truly succeed.

Q. Is there any course at UCLA, history or other, that impacted your life for the better?

A. Many courses come to mind, including the ones that I took from Professor Jared Diamond. My favorite History courses were three Japanese History courses I took from Professor Marotti, who really taught me better than anyone else how to deeply analyze texts and think about what the writer was trying to achieve at the time. Professor Gelvin's Israeli-Palestinian Conflict course is so nuanced and well-balanced, and was very important for me to learn in such detail. Finally, the History of Prostitution Seminar class that I took had a profound impact on how I think about economics, gender, and global issues. Additionally, the Asian-American Creative Writing class by Professor David Wong Louie was my gateway into three Creative Writing workshops and taught me how to give and receive creative feedback to writers - something that has been critical to my success with working with screenwriters in my career. Professor Bob Goldberg's Genetic Engineering class was the single best science class I have ever taken. I learned about the science behind things that can sustain human life on Earth so that my grandchildren can hopefully live on a planet as good as the one I grew up on, and how to lead people through questions to think and discover answers for themselves. Another impactful science class I took was called "Black Holes and Cosmic Catastrophes." It had been about four years since I last needed to use physics or math, but it was well worth the extra work to learn about and gain a deep understanding of the life and death of stars, and our place in the galaxy.

Q. Are there any recommendations you can make to students when it comes to taking advantage of opportunities outside of school, such as internships, or mentor programs?

A. My friend's mom was having a 50th birthday dinner so I went with my parents and joined her so she wouldn't be the only 20-year-old at this party. I didn't want her to get bored. At this group dinner was the VP of the Story Department at Columbia Pictures. I managed to get an interview (which was not conducted at this birthday dinner), and after getting one internship on my resume, it was much easier to get a second, and then a third, so on and so forth. My third internship was the result of three emails after talking to a guest speaker from one of my classes in the hallway after a lecture. After my first email he said, "Sorry, I am going to the Cannes Film Festival. Can you follow up in two weeks?" So I did. Then he said, "Sorry, I am going to Korea but can you follow up in two weeks?" So I did. Then he was going out of town again but let me interview with someone else and I got the internship after running to their office when I missed the bus that was supposed to take me to Brentwood. To give yourself more chances to succeed, go to as many events and join as many programs as you have the time to handle - doing a bunch of things and not going deep isn't going to get you anywhere. Get the most out of each event and solidify relationships with the contacts you make. Persistence through email (writing thoughtful, grammatically correct emails and responding quickly) is the number one thing you can do to show people that you are a mature college student ready to start working. Be bold and ask for coffee meetings or informational phone calls. Mentor relationships will develop organically. Take classes at the Wooden Center - you never know when your knowledge of Krav Maga, racquetball, and the breaststroke will come in handy. There are so many opportunities at UCLA. Get out of your dorm and make the trek down the hill!

Faculty book in review

Keanu Heydari, HUAB Member | January, 2017

***Natural Interests: The Contest Over Environment in Modern France.* By Caroline Ford. Cambridge, Mass.: Harvard University Press, 2016.**

Prof. Caroline Ford begins the first chapter of her book *Natural Interests* by quoting from the work of François-Antoine Rauch, “For long years I have wandered, and observed Nature in all of its states...with the heart of a good citizen. Everywhere, I thought I saw it stripped of its force and its original beauty, and the countryside as an inevitable consequence the sad victim of the resultant disorder, through the effect of meteors...and changes in temperature” (17). Arguably the most interesting fact about this quotation is that it dates from the nineteenth-century.

Natural Interests, among other features, highlights the historiographical debate surrounding the development of French awareness about environmental issues and problematizes widely held assumptions about the late development of such concerns. To wit, some historians have argued that it was not until the post-war era that conservationist attitudes arose in the French popular consciousness. Prof. Ford’s carefully researched analysis of trends in the French imaginaire paints a portrait that complicates these findings and includes important discussion of the balance between preservationist and conservationist attitudes dating from the time of the French Revolution to World War Two, in the hexagon and extending into France’s colonies.

We learn of Rauch that he “[understood] the environment as a harmonious system of interconnected parts hinged on the central role played by forests in maintaining the balance on which such a system relied” (42). Ford’s narrative illustration of French concern for national forestry takes her analysis to the seventeenth century, from Colbert’s Forest Ordinance of 1699 to Louis XVI’s outlawing of “*défrichements* or the clearance of any national lands” (45).

Figures such as Rauch and other privileged individuals frame the language of nature preservation in variegated terms. In the early twentieth century, for example, Maurice Faure argued for an environmentalist legislative proposal in patriotic terms, “Patriotism, gentlemen, is not only a moral entity, an abstract conception...It is in some way the material and visible representation of the country itself, with particular physical characteristics and its diverse elements, with its mountains, its forests...” (111). At the same time, Ford’s treatment of nineteenth-century anxieties about flooding and natural disasters, especially the Great Flood of 1856, deserves special note, as it highlights the government’s attempts at intervening and developing measures to protect from flooding in the future.

Natural Interests breaks new ground as a work of social and cultural history that seriously examines the development of French environmental history.

Spring 2017 Upcoming Events

Date	Event	Time	Location	Description
<u>Week 1:</u> 4/3/17	Spring Instruction Begins			
<u>Week 2:</u> 4/14/17	Declaration of Candidacy— Bachelor's Degree AND Last Day to Enroll in Classes Without Fee	Before completion of 160 units	MyUCLA -> Academics -> Academic Profile-> Declare Candidacy Term	Last day to declare bachelor's degree candidacy for current term, with fee depending on units completed
<u>Week 3:</u> 4/19/17	Hire UCLA Fair	11am—4pm	Wilson Plaza (Outdoors)	Career fair for undergraduate students, hosted by the Career Center
<u>Week 4:</u> 4/28/17	2nd Annual Undergraduate History Conference	8am-5pm	History Conference Room—Bunche Hall 6275	Undergraduate History Conference. Everyone welcome.
<u>Week 5:</u> 4/30/17	Summer Financial Aid AND Travel Study Financial Aid Deadline		MyUCLA-> Finances and Jobs-> Summer Financial Aid Applications	For more information, visit the Financial Aid and Scholarships Office website or contact them at (310) 206-0400, A-129 Murphy Hall.
<u>Week 6:</u> 5/11/17	JumpStart Series: Sports & Entertainment	4pm-7pm	TBD	The JumpStart Series is now FREE! Space is limited. Learn more and RSVP in BruinView->Workshops tab (career.ucla.edu/bv).
<u>Week 7:</u> 5/17/17	JumpStart Series: Education & Student Affairs	4pm-7pm	TBD	Learn more and RSVP in BruinView->Workshops tab (career.ucla.edu/bv).
<u>Week 10:</u> 6/9/17	Spring Instruction Ends			
<u>Finals Week & Commencement Week-end:</u> 6/16/17—6/18/17	Commencement Ceremonies for the College of Letters and Science	2pm & 7pm	Pauley Pavilion	Please note, Department of History ceremony's tentative date is Sunday—6/18/17

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

Spring 2017 Course Offerings

Lower Division Lecture Courses

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

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

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

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

HIST. 8C LATIN AMERICAN SOCIAL HISTORY

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

HIST. 9E INTRODUCTION TO ASIAN CIVILIZATIONS: SOUTH-EAST ASIAN CROSSROADS

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

HIST. 10B HISTORY OF AFRICA, 1800 TO PRESENT

PROF. WORGER | F 2:00P-3:50P

HIST. 12B INEQUALITY: HISTORY OF NEOLIBERALISM

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

HIST. 13C HISTORY OF THE U.S. AND ITS COLONIAL ORIGINS

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

HIST. 22 CONTEMPORARY WORLD HISTORY, 1760 TO PRES.

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

HIST. 94 WHAT IS HISTORY? AN INTRODUCTION TO HISTORICAL THINKING AND PRACTICE

PROF. MYERS | MW 10:00A-10:50A

Lower Division Seminar Courses

HIST. 96W INTRODUCTION TO HISTORICAL PRACTICE

SEM 1: TA/RENTON | W 4:00P-6:50P

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

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

SEM 4: TA/MC CUTCHEN | W 3:00P-5:50P

SEM 5: TA/GORDANIER | W 12:00P-2:50P

HIST. 97B INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN MEDIEVAL HISTORY

SEM 1: PROF. MARKMAN | W 12:00P-2:50P

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

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

HIST. 98TA HISTORY OF PSYCHIATRY: INSANE ASYLUMS TO DRUGS THAT REMAKE SELF, 1840 TO PRESENT

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

HIST. 98TB THIS LAND IS MY LAND: GLOBAL HISTORIES OF SETTLER COLONIALISM

SEM 1: TA/DEGANI | M 3:00P-5:50P

Lower Division Fiat Lux Seminars

HIST. 19 FIAT LUX FRESHMAN SEMINAR

SEM 1: DYSTOPIAS OF 20TH CENTURY

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

SEM 2: WHITELASH OR WORKING CLASS REVOLT? MAKING SENSE OF RISE OF TRUMP

PROF. DERBY | W 2:00P-2:50P

SEM 3: HONOR AND SHAME IN CLASH OF WORLD CULTURES AND RELIGIONS

PROF. BARTCHY | W 5:00P-5:50P

SEM 4: MARTIN LUTHER KING'S SERMONS AND QUEST FOR SOCIAL JUSTICE

PROF. LAL | F 9:00A-10:50A

SEM 5: FIAT LUX FRESHMAN SEMINAR

PROF. MAROTTI | M 4:00P-6:50P

Upper Division Lecture Courses

HIST. 104D ASSYRIANS

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

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

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

HIST. 108A HISTORY OF NORTH AFRICA FROM ISLAMIC CONQUEST

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

HIST. 111C TOPICS IN MIDDLE EASTERN HISTORY: MODERN: NEW MIDDLE EAST

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

HIST. 116B BYZANTINE HISTORY

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

HIST. 121D HISTORY OF MODERN EUROPE: BOURGEOIS CENTURY, 1815 TO 1914

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

Upper Division Lecture Courses

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

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

HIST. 125D HISTORY OF LOW COUNTRIES

STAFF | MW 2:00P-3:15P

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

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

HIST. 129A SOCIAL HISTORY OF SPAIN AND PORTUGAL: AGE OF SILVER IN SPAIN AND PORTUGAL, 1479 TO 1789

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

HIST. 131A MARXIST THEORY AND HISTORY

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

HIST. M133C HISTORY OF PROSTITUTION

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

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

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

HIST. 140C 20th-CENTURY IN U.S. HISTORY SINCE 1960

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

HIST. 144 - AMERICA IN WORLD

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

HIST. M144C CRITICAL ISSUES IN U.S.-PHILLIPINES RELATIONS

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

HIST. 146B AMERICAN WORKING CLASS MOVEMENTS

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

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

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

HIST. M155 HISTORY OF LOS ANGELES

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

HIST. 161 TOPICS IN LATIN AMERICAN HISTORY: MEXICAN REVOLUTION

PROF. PEREZ-MONTESINOS | M 9:00A-11:50A

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

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

HIST. 172B JAPANESE HISTORY: EARLY MODERN, 1600 TO 1868

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

HIST. M174G INDIAN IDENTITY IN U.S. AND DIASPORA

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

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

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

HIST. 180A TOPICS IN HISTORY OF SCIENCE: DEEPEST ORDER OF UNIVERSE

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

HIST. 180A TOPICS OF SCIENCE: HYDROCARBONS AND HISTORY

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

HIST. 183B THIRD REICH AND JEWS

STAFF | TR 12:30P-1:45P

Upper Division Seminar Courses

HIST. 187C VARIABLE TOPICS IN HISTORIOGRAPHY PROSEMINAR: EUROPE; MICROHISTORY

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

HIST. 187D VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: U.S.: SLAVERY AND CONSTITUTIONAL ORDER

PROF. MERANZE | R 2:00P-4:50P

HIST. 187E VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: LATIN AMERICA: CARIBBEAN: HISTORY AND CULTURE

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

HIST. 187M VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: SOUTHEAST ASIA

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

HIST. 191C CAPSTONE SEMINAR: HISTORY — EUROPE: IMPERIAL CITIES

PROF. NASIALI | T 1:00P-3:50P

HIST. 191D CAPSTONE SEMINAR: HISTORY — U.S. SEM 1: ASIAN AMERICAN CULTURE, CUISINE, AND ECONOMY

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

SEM 2: U.S. SOCIAL QUESTIONS: RACISM AND SUPREMACISM IN MINORITY RELATIONS, 1900 TO 2017

PROF. GOMEZ-QUINONES | W 9:00A-11:50A

SEM 3: IDEOLOGY OF BLACK NATIONALISM AND RISE OF CARCERAL STATE

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

SEM 4: HISTORY — U.S.

PROF. BROWN | T 1:00P-3:50P

SEM 5: CONFLICT AND CONCORD IN AMERICAN WEST

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

SEM 6: WHO ARE THOSE PEOPLE? MAKERS, TAKERS, AND FAKERS IN GLOBAL B

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

Upper Division Seminar Courses

HIST. M191DC CAPPP Washington, DC, Research Seminars

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

HIST. 191E CAPSTONE SEMINAR: HISTORY — LATIN AMERICA

PROF. SUMMERHILL | W 12:00P-2:50P

HIST. 191F CAPSTONE SEMINAR: HISTORY — NEAR EAST

PROF. MORONY | T 1:00P-3:50P

HIST. 191G CAPSTON SEMINAR: HISTORY — EAST ASIA: IMAGINING GUANGZHOU: HISTORY OF CHINESE CITY, 1800 TO 1950

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

HIST. 191L CAPSTONE SEMINAR: HISTORY — JEWISH HISTORY: MUCH TOO PROMISED LAND

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

HIST. 191M CAPSTONE SEMINAR: HISTORY — SOUTHEAST ASIA

PROF. ROBINSON | 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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Term: Winter 2017

Winter ▼

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Phi Alpha Theta

Theta Upsilon, UCLA's chapter of Phi Alpha Theta international history honors society, strives to promote academic and social contacts among history students and faculty. The chapter participates in Phi Alpha Theta's annual regional conferences and promotes various academic and social events throughout the year. The chapter encourages all interested students and faculty to submit papers for publication in the national PAT journal, THE HISTORIAN and all history undergraduates to submit to the chapter journal QUAESTIO. The Phi Alpha Theta office is in 6250 Bunche Hall. The group's email address is pathonors@gmail.com.



See Counselor Paul Padilla to submit an application.

DID YOU KNOW?

- **April 9, 1865** – The Civil War officially ends with the surrender of Confederate General Robert E. Lee to Union General Ulysses S. Grant
- **April 14-15, 1912** – After hitting an iceberg in the North Atlantic Ocean, the RMS Titanic sinks
- **March 28, 2014** – President Obama declares Cesar Chavez Day a National Commemorative Holiday, held on March 31st every year
- **May 5, 1893** – The Wall Street Crash of 1893 occurs and causes thousands of businesses to go bankrupt and hundreds of banks to close across the country
- **May 14, 1804** – Lewis and Clark begin their famous expedition across North America

