



UCLA | *DEPARTMENT of History*

News from the Sixth Floor

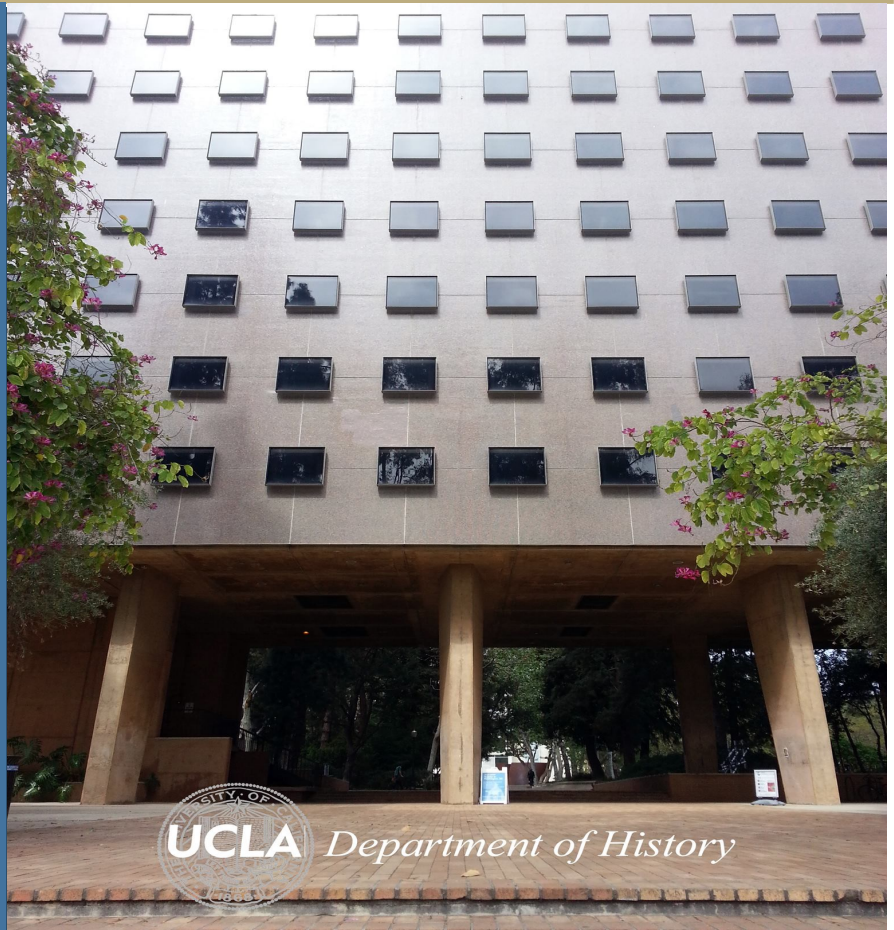
Undergraduate Newsletter | Summer 2017 Edition

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Department of History

From the Vice Chair for Undergraduate Affairs



Greetings, History Majors and History Minors! Welcome back to “News from the Sixth Floor.” As we head into the summer, I want to take this time to congratulate our graduating seniors! We look forward to celebrating your accomplishments, with family and friends looking on, at our departmental graduation ceremony on Sunday, June 18, 9:00-10:30 am, Dickson Court Plaza North.

Kudos, too, to our current crop of History Undergraduate Advisory Board (HUAB) members. The **Second Annual Undergraduate History Conference** that they hosted, which was held on April 28, 2017, was a success. The papers were engaging and attendance strong (approximately 150 attendees

over the course of the day). We look forward to continuing this emerging departmental tradition in the coming year. As our seniors on the HUAB move on, I look forward to welcoming new people and energy to this important body for engaging undergraduate involvement in the History community. Applications for HUAB membership were due on June 1, and the new committee will be announced soon. Stay tuned for member introductions in the Fall 2017 newsletter.

I am delighted to report that 30 majors are embarking upon honors theses for the 2017-18 cycle. That represents a significant increase from the past couple of years. It mirrors, perhaps, our 13.2 % rise in History enrollments overall.

Finally, the roll-out of History 94: What Is History?—the new introduction to methodologies and approaches to history—will begin in Fall 2017. I strongly encourage all pre-majors and minors to take this course. Our new transfer students, in particular, will find this class an engaging and convenient way to quickly meet the pre-major requirements and be ready to complete the major (and even squeeze in an honors thesis) within just two years at UCLA.

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

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

Faculty Honors: Mary Corey



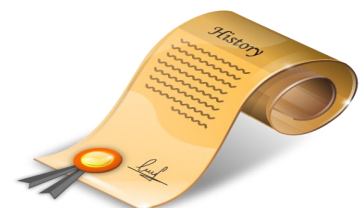
Congratulations to Mary Corey who has been selected by the Academic Senate Committee on Teaching to receive the Distinguished Teaching Award for Non-Senate Faculty. She is one of only three awardees, selected from a large field of extraordinary nominees. This is a tribute to her accomplishments as a teacher, and to her students' and colleagues' appreciation of her achievements.

The award will be recognized at the annual “Andrea L. Rich Night to Honor Teaching” dinner, which will be scheduled during the Fall Quarter.

DID YOU KNOW?

August 27, 1896 – The shortest war in history was fought among Zanzibar and the British Empire. Zanzibar surrendered after 38 minutes.

November 2, 1932 – Australia had a war on their own soil called the “Great Emu War.” Australia went to war with 2,000 emus but surrendered.



Faculty Spotlight: Fernando Pérez-Montesinos

Interview by Christian Choe, HUAB Member | May, 2017



Q. What is your background? What did you do as an undergraduate student? As a graduate student?

A. I studied Political Communications in Mexico City, wanting to work with political campaigns and the radio. I always liked history, and I met many professors, all of whom encouraged me to read so many history books. I ended up writing an honors thesis that was mostly historical, but was on communication on the surface. In writing this thesis, I realized I really wanted to pursue an academic career in history. I applied to many graduate programs in the US and was lucky enough to be accepted to Georgetown University. I knew of Professor John Tutino, and he eventually became my mentor. I'd read his book, and I really appreciated the way he analyzed history. Ever since, I've dedicated my life to reading and writing papers, not to mention interesting books.

Q. What are your primary research interests?

A. Broadly speaking, I am interested in social history; more specifically, the history of indigenous peoples of Mexico and Latin America from the nineteenth century onwards fascinates me. But in studying indigenous peoples, I found it necessary to study economic history, political history, and more recently environmental history. You can understand a lot by simply studying the socio-political context, but there is also an environmental angle to their histories that I discovered when researching about a group of indigenous communities in Mexico that based their economy on forest exploitation. In using the forest to support their own communities, I realized the peculiar relationships between these communities and the environment. This helps me to understand communities in Mexico and Latin America, in general; they all have a special relationship with their natural resources, and having this special relationship allows them to approach politics and the economy differently. All this is to say I study indigenous people in Mexico!

Q. Aside from Tutino, do you have any academic mentors?

A. I have maintained contact with Adolfo Gilly, a well-known professor in Mexico. He was from Argentina and central to my academic formation. A couple of other professors in Mexico at the National University. Then, there are many indirect mentors, such as E.P. Thompson and Marc Bloch, who really shaped how I think about the past and present.

Q. Are you writing or have you written a book recently?

A. I am working on a book that traces the history of indigenous communities in central/west Mexico; it's an history of railroads, forests, and the messy world of rural politics in late nineteenth-century/early twentieth-century Mexico. I just published an article roughly discussing this in this journal, *Historia Mexicana*.

Q. How long have you been teaching? Within and outside of UCLA?

A. I've been at UCLA less than a year, maybe six months, probably less. This is my second quarter here. But I've been teaching for seven to eight years in Mexico and the US. Last quarter, I taught a course called "Indigenous People in the Making of Modern Latin America."

Q. What has been your most memorable teaching experience?

A. That's a tough one. I always enjoy when you have a brilliant student that writes a paper that not only surprises you, but offers you new insight into a topic about which you thought you knew everything. You get this with little moments: when students come to you, asking interesting questions, after class or during office hours. It's very enjoyable, because in asking us questions, they force us to rethink things on a daily basis. This makes us better professors, and that's the whole point.

Faculty Spotlight: Fernando Perez-Montesinos

Interview by Christian Choe, HUAB Member | May, 2017

Q. What is your advice for students interested in research/academia?

A. Read a lot. Not only about a specific subject, but everything that comes across your path—novels, comic books, etc. Watch lots of films. Do this to know about the world beyond your topic of interest. Obviously, you want to read about your field of interest, but also move into things that are not necessarily connected to your main interests. Eventually, when you face the moment of putting together words and thoughts, all those things you read will help you to write a meaningful piece. The more you read and know, the better you are prepared to write something meaningful.

Q. What is your favorite book?

A. One of my favorite books is *The Historian's Craft* by Marc Bloch. It is seemingly very simple, but it's a masterpiece on how to practice the craft of an historian. It taught me that everything starts with curiosity and questions. Sometimes, these questions are very simple ones. Where do things come from? How are things made? In order to completely and comprehensively answer these questions, you need a lot of research. Only by interrogating things will they talk. By looking at history this way, Bloch presents history as a conversation. *Zapata and the Mexican Revolution* by John Womack. It is a social history of the Zapatista movement in Central Mexico. It's a very narrative book about these countryside people, who did not want to move, forcing them to revolution. J.M. Coetzee's *Diary of a Bad Year*. He's a South African writer, and this book tells three different, yet interconnected, stories. It's not linear, but one in which three different people experience the same moment, and I love the way he writes.

Q. What are some books you find yourself consistently returning to?

A. Of course, *Historian's Craft*. I also like to use Neil MacGregor's *History of the World in 100 Objects*. He was the head of the British Museum, so he took the challenge of writing a bunch of stories of one hundred objects in the British Museum. In picking different objects of different time periods, he ends up telling us the history of the entire globe. He uses silver coins from South America to talk about the Spanish empire; he sees the global financial system through a credit card. This book shows students it is possible to tell meaningful and larger stories by looking at everyday objects. You don't have to go write about a bunch of processes or abstract things; in the concrete you can find the universal.

Q. What is your favorite year?

A. 1978? Because that was the year I was born? I don't have a favorite year. From an academic point of view, I was always fascinated by the nineteenth and early twentieth centuries. We saw this experiment in new political freedoms and rights. We're still expanding what people back then tried or tested for the first time in centuries. It wasn't always a happy story, but was full of hope. It tells us that there is nothing written in history that restricts people from giving their opinions on how things political, economic, and cultural are shaped.

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

A. I loved biology! I was really good at it in high school, and I really liked reading about nature and animals. Sometimes, I would sit down to watch a documentary on sharks, the jungle, insects. And I found these documentaries to be so fascinating. At the time, I didn't know why, I just knew I found biology really appealing. At some point, I forgot I really liked it, because my interests turned to the media, communications, history, and music. Who knows? I might have been a better biologist than historian!

Q. If you could meet one historical figure, who would that be?

A. There is this writer from the seventeenth century, Juana Ines de la Cruz, about whom I've been reading quite a bit. I've been watching documentary films and films of fiction about her life recently. She was a nun in New Spain, who, because she was a woman, could not attend university. But she was known to be one of the most intelligent individuals in all of the Americas! So I'd like to meet her, to talk to her, to see what was going on in her head. How did she manage to read in a world that considered that an act for only certain people?

Faculty Spotlight: Jared McBride

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



Q. Please briefly discuss your academic history.

A. I grew up in New Jersey and attended public school. I then went to Northeastern University in Boston where I received a BA in history. After taking two years off, during which I lived in Germany and Russia, I began my Ph.D. at UCLA in 2006 to study Soviet history with Professor J. Arch Getty. I finished my doctorate in 2014. Following graduation, I held a number of post-doc positions that included being a visiting professor at Columbia University, and a research fellow at the Kennan Institute at the Wilson Center in Washington D.C. Additionally, I had a year-long fellowship at the United States Holocaust Memorial Museum and was the first ever Doug and Margee Greenberg fellow at the USC Shoah Foundation. Along with my wife, Aliza Luft, a professor in the sociology department, we came to UCLA this past fall.

Q. Describe the course(s) you are currently teaching, and/or planning to teach in the near future at UCLA.

A. This year, I taught the history of the Soviet Union course (127C), as well as Western Civilization 1C. Next year, I hope to teach a couple courses from the Eastern Europe sequence (120A-120C) since they have not been taught in some time and there is a lot of interest among history majors. Next year, I will also teach the Soviet course again and most likely the Third Reich and the Jews course (183B).

Q. What drew you to study history as an undergraduate student?

A. I had a great interest in history as a subject ever since elementary school. I remember always reading ahead in my enormous social studies book and being excited for each class (not something I could say about math class!). This interest continued in high school where I had a number of special teachers who made history come alive for me. In particular, my senior year history teacher always engaged me in debate in each class and pushed me to seek a career in history. When I got to college, I could not imagine studying anything other than history.

Q. What compelled you to choose a career in academia?

A. When finishing my undergraduate degree, my mentor told me: "If you can see yourself doing anything else other than getting a Ph.D. in history, you should do that first." He said this because the rigors of doing of Ph.D. program are so great and the chances of employment after giving up 5 to 10 years of your life are minimal. I have never been able to answer this question differently since the day he asked me, so here I am.

Q. Has teaching at UCLA always been an aspiration of yours?

A. Teaching anywhere once I finished my degree was an aspiration! But to be able to teach at such a prestigious and storied university is an honor and a privilege.

Q. What are the primary areas of interest in your research?

A. Broadly, I am interested in twentieth-century Soviet and Eastern European history with a focus on the period surrounding the Second World War. In particular, my work centers on how and why diverse multi-ethnic and multi-confessional communities in borderland regions descend into violence during times of war and civil war. I am interested in the process by which neighbors that lived side by side for decades or centuries will engage in violence against one another.

Faculty Spotlight: Jared McBride

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

My current manuscript, *Webs of Violence: Occupation, Revolution, and Terror in Western Ukraine, 1941-1944*, centers on this topic by looking at local perpetrators and localized violence during the Second World War in the western Ukrainian region of Volhynia. The project explores collaboration with the Nazi regime, participation in the Holocaust, the rise of nationalist movements, and inter-ethnic violence in this particular region. I am also very interested in the topic of memory and violence – namely how individuals, communities, and even nations wrestle with the legacy of mass violence and the pain that surrounds it.

Q. Whom can you credit with academic inspiration, be it a professor, a mentor, or an author that you admire (feel free to include more than one!)?

A. So many! First and foremost, my parents fed every intellectual curiosity since I first opened my mouth and without them I don't know where I would be. I had so many wonderful teachers in high school who gave me confidence to ask questions and think independently. My two mentors, Jeffrey Burds at Northeastern, and Arch Getty, here at UCLA, each influenced me greatly. Prof. Burds taught me that you should bring passion to your research and writing – meaning you don't have to be a stuffy cloistered academic to be a good historian – you should let your character shine through your work. He also encouraged me not to shy away from difficult topics like mass violence and genocide – we need more attention on these harrowing topics. My Ph.D. advisor, Prof. Getty, taught me how to be a better historian: how to organize my thoughts, hone arguments, and tell a story in my own voice. Prof. Getty also imparted so much about the process of doing research and living in Russia. There are few on the planet who know the archives better than he, and more importantly, he showed me how to build relationships and work with archivists and scholars in Russia and Ukraine. The success of a project can often depend on these relationships more than the grant you received or the outlines you wrote up before going to do your research.

Q. As a professor, what do you wish to impart on your students?

A. I hope to impart to students the idea that the present is in continual conversation with the past and that this conversation is far from over. Many from the post-Cold War generations, including millennials and my own generation, often grow up with the belief that we have reached an end point in history and that the horizon is the infinite present. There is the view that we have arrived at a destination and that the past is just that, past. I think the study of history tells us this is not true and there are other worlds possible (and not all of them good ones, to be sure). We need to interrogate the past, events large and small, horrific and beautiful, long-term and fleeting, and commit ourselves to learn from them and build a better world. This kind of orientation towards the past and study of history requires a passionate and engaged approach – one I espouse in my work and teaching.

Q. Do you have any advice for students who are transitioning from the world of undergraduate studies to the professional sector, especially to those considering careers in academia?

A. More than anything, I would encourage students to seek out mentors and the advice of those around them. The university is a special place where you can walk into pretty much any office on campus at any time of the day and get advice from extremely well-educated and caring people – the rest of your life will not necessarily be like this! Seek out relationships with professors or administrators with whom you have had good experiences and ask them questions about how they made their decisions during and after college. Don't be shy – we're here to help!

Life Beyond the Degree: Gordon Wright

Interview by James Gardner, HUAB Member | June, 2017

Gordon Wright *Class of 1988*



The UCLA History Department has had many distinguished alumni, however, few have built their own flourishing business from the ground up as Gordon Wright from the class of '88. Wright is the President of OutsidePR, a Bay Area marketing and public relations company for outdoor sporting events including cycling, backpacking, triathlons, and long distance running. Wright is also involved with UCLA as a Board Member for UCLA Rugby and has a success story that would make any Bruin proud. He recently took time out of his busy schedule for an interview with "News from the Sixth Floor."

Wright's path from UCLA to the San Francisco Bay was a long and tumultuous one, full of quick thinking, making things work for him, and a little bit of good fortune. In his early years at UCLA, Wright, with his outgoing and gregarious personality, made a lot of friends. He was a member of the rugby team and was really into partying. This, however, moved his priorities away from academics and he struggled to maintain a passing GPA. Things spiraled downward for Wright as his worsening grades led him to be dismissed from the school. Gordon was allowed

back into UCLA but continued to struggle. Stuck in his old ways, he eventually was dismissed again during his fourth year at UCLA because of the low number of units he had acquired. This was rock bottom, a place where Wright would not stay for long. He wrote a heartfelt and sincere letter to the school asking to be readmitted for another chance and pledging to be a better student. He was once again let back into UCLA and was grateful for the opportunity to prove himself academically.

Upon returning, he enrolled in a class taught by History Professor Albion Urdank. Urdank assigned reading that Wright thoroughly enjoyed and engaged in with full force. Wright credits Urdank for spurring on his academic rebirth. Not only was the reading fascinating, but the Professor's teaching style hit all the right notes. He asked so many questions that evoked critical thought with an emphasis on classroom discussion. Prodded with the Socratic Method, Wright flourished. He was called on again and again by Professor Urdank and was given praise for his responses. This praise burned with a fire and he ended up receiving an A in the class. The flame lit by Prof. Urdank turned Wright into a new student. Once he had that first taste of academic success, his competitiveness took over. He was going to keep maintaining his streak of good grades and graduate. In 1988, he finally did so and it was onto the next chapter in his life.

In 1995, he started his Outdoor Sports PR company because he had found a love of adventure racing and outdoor sports in general. The business really blew up with the Race Across California event in 1999. Wright took on the public relations role for the Race Across California Event for free in order to attract a larger clientele and to have a business excuse to attend the event. During the event, people were getting lost, as well as various other mishaps, and his company successfully navigated the public relations issues that ensued for the race coordinators. This brought him to the attention of two other large clients, which grew his business even further. Wright's business has been around for over 20 years now and is thriving.

Alumnus Gordon Wright's journey through UCLA and onward to a successful career is an example of the value of perseverance through adversity. He discovered the value of an education when he faced dismissal from school. He also encountered professors like Albion Urdank who knew how to bring out the best in his students. Wright learned from his mistakes during his time at UCLA, which paved the way for his eventual success in business. He is a fine example to Bruins everywhere.

Keanu Heydari: My History Journey



I came to UCLA in the fall of 2013 as a Study of Religion major, but changed my mind after taking Prof. Caroline Ford's lower division History of Western Civilization course that quarter. Since then, I have been enamored of French and Francophone history, which I hope to pursue in graduate school after a gap year or two of research and travel abroad. Seeing Prof. Ford's passion for the craft was one of the catalysts informing my decision to get more involved with the department. In the winter, I headed to the sixth floor of Bunche, and who did I find except the illustrious Paul Padilla listening patiently and giving sound advice to a student who *insisted* she'd earned an A and not an A- on an exam. "What have I gotten myself into," I thought to myself.

Little did I know that I was stepping into a department in transition, facing the questions that all departments in the social sciences and humanities are being asked to answer. For example: *What's the value of a non-STEM degree (history, sociology, etc.) or Why should we invest in liberal arts education and the social sciences?* What's more, I was introduced to Phi Alpha Theta, the History honor society, which was also undergoing its own transitions. In the spring, I was appointed Vice President of the organization, and began to get more involved in the department.

I was eventually asked to join the History Undergraduate Advisory Board (HUAB). In its early stages, the board engaged in vision casting, and its mission has always been to enhance the undergraduate academic and social experience through collaboration with administration, faculty, and staff in engendering and implementing activities and initiatives that have a positive impact on our collaborative learning environment. The HUAB also seeks to increase the visibility, participation, and inclusion of the undergraduate majors within the intellectual life of the department. When Prof. Andrea Goldman took on the role of Vice Chair for Undergraduate Affairs and headed the HUAB, this vision became materialized by, among other things, the first undergraduate history conference at UCLA, which was held on May 13, 2016, entitled "Power and Politics."

I helped organize the conference by soliciting student participation through social media and word of mouth, and acting as a liaison between the HUAB and students who submitted papers. The conference featured a wide array of student papers; I both participated as chair for several panels, as well as delivered a paper I wrote on the usage of propagandistic language in Vichy France. Through extensive coordination and organization, the conference was exceedingly well-attended and drew in numerous applications from the rising pool of history sophomores and juniors to participate in the next cycle of UCLA's HUAB.

This spirit of excitement and shared intellectual passion was reconfirmed by the second annual undergraduate history conference, held on April 28, 2017, entitled "State and Society," which exceeded expectations in terms of attendance (roughly 150 attendees) as well as the quality of the undergraduate research on display.

Beyond these spectacular conferences, I have witnessed the commitment of the department to modernize and amend its practices to the material realities facing its students. For example, by the introduction of new "peer counseling" hours, students can bring questions about the department organization, structure, and best-practices pertaining to their completion of the degree. The introduction of a new history minor, begun in Winter 2017, will allow scores of students to be recognized for their work in history who did not have enough space in their schedules to complete the history major.

While it's true that my intellectual voyage has been anything but straightforward, my experience as a product of UCLA's department of history has wildly exceeded my expectations. I have seen the love, passion, and joy of its staff and faculty, all of whom genuinely care for undergraduates in a rapidly changing world that tends to devalue non-STEM foci. I am certain that the department's unique flexibility at this critical juncture in our current cultural moment will see its expansion and recognition accelerate.

(Keanu Heydari is the recipient of the 2017 History Department Service Award for exceptional contributions)

Recognition of Departmental Honors

HONORS THESES - HIGHEST DEPARTMENTAL HONORS

Clarissa Borges

Ivan Hernandez

Jacob Lahana

Drake Morton

Yu Lut So

William Stringer

HONORS THESES - DEPARTMENTAL HONORS

Anna Davis

Jacqueline Devereaux

Russell Haynes

Jaida Keaveney

Jordan Minns

Recognition of Departmental Awards

UCLA HISTORY DEPARTMENT SERVICE AWARD

Keanu Heydari

BRIAN J. CASTOR AWARD

Joshua Dan

CAREY MCWILLIAMS AWARD

First-Place Prize

Clarissa Borges

"Memory Wars: Contending for Commemoration at the Lincoln Memorial and Arlington House, the Robert E. Lee Memorial in Washington, D.C."

Advisor: Joan Waugh

Second-Place Prize (*Tie*)

Jacob Lahana

"From Salvage Ethnography to Civil Rights: Rodman Wanamaker, Joseph Dixon, the 1924 Indian Citizen Act, and the Largest Indian that Never Was, 1906-1926"

Advisor: Benjamin Madley

William Stringer

"Insanity in the Ranks: The Union Army's Attempt to Manage Mental Illness During the American Civil War"

Advisor: Theodore Porter

Third-Place Prize

Jordan Minns

"Our Chains are Black: The Development of Blackness in 17th Century Virginia Through Law"

Advisor: Robin Kelley

Summer & Fall 2017 Upcoming Events

Date	Event	Time	Location	Description
6/16/17	College of Letter & Sciences Graduation Ceremony	2pm & 7pm	Pauley Pavilion	College Graduation
6/18/17	UCLA Department of History Commencement Ceremony	9am-10:30am	Dickson Court Plaza North	Departmental Graduation
6/19/17	MyUCLA Fall 2017 Enrollment Begins			Priority pass 6/19; First pass 6/22; Second pass 6/29
6/26/17	Summer Session A Begins			
6/28/17	Spring 2017 GPA			First day to check GPA for term grades through MyUCLA
7/4/17	Independence Day Holiday			Campus closed
8/07/17	Summer Session C Begins			
9/28/17	Fall Instruction Begins			
10/13/17	Bachelor's Degree Candidacy			Last day to declare bachelor's degree candidacy for current term, with fee depending on units completed
12/11-12/15	Fall 2017 Finals Week			
12/15/17—1/03/18	Winter Break			

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

Summer 2017 Course Offerings



Department of History Summer Courses 2017

SESSION A (June 26 - August 4)

- *HIST 1B Intro to Western Civilization: Circa 843 to Circa 1715 **ONLINE**
- HIST 119D Topics in Medieval History: Sex in the Middle Ages
- HIST 142D American Popular Culture
- HIST 149A ~~North American Indian History, Precontact to 1830~~ **(COURSE CANCELED)**
- HIST M155 History of Los Angeles
- HIST 176E ~~Vietnam: Past and Present~~ **(COURSE CANCELED)**
- HIST 179B ~~History of Medicine: Foundations of Modern Medicine~~ **(COURSE CANCELED)**
- HIST 191C World War II: The Good War
- HIST H195CE Community and Corporate Internships in History **(Contract Course)**

SESSION C (August 7 - September 15)

- *HIST 1C Intro to Western Civilization: Circa 1715 to Present **ONLINE**
- *HIST 13C History of the U.S. and Its Colonial Origins: 20th Century **ONLINE**
- HIST 121E History of Modern Europe: Era of Total War, 1914 to 1945
- HIST M151C Understanding Whiteness in American History and Culture
- HIST 154 History of California
- HIST 157B Indians of Colonial Mexico
- HIST 164D Topics in African History: Africa and Diaspora in Global and Comparative Perspective

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Fall 2017 Course Offerings

Lower Division Lecture Courses

HIST. 1A INTRODUCTION TO WESTERN CIVILIZATION: PREHISTORY TO CIRCA A.D. 843

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

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

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

HIST.3A HISTORY OF SCIENCE: RENAISSANCE TO 1800

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

HIST. 8A COLONIAL LATIN AMERICA

PROF. TERRACIANO | TR 11:00A-12:15A

HIST. 9A INTRODUCTION TO ASIAN CIVILIZATIONS: HISTORY OF INDIA

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

HIST. 9D INTRODUCTION TO ASIAN CIVILIZATIONS: HISTORY OF THE MIDDLE EAST

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

HIST. 11A HISTORY OF CHINA: TO 1000

PROF. VON GLAHN | MWF 9:00A-9:50A

HIST. 12B INEQUALITY: HISTORY OF NEOLIBERALISM

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

HIST. 13A HISTORY OF THE U.S. AND ITS COLONIAL ORIGINS: COLONIAL ORIGINS AND FIRST NATION BUILDING ACTS

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

HIST. 21 WORLD HISTORY, CIRCA 600 TO 1760

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

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

PROF. MYERS | M 8:00A-9:50A

Lower Division Seminar Courses

HIST. 96W INTRODUCTION TO HISTORICAL PRACTICE

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

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

SEM 3: TA | W 10:00A-12:50P

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

SEM 5: TA | R 2:00P-4:50P

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

SEM 1: PROF. SABEAN | T 4:00P-6:50P

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

SEM 3: PROF. MCCLENDON | T 2:00P-4:50P

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

SEM 1: PROF. MERANZE | F 12:00P-2:50P

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

HIST. 97G INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN EAST ASIAN HISTORY: SHANGHAI'S NEW CULTURE, 1895 TO 1937

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

HIST. 97N INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN INDIAN HISTORY: MULTIPLE ISLAM: COMPARATIVE APPROACHES TO ASIAN ISLAM

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

Lower Division Fiat Lux Seminars

HIST. 19 FIAT LUX FRESHMAN SEMINAR

SEM 1: FORMS OF VIOLENCE AND CINEMA

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

SEM 2: NEW MIDDLE EAST: CRISIS AND CONFLICT

PROF. GELVIN | M 2:00P-2:50P

SEM 3: SOCIAL WORLD OF JANE AUSTEN: PRIDE AND PREJUDICE

PROF. TEO RUIZ | R 3:00P-4:50P

SEM 4: UCLA CENTENNIAL INITIATIVE: UCLA IN LOS ANGELES

PROF. RUIZ | R 5:00P-5:50P

SEM 5: CHINA'S MODERN YOUTH CULTURE IN HISTORICAL PERSPECTIVE

PROF. VON GLAHN | M 2:00P-2:50P

Upper Division Lecture Courses

HIST. M103A ANCIENT EGYPTIAN CIVILIZATION

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

HIST. M104B SUMERIANS

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

HIST. 105A SURVEY OF MIDDLE EAST: 500-1300

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

Fall 2017 Course Offerings

Upper Division Lecture Courses

HIST. M108C CULTURE AREA OF MAGHRIB (NORTH AFRICA)

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

HIST. M110A IRANIAN CIVILIZATION

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

HIST. 111B MIDDLE EASTERN HISTORY: EARLY MODERN

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

HIST. 113A HISTORY ANCIENT GREECE: RISE OF GREEK CITY-STATE

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

HIST. 114A HISTORY OF ROME TO DEATH OF CAESAR

THE STAFF | MW 3:30P-4:45P

HIST. 116A BYZANTINE HISTORY

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

HIST. 119A MEDIEVAL EUROPE, 400-1000

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

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

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

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

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

HIST. 125A BAROQUE AND ENLIGHTENMENT GERMANY

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

HIST. 126 EUROPE IN AGE OF REVOLUTION, CIRCA 1775 TO 1815

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

HIST. M127A HISTORY OF RUSSIA, ORIGINS TO RISE OF MUSCOVY

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

HIST. 136A HISTORY OF BRITAIN: TUDOR-STUART TIMES, 1485 TO 1715

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

HIST. 138A COLONIAL AMERICA, 1600 TO 1763

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

HIST. 141A AMERICAN ECONOMIC HISTORY, 1790 TO 1910

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

HIST. 142D AMERICAN POPULAR CULTURE

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

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

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

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

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

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

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

HIST. M151A HISTORY OF CHICANO PEOPLE

PROF. GOMEZ-QUINONES | TR 9:30A-10:45A

HIST. 153 AMERICAN WEST

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

HIST. 154 HISTORY OF CALIFORNIA

THE STAFF | MWF 10:00A-10:50A

HIST. 161 TOPICS IN LATIN AMERICAN HISTORY: MEXICO SINCE INDEPENDENCE

PROF. PEREZ-MONTESINO | W 2:00P-4:50P

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

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

HIST. M170D 20TH-CENTURY CHINA

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

HIST. 174E INDO-ISLAMIC INTERACTIONS, 1750 TO 1950

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

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

THE STAFF | MW 3:30P-4:45P

HIST. 180A TOPICS IN HISTORY OF SCIENCE

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

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

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

HIST. M181SL JEWISH THOUGHT, POLITICS, AND ETHICS: FROM THEORY TO PRACTICE

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

HIST. M184C AMERICAN JEWISH EXPERIENCE

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

HIST. M186A WOMEN AND GENDER, PREHISTORY TO 1792

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

Fall 2017 Course Offerings

Upper Division Seminar Courses

**HIST. 187A VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR:
ANCIENT HISTORY**
STAFF | MWF 9:00A-9:50A

**HIST. 187C VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR:
EUROPE**
PROF. JACOB | W 3:00P-5:50P

**HIST. 187D VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR:
U.S.**
SEM 1: ARGUING AMERICAN REVOLUTION
PROF. YIRUSH | M 2:00P-4:50P

SEM 2: EXPLAINING SALEM WITCHCRAFT
PROF. PESTANA | W 3:00P-5:50P

**HIST. 187J VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR:
AFRICA**
THE STAFF | W 9:00A-11:50A

**HIST. 187G VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR:
EAST ASIA: QING HISTORY THROUGH MANCHU SOURCES**
PROF. FITZGERALD | T 2:00P-4:50P

**HIST. 187M VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR:
SOUTHEAST ASIA: INDIAN OCEAN TRAVELS, 1300 TO 1800**
THE STAFF | M 1:00P-3:50P

**HIST. 187N VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR -
INDIA: GUNPOWDER EMPIRES IN EARLY MODERN ISLAMIC HIS-
TORY: MUGHALS, OTTOMANS, AND SAFAVIDS**
PROF. SUBRAHMANYAM | W 2:00P-4:50P

**HIST. 191B CAPSTONE SEMINAR: HISTORY - MEDIEVAL: CRIME,
SIN, AND LAW IN MEDIEVAL EUROPE**
PROF. GOLDBERG | T 2:00P-4:50P

**HIST. 191C CAPSTONE SEMINAR: HISTORY - EUROPE
SEM 2: CAPSTONE SEMINAR: HISTORY- EUROPE**
PROF. URDANK | R 1:00P-3:50P

SEM 3: CAPSTONE SEMINAR: HISTORY- EUROPE
PROF. FORD | M 3:00P-5:50P

HIST. 191D CAPSTONE SEMINAR: U.S.
SEM 1: CAPSTONE SEMINAR: HISTORY- U.S.
PROF. BROWN | W 2:00P-4:50P

SEM 2: CAPSTONE SEMINAR: HISTORY- U.S.
PROF. YEAGER | W 2:00P-4:50P

**HIST. M191DC CAPPP WASHINGTON, DC, RESEARCH SEMI-
NARS**
PROF. DESVEAUX & TA | R 10:00A-12:50P

HIST. 191E CAPSTONE SEMINAR: HISTORY - LATIN AMERICA
PROF. SUMMERHILL | W 2:00P-4:50P

**HIST. 191F CAPSTONE SEMINAR: HISTORY - NEAR EAST:
ECONOMIC HISTORY: LATE ANTIQUITY TO EARLY ISLAM**
PROF. MORONY | R 4:00P-6:50P

HIST. 191L CAPSTONE SEMINAR: HISTORY - JEWISH HISTORY
PROF. STEIN | M 2:00P-4:50P

**HIST. 191O CAPSTONE SEMINAR: HISTORY - WORLD HISTO-
RY**
PROF. MADLEY | M 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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SCHEDULE OF CLASSES

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

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

Term: Winter 2017
Winter

Search Criteria
Search By: Subject Area

History (HIST)

Go

[What is a Subject Area?](#)

New Student Orientation - Summer 2017

Welcome to UCLA and the History Department!

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

It is highly recommended for every incoming freshman and transfer student to attend a new student orientation session during the summer. During these sessions, incoming students will have the opportunity to learn more about UCLA, meet with their departmental counselors, learn more about their major requirements, and enroll in Fall 2017 classes. We know you are very excited to start your journey at UCLA, but at this moment Undergraduate Admissions is evaluating and processing transcripts, therefore departmental counselors do not have access to student records yet.

For more information about the History department, please visit our website: www.history.ucla.edu

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

-Department of History Counseling Team

Dates to Remember!

First Year Orientation

Sessions

- 101: July 10—12
- 102: July 19—21
- 103: July 24—26
- 104: August 1—3
- 105: August 8—10
- 106: August 16—18
- 107: August 23—25
- 108: August 29—31
- 109: September 6—8
- 110: September 10—12
- 111: September 13—15

Transfer Orientation

Sessions

- 201: July 17
- 202: July 27
- 203: August 4
- 204: August 7
- 205: August 11
- 206: August 15
- 207: August 21
- 208: August 28
- 209: September 5