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Greetings, History Majors and History Minors! Welcome (back) to “News from the Sixth Floor” and the 2017-18 academic year. I am eager to update you on relevant news from the Sixth Floor of Bunche.

As some of you may know, we launched a new Minor in History in Winter 2017. As of today, we already have 75 minors. So, please, continue to get the word out. Is your roommate a Math major with a secret hankering for historical knowledge? 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. Our major numbers also are on an upward trajectory. And the number of majors undertaking honors theses is inching upwards as well. If you are interested in pursuing the honors thesis option, it is not too soon to start now to seek out a faculty mentor to supervise the project.

The department continues to experiment with the History curriculum in the interest of enriching the experience for our majors. We now offer a new category of topical historiography seminars for our students, History 187. Think of these as the equivalent of junior seminars. In addition, this fall we rolled out two new courses: History 94, What Is History?, which is enrolled at capacity, and History 148, Introduction to Public/Applied History (read the interview below with Karen Wilson for more on this new course). Finally, save the date for our Third Annual Undergraduate History Conference, on Friday, April 27. If you have a research paper you have written (or are currently writing) for a 96W, a 97, or a 191, consider submitting an abstract to present at this conference in the spring. A call for abstracts for participation in the conference will be issued in early January. A link to the most recent issue of Quaesitio, produced by UCLA’s Phi Alpha Theta History Honors Society, can be found here https://pathonors.wordpress.com/quaestio/. Several of last year’s conference presentations were selected for inclusion in the journal.

We have a new History Peer Counselor, Delanie Moreland. She will be assisting our dedicated staff counselors in helping majors and minors (and would-be majors and minors) navigate the department. You will find Delanie’s short self-introduction below.

The UCLA Library has hired a new History subject specialist, Marisa Méndez-Brady, who is available to help our students make use of local and online resources for historical research. Don’t be shy! Please feel free to reach out to Marisa for any library or research-related questions. A short bio and contact information for Marisa is provided below.

We have a new cohort of History Undergraduate Advisory Board members, your undergraduate representatives for all matters related to the major. Please read about them below.

Finally, a reminder that undergraduates are always welcome at department talks and events. You are a vital part of our intellectual community. Please take advantage of the many opportunities available. For those interested in pursuing graduate studies in history, some of our current History graduate students will be available on Wednesday, November 15, 2-4 pm in the History Reading Room, to chat over coffee and cookies about advanced degrees in History. I look forward to seeing you in our classes and around the sixth floor of Bunche.

“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 Peer Counselor: Delanie Moreland

Delanie Moreland
History Peer Counselor
6291 Bunche Hall | (310) 825-4601

PEER COUNSELOR DROP-IN HOURS:
Tuesday: 10am-1pm
Wednesday: 2pm-4pm
Friday: 10am-1pm

Delanie is a second-year student planning to double-major in History and Psychology. She will be assisting the counseling unit to help students learn about the requirements for the History major and minor, the resources the department has to offer, and other general inquiries. She is an Orange County native, 60s and 70s music enthusiast, and animal lover. When not studying, you will probably find her staring at makeup videos, shopping for clothes she doesn’t need, or hanging out with friends. If you have any questions, feel free to stop by her drop-in office hours!

History Subject Librarian: Marisa Méndez-Brady

Marisa Méndez-Brady assumed the role of Librarian for English and History in the Humanities and Social Sciences Division in the Charles E. Young Research Library in September, 2017. Over the last twelve years Marisa has occupied a variety of positions in libraries and archives, with roles ranging from processing physical and digital collections to Science Reference Librarian. She holds her Master of Science in Information Studies (MSIS) from the University of Texas at Austin and a Graduate Certificate in Instructional Design from the University of Maine. She has her BA in History from Haverford College, where she focused on postcolonial studies and the role that cultural contact zones play in establishing hegemony. When she’s not helping researchers with their projects, she’s busy with her own publications. Currently, her research centers on applying a critical lens to the theory and practices surrounding librarianship with a particular interest on decolonizing library spaces. As a new resident of Los Angeles, in her free time she loves exploring the art and culture scene, as well as going on hikes with her rescue dog Baxter, who hails from Austin, TX. She hopes to meet you soon!
My name is Lizett Aguilar. I am a current third-year from Bakersfield, California. I am majoring in History while pursuing minors in Chicana/o Studies and Labor and Workplace Studies. I love history but I also have an interest in the subjects of immigration, race, and politics and hope to work in a job, which mixes all of these interests in the future. I plan to attend both graduate and law school following my undergraduate career at UCLA. For now, I am currently involved with student government on the Hill and will be one of the two Directors of Programming with UCLA’s On Campus Housing Council (OCHC) this year. I am also very excited for the opportunity to work with the History Undergraduate Advisory Board this year and will work hard for all of my fellow history majors!

My name is Austin Alvarez. I am a fourth year history major from Santa Barbara, California. My historical interests span across a variety of time and places though I focus most specifically on modern Mexican history. I am currently conducting a senior thesis on Pancho Villa and his memory within Northern Mexico. I look forward to serving on the HUAB in my final year at UCLA and pursuing graduate study in history.

My name is Christian Choe, and I am a third-year student pursuing a degree in History. Currently, my primary research interests are in the economic development of the United States in the nineteenth century. I am interested in American currency, the development of national banks, and transportation issues in relation to the growth of the American economy. I am a volunteer of the Channel Islands Laboratory of the Cotsen Institute of Archaeology; I am the Assistant Coach of the John Marshall High School Academic Decathlon team; and, I am the Student Staff Assistant for the Center for Liberal Arts and Free Institutions at UCLA. I am very excited to return to the History Undergraduate Advisory Board for 2017-18.

My name is Laura and I’m a senior at UCLA majoring in History. I’m currently researching social revolutionaries in the United States and South Africa in the twentieth century. I plan to continue similar research in graduate school, exploring the cultural exchange of ideas between both countries. I tutor weekly at Marina del Rey Middle School, and I’m a member of the Bruin Running Club. In my spare time, I like to write short biographies and eat chocolate.

Linda Esquivel is a Mellon Fellow, majoring in History and Labor & Workplace Studies. She has served on the editorial board for UCLA’s Aleph Undergraduate Research Journal and participated in the department’s History Corps Internship Program. Linda is currently writing her Honors Thesis on anarchism in early 20th century Mexico. Her work highlights how the intersection of liberal ideology, discussions of gender/sexuality, and reproductive rights contributed to the construction of Maternidad Anarquista (Anarchist Motherhood) in the Mexican Liberal Party. Her second field of research focuses on the historical construction of crimmigration in California’s Central Valley. Linda’s research has been supported by the Mellon Mays Undergraduate Fellowship, the Constance Coiner Scholarship For Labor and Feminist Issues, and the Bradford E. Burns Endowed Scholarship for History Students.
My name is Lily Krol, and I am a senior at the University of California, Los Angeles. I am pursuing an undergraduate degree in History with Minors in Art History and European Studies. My research focuses on the cultural history of France of the nineteenth century, specifically studying the architecture of the Belle Époque. I enjoy analyzing history from an interdisciplinary perspective, examining the interactions between art, architecture, and culture. I am passionate about public education of history having interned with the Petersen Automotive Museum and the Getty. Outside of my academic work, I serve as the Drum Major for the UCLA Bruin Marching Band. After graduation from UCLA, I hope to attend law school.

My name is Jessica Preciado and I’m a 4th year History major. I live in the city of Fontana, which is located in San Bernardino County. I love my major and learning about the diverse migration of people and cultures, particularly in the United States and Latin America. My goal as a member of the History Undergraduate Advisory Board is to help current and incoming students feel comfortable in the major and form a community that will encourage everyone to support each other as they navigate their academic goals. I’m also involved in the UCLA Adelante Tutorial Program as a Director of Volunteers and a member of UCLA Chicanos/Latinos for Community Medicine. Both groups strive to help underrepresented and low-income communities by providing tutoring, academic advising, and medical services. I hope to graduate UCLA with a History degree and continue on to Medical school.

Hi, my name is Lucas Robinson and I am excited to serve on the History Undergraduate Advisory Board. I was born in New York City, but grew up in Palos Verdes, California after my family moved when I was two years old. However, they have since moved back to the city after becoming empty nesters with me in college. History has always been a fascination of mine as both my grandpas instilled its importance in me at a young age. Without a critical knowledge of the past, we are unable to move forward and make sound decisions. When not studying, I can be found hanging out with friends, sleeping under the stars in the mountains during the summer, and watching movies.

Hello! I am a fourth-year history major with a minor in the study of religion. I am originally from San Diego, CA, and last summer I was lucky enough to intern for the San Diego Museum of Man. Currently, I am working on a departmental honors thesis focused on early medieval identity in north-eastern England to be completed in the Spring. This year, I will serve as the president of Phi Alpha Theta, the historical society on campus. I’m sad that this will be my last year at UCLA, but the past three years have been so wonderful that I can’t wait to see what this one has to offer.

Hello there, I’m Yaffa. I’m a senior and transfer student at UCLA majoring in history. With no focus topic, I am on a mission to dive into as many places and eras as possible during my short time here. At my former community college, I worked as a peer mentor and teacher’s assistant for the history department. I currently serve as Vice-President for UCLA’s local chapter of The American Association of University Women (AAUW) and have worked with different organizations on campus such as UNICEF and a film production club. Following graduation, I plan on attending law school. Until then, I am excited to work with HUAB in making the best experience for everyone involved in the department!
Q. Would you mind briefly explaining your background?
A. I grew up in New York City and I graduated from Harvard in a year that I don’t really want to admit to at this point, because it would be regarded by some as ancient history already. Then Oxford, where I was given a wonderful position as a research fellow for three years. When I was elected to this position, the warden called me in and said, “By the way, we think you should do a D. Phil.” So I did. And, I wrote something that became my first book, *A Historical Commentary to the Thirteenth Sibylline Oracle*, which is a study of provincial attitudes towards the Roman government in the third century AD. And the text itself is one of the very few contemporary documents from that period. We actually have a few more nowadays, thanks to discoveries in the last year or so. Then I got a job at Bryn Mawr College where I taught for a couple years. I’ve been at Michigan since 1986.

Q. What motivated you to pursue a career in Academia?
A. I didn’t want to be a lawyer, which is what my parents thought I should be, and I just always found historical issues and historical problems, and issues in Latin, inherently fascinating. More so Latin than Greek, even though I have a sideline in people like Thucydides because I taught them my whole time at Oxford. But, as you get a sense for the ancient world, you see that the issues of the ancient world are very much those of the modern world. How do you deal with narcissistic morons that are in charge of your country? How do you create a viable, workable society? What is government’s responsibility to the governed? There’s a reason why a lot of ancient classical theory has shaped modern democratic theory. The worlds are way closer together than they might often seem just chronologically. And, of course, when you get the chance to read something like Tacitus or Thucydides in the original, it’s just fascinating. You meet these extraordinary minds and I’ve always found that immensely interesting. Then there is the fact that you do have to spend a lot of time in the field. You have to see it to write about it. I do happen to like Italy, Greece, and Turkey. Also, ancient history works differently than a lot of modern history because it covers such a vast time span. In later historical periods somebody may become an expert in a relatively restricted area could spend his or her entire career focused on one month in 1914, which is a completely worthy enterprise, but if you are studying the history of the Roman world you really are looking at the evolution of a society over the course of many centuries.

Q. Commentators often compare Ancient History, specifically Roman history, to contemporary events. How do you feel about this practice?
A. The fundamental problem isn’t so much the fact that you have a narcissistic idiot running the government. The problem is how did they get there. We tend to forget that Nero was actually on the throne for 14 years. At least he had the excuse when he took the throne that he was seventeen. Caligula was only on the throne for four years. Commodus, everyone’s favorite from *Gladiator*, was Emperor for twelve years. So what is inherent in the system that’s put up someone who seems to be unfit for government? That’s the fundamental issue these days that we need to face up to. What is it that supported and gave rise to the ability for this person to become elected president? He may be fighting with the Republican Party all of the time but still the Republican Party is determined that it has more of a vested interest in keeping this man in office, which is not unlike the lesson that you would get from looking at the reign of Nero. Nero happened to be convenient to a lot of people who had their own agendas. When the emperor ceases to be convenient to people, then the emperor ceases to be emperor and tends to be overthrown from inside the palace. There are other periods, which raise important questions, about how the democratic government of the Roman Republic failed. In the 17th, 18th, 19th, 20th centuries we see a movement from autocracy to democracy, but the Roman world worked in the opposite way. It created a stable monarchy that lasted for centuries out of a failed democracy. Looking at the privatization of government, which is what went on the first centuries BC, is also extremely relevant now. One example is the city of Chicago. Chicago needed to raise money quickly so it turned over all of its public parking to an investment bank. They tripled the parking rates for everybody. This a completely Roman solution – it’s called tax farming. We’re talking about the same thing all the time.
Q. Do you remember the first course you taught?

A. Yes, it was course at Bryn Mawr I was completely unsuited to teach. It was on Roman comedy. I had never taken a course on Roman comedy; I had never studied Roman comedy. So I had to work it up in a very big hurry. Now, the funny thing is one of my students in that class, who for some reason didn’t kill me and is still willing to speak to me, is a professor of Astrophysics at the University of Michigan. We ran into each other by accident about five years ago and now we’re very good friends. Nowadays I deal quite a bit with Roman comedy because its fascinating social commentary on the early second century BC, and we don’t have a lot else from that period, so I learned a lot which proved very valuable for me later on.

Q. What about being a professor has been the most rewarding?

A. I think the most rewarding thing (this may sound strange) is that when I give a final exam, I see people coming out of it knowing they were all able to answer questions they couldn’t even imagine they would answer fourteen weeks earlier. I find the ability and the freedom to talk about things that I find interesting terrific. So those two things I would say are my favorite aspects.

Q. What sparked your interest in Ancient Rome and the Classics?

A. Bad movies. In a decade that I don’t really want to name, but before such things as cable TV, really bad movies about the Romans were what was on New York City TV stations on Saturdays and Sundays. They were more interesting than I Love Lucy so these Roman movies sparked my interest to want to take Latin. I had terrifically good teachers when I was in high school. It just became something that was very much a part of my life.

Q. How has research in your field of history changed over the years?

A. Well, one of the things that I think is important about ancient history is how much of it is new. Every year we get about a thousand new texts, documents inscribed on non-perishable materials. We have publications of hundreds of papyri so the documentary sources are constantly renewing themselves, and most recently in Vienna an extraordinarily skilled woman, Jana Grusková, has uncovered pages and pages of a third-century AD historian. So we have hundreds of lines of this historian that we never had before. And, archeologically we’re always learning more about the ancient world in different ways because as the tie between classical archeology and anthropology has become much more significant, we are able to get at the lifestyles of people outside of the elite in ancient society. I think the biggest development in ancient history and research has been the way archeology has become essential to the study of the subject. We have texts now that made the things I was teaching fifteen years ago just wrong. The emergence of new text has made us rethink questions that we thought were answered. I think the key to ancient history is being able to absorb the new material as it comes to light.

Q. Is there a particular class or subject that you hope to bring to UCLA?

A. I’ll be at UCLA in the winter and spring. There’s a course I taught here [at The University of Michigan] for a long time called “Roman Sport.” I certainly intend to be teaching that in the spring term. It’s a great deal of fun because it’s a way of using sport to analyze broader patterns in society. Often we have this image of gladiators killing each other and they didn’t kill each other. They were actually highly paid professionals. Chariot racing was probably more dangerous. Then, also, the whole sporting world of Greece was brought into Rome. The great era of professional athletics, besides from the 20th and 21st centuries, was in ancient Rome in the first three centuries AD. So we look at how sport reflects social values in this course. Also, if you really want to find out how to be a gladiator, you can do that too. It’s a course I enjoy teaching a lot and I hope the people at UCLA will like it. And, in the winter term, I will be doing a course on the history of the Roman Empire from Julius Caesar to Constantine. Again, I think this course is directly relevant to many of the things we were talking about earlier. How do you manage the emperor? What is an emperor? How does the chief executive actually function? How does this society come together? Rome actually united a world from Britain to the Near East to North Africa. There is a wildly interesting question in cultural fusion, which is again very relevant nowadays.
Q. In light of recent events of sports and politics colliding, what kind of perspective does knowledge of ancient sport bring to the conversation?

A. Well, that is an interesting question. Basically, the argument that I begin this course with is that there are three interest groups in sports: there are the fans, the athletes, and management. And, their interests very rarely coordinate with each other, so the development of sport really arises out of the conflict between these different groups. Roman sports were inherently political. If you wanted to make a statement on a social issue, you did so in the amphitheater, or you did so in the circus. One of the last texts we tend to look at in this course is an account of a riot that nearly brought down the Emperor Justinian in 542 AD. You can never have sport without politics. Now, what is interesting in the modern case is that the athletes are the ones pushing the issue, which would not have happened in antiquity by and large. It would have been the fans, mostly, that would have been behind it. But I suppose is there is a certain fear on the part of the Trump administration that the players in the NFL are reflecting what is a broader view held by a large portion of society. Then, of course, there is the issue of injury, which the NFL lies through its teeth about. The question is what is the calculus that an athlete goes through? I once asked an extremely successful professional football player whom I got to know at Michigan, “would he know when it was time to quit?” And, the first thing he said was, “If I ever get hurt the way Peyton Manning did, I would get out of there immediately.” What he said was, “I make a certain amount of money doing this--I make a large amount of money for doing this. I take a lot of the money I make because I remember that I grew up in a trailer, to help people out and I need the money to help my philanthropic activities, but at the point when I know football will prevent me from a long life and enjoying my kids, I’ll get out—which, I did.” And, for a Roman athlete you have the same issue. How long is your career going to be? How many times are you going to take 10,000 Sesterces – which is a lot of money – or 12,000 Sesterces to fight as a gladiator? And, we know, for instance, the way gladiators are buried—their families were very proud of them; they tended to be wealthy people. Matter of fact, we have at one point a bunch of upper-class people that wanted to fight as gladiators and they complained that the Emperor who was trying to prevent them was taking away their income. But, these sports and the sports of the Greek World tended to be very violent by our standards. So, it’s a conscious decision that an athlete has to make how much risk is acceptable for a paycheck. And, I think everybody in the NFL right now is facing that issue.

Q. Who, in your opinion, do you feel is the most interesting Roman Emperor?

A. I wrote a book about Constantine. Here’s a man who had to convince the world to change the intellectual habits of a millennium—more than a millennia—to become Christians. How do you change people’s minds with out persecuting them? It’s the great, interesting thing about Constantine. He didn’t tell people what to do. He suggested what he thought was a good idea. It’s the complete opposite of a certain idiot we see nowadays. Constantine is very much up there on my list of the most interesting people. Marcus Aurelius who’s Meditations we have—he was a fascinating person. You can watch the chief executive of a major corporation worry about how he is doing his job in and day out. It is intriguing. The reason my course starts with Julius Caesar is he may not really have been an emperor, but he was close enough. He was one of the most interesting men who ever lived. We have his writings on the civil wars, and the Gallic Wars, and you can watch his personality come through to us. He is just an intriguing person. All three of these guys are going to figure significantly in the winter term.

Q. Outside of academia, what do you enjoy doing?

A. I like to go to the gym, which I suppose is good for me, and is the opposite of sitting at my desk on a daily basis. I like talking to my kids and wife. Doing things with my family. Reading a wide range of books both nonfiction dealing widely with history, and good mystery novels because it’s a lot like what I do in studying ancient history, which often involves solving puzzles.

Q. If you had one thing you wanted to impart to your students in every course, what would that be?

A. The importance of rational thought. When you take a position that you understand your reasons that you have for taking it.
Q. What is your background?
A. I was a broadcast film major as an undergraduate student. I returned to school in 2004, enrolling in the Ph.D. program after working in a variety of fields. I finished in 2011, which was a little too long; but at the time, I was also curating an exhibition, which is akin to writing two dissertations simultaneously. Nevertheless, it was a great opportunity for me. That possibility was made through the partnership between the History department and the Autry National Center, when Dr. Aron was a faculty-member and ran the Institute for the Study of the American West. I was one of his graduate students, and my research focused on the history of Jews in Los Angeles. By that time, I had written a master’s thesis centered on the late-nineteenth and early twentieth centuries. I wanted to go further into the past, so my dissertation was centered on the mid-nineteenth century into the end of the nineteenth century, looking at social networks. The big question was, “How did a group, in this case Jewish immigrants, become integrated into the local community, culture, and economy when Los Angeles really became an American city?” It was an effort to change the narrative of the beginnings of American Los Angeles. By the time I showed up here, they had the idea to start a project looking at the history of Jews in Los Angeles, which would culminate in an exhibition at the Autry National Center. So, you could say I got here at just the right time.

Q. When did you discover your passion for history?
A. I have loved history since junior high, but I only took one course in history as I got through college. Initially, I was a journalism major, but switched into broadcast film. I was a film buff; I was a creative writer; and, I wanted to be a screenwriter. History fell by the wayside, and I regret that. I love reading history books and biographies, and I love asking, “What happened? Why did it happen?” When I decided to return to school, I went for a master’s program, where I realized my passion for history. Then, it dawned on me: “This is something I can study seriously.” The study of history is about the consequences of what people do, and I’m always curious about that. No matter the situation.

Q. How do you think history is different, as compared to the history being taught when you were in high school?
A. I graduated high school in 1970, and I graduated college in 1974. Then, I came back to school in the early-2000s. The history being taught earlier is very different from the history being taught now. It was as though I was relearning everything. For instance, people are always talking about the “60s,” when I came back to university. When I was a kid then, I had always seen it as the beginning of a great, new era of justice. You had the Great Society, the war on poverty, etc. In fact, it was actually the end of Progressivism and Roosevelt’s New Deal. Things like that made me realize the history I learned then was not the history being taught now. This was intriguing, I thought to myself, “I get to learn about it all over again!” And I was excited about that.

Q. What is your position here within the department?
A. I wear three hats. I am the graduate career officer; I am the director of the Public History Initiative (PHI); and, I teach the new “Introduction to Public and Applied History” course. As the graduate career officer, I advise our Ph.D. students on how to make the most of their time here, how to make the most of the resources within the department, and how to plan for and achieve the career path for which they are looking, whether that involves becoming a professor, a consultant, a policy analyst, or secondary school teacher. My job is to help facilitate their goals. As the director of PHI, I oversee administration of the HistoryCorps program—our internship program for History majors and minors. Basically, students sign up for courses through the Center for Community Learning, and we help identify sites for unpaid internships.
These are sites with a primarily historical focus, such as the Petersen Automotive Museum, the Museum of Tolerance, the Museum of the Holocaust, the Skirball Cultural Center, and El Pueblo; you can get a list of all those online. We promote those sites to students, and encourage them to be involved in these internships. Another part of PHI is the National Center for History in Schools, which is a K–12 curriculum development program. We’re also initiating Project 1919, which is a student-driven research project on the histories of UCLA in commemoration of the upcoming centennial. Finally, I teach courses for the department. We’re trying to get a public history sequence started; this year, it is History 148: Introduction to Public and Applied History. Next quarter, there’ll be a 187 Public History course, focusing on UCLA history.

Q. What is public history?
A. Honestly, there are as many answers to that question as there are historians. My definition of public history is “historical research, analysis, and presentation focused on making history accessible and useful to the larger public beyond the academic profession.” In other words, I might write a book speaking to my fellow historians, but I would put on an exhibition that speaks to everyone in Los Angeles. I use the same discipline and the same methodology, but consider different audiences. So, the key is focus on those specific audiences.

Q. What is most rewarding about your position(s)?
A. That depends on the day of the week. Perhaps the most rewarding, because I work with both undergraduate and graduate students, is the interaction. I get to have conversations where they share their intellectual interests, curiosities, and confusions. I get to have great conversations about history. I always ask graduate students about their research, not just their career goals; what are their intellectual interests? And the same applies to undergraduates. I find their questions and interests are very stimulating as both an instructor and historian. It helps me understand what is important to people, and helps me find my place in fostering and facilitating their curiosities, interests, and educations.

Q. What advice do you have for history students, particularly pursuant to graduation?
A. As Professor Aron frequently says, “It’s not what CAN you do with a history degree, but what CAN’T you do with one?” I feel the same way. I believe history prepares you for a variety of careers. For history majors, I recommend you keep yourself open to that mindset; know that you bring a rare perspective in contemporary problem-solving, if you learn how to approach problems from an historical perspective. And most industries are about solving problems: How do we grow our business? How do we reach this specific audience? How do we make sure our customers are happy? If you bring an historical perspective and discipline, you ask different questions: Why is this a problem? What happened in the past to bring us to this problem? That’s a very useful perspective, one that is not utilized enough. There is not a lot of reflection in the workplace, and those people who study history and who value history can offer different approaches to solving problems.

Q. What do you like to do in your spare time?
A. I wish I had spare time! I like to hike. I lead the history graduate students on a quarterly hike, so they know the outdoors exist. I like to hike in the Santa Monica Mountains when I get the chance. I like to go backpacking in the Sierras. And I like to go to movies. That’s how I occupy myself.

Q. Do you have any special or unique talents?
A. That’s something you would have to ask my friends. I don’t know if it’s a talent, but I do have a tendency to deliver mini-lectures whenever someone mentions some historical event. Just in case they’re curious!

Q. Is there anything else you would like to impart to our readers?
A. Thinking about that question on advice: we should not underestimate how important it is for us to understand history and how important it is for students to take their knowledge out into the world. We are living in an era where it appears nothing has a history, but everything has a history! It is incumbent on students of today to turn this around, to help people understand—not that failing to remember our mistakes dooms us to repeat those mistakes—but if we don’t take advantage of the riches of history, we are stuck in our understanding of how to deal with our present and missing what we might do differently in the future. History students need to help “un-stick” us. We’re in a funny, ahistorical period, so help us get out of that!
Q. How were you introduced to HistoryCorps? From a specific course or professor?
A. I was first introduced to HistoryCorps during the History department’s open house last year. I was an incoming transfer and I was eager to make the most of my last and only two years at UCLA.

Q. What did you hope to learn or get out of your HistoryCorps experience?
A. Going in I knew I wanted to work somewhere that would allow me to develop my research skills. I wasn’t sure what kinds of internships I could expect to join but I was thrilled to learn that there was an actual archive I could work at. The internships cover a variety of topics and historical themes. They each seem to have a different way of practicing public history. There’s really something for everyone.

Q. What did you do in HistoryCorps? Talk about your assignment(s).
A. The Center for the Study of Political Graphics (CSPG) had me catalogue different pieces. I would input where the poster was from, who made it, what region/historical theme it covered. I would include some key search terms about the piece. I translated a lot of the CSPG’s Nicaragua collection. Sometimes I had to do a bit of research to try to find out what the posters were about. For instance, I was working on a poster that had this big sketch of people protesting. I was trying to find out what one of the small signs in the drawing said. It kind of looked like “Stop Pecan” but I figured that wasn’t right. I knew that the poster had been made in California in the 1960s, so I looked up what was happening here at the time. Then I realized that the small sign said “Stop Regan.” Ronald Reagan was running for governor when the poster was made and whoever created it had misspelled the name. There’s something extremely satisfying about solving archival problems like that.

Q. What was the most challenging aspect of your HistoryCorps experience?
A. Honestly, the whole experience was really beneficial. However, there was this piece that had like 20 languages on it. Two of us spent an hour trying to identify what they were. We got to all of them except one. I wonder if they ever figured it out.

Q. What was your favorite part of HistoryCorps? Would you recommend HistoryCorps to your fellow students?
A. I was at the Center for the Study of Political Graphics at a really interesting moment in both its and the nation’s history. I had been there for about two weeks when the 2017 Women’s March happened. My internship really influenced how I experienced the event and the weeks that followed. Pictures of the posters people made or printed were everywhere on social media. My experience with the CSPG allowed me to appreciate the powerful cultural and political impact people’s signs had. The other cool thing was that all the women who worked for or volunteered at the CSPG went to the Women’s March either here in LA or in Washington DC. They all brought back the different posters they had collected. The CSPG’s office manager actually spent like a hundred dollars to have some posters shipped here from Washington DC because she couldn’t take them on the plane. I think we all felt like we were witnessing history happening and we got the amazing chance to document it all. I can honestly say that every time I went to the CSPG, I was reminded of how important it was to archive everything that’s happening. I would recommend the HistoryCorps program to any history major.
Dr. Mamta Singhvi
Class of 2004

Q. Could you give just a brief personal history, where you grew up, when you graduated UCLA, and any highlights of your post-undergrad years?

A. I was born and raised in the small town Hemet in the Inland Empire. Choosing UCLA was an easy choice: sports and the fact that my big brother was a Bruin were big pulls for me. Going to a basketball game as a high school senior sealed the deal, and I never really looked back. I matriculated in 2001, graduated with a Bachelor’s Degree in History in 2004, and then went on to UCLA for medical school from 2004 to 2008. I stayed at UCLA where I finished my residency in Radiation Oncology in 2014. I figured I needed some diversity in my education, which led to a Master’s Degree in Public Health from Harvard in 2016.

Q. I suppose we should begin with why you decided to major in history as an undergraduate student?

A. Well, in high school I loved so many subjects, especially history. That being said, my career path was set as I definitely knew that medical school was in the cards. I had the good fortune of learning from my brother, who also pursued medicine but majored in the sciences as an undergraduate. I just felt like he wasn’t availing himself of all the opportunities that UCLA had to offer, and also knew that this would be the last chance I had to really delve deep into another subject. The fact that I was taking pre-med requisites and that I graduated in three years meant I did not have as much time as I would have liked to explore different professors and different fields, but I came in fascinated with the U.S. Civil War so ended up taking several classes with Professor Joan Waugh. I also studied abroad in Greece, where the study focus was Ancient Civilization. That summer proved to be one of my favorite undergraduate memories.

Q. Would you say having a history degree helped to prepare you for your further studies as a medical student and a graduate student of public health?

A. Well, even just in being a candidate for medical school I feel it added so much depth and breadth to what I brought to the table. I was able to converse about topics that other applicants could not, which automatically gave me an edge. Simply put, it made me dimensional, because the vast majority of people are coming in with a strictly science background. So it was definitely a conversation piece, but more important than that it gave me the communication skills I needed to succeed: being able to read and write proficiently, to critically think, and to analyze information. You are unable to hone these skills when you focus all of your efforts on one discipline, as we tend to do when we’re entering any sort of allied health profession. Everything I learned about conversing effectively in college has impacted me tremendously, because communication is a prerequisite in any profession whether it’s medicine, law, education, politics, or anything in-between. Whatever the arena, the gift of the gab is going to allow you to get your point across and really influence people around you.
Q. Now you have served as a board member on many nationally recognized organizations such as the American Sexual Health Association (ASHA), the American Association of Physicians of Indian Origin (AAPI) in your post-graduate career, are there any skills that you learned as a history major that helped you to excel in those positions?

A. Well, along with what we discussed earlier, I would also say diversity of thought. I serve on the admissions committee for the medical school at UCLA and UC Riverside, and I would say the thing all of us look for is diversity of opinion. We ultimately aim to attract people from different walks of life, whether that’s through socio-economic status, sexual orientation, or racial background. From my perspective, looking to build a class in which students come in with different disciplines of study is also just as important. So the fact that I mingled with both south campus and north campus students as an undergraduate really proved invaluable, because I learned so much about different thought processes and communication styles. It really just comes back to this: whether you’re conversing with patients, fellow colleagues, or giving legal advice, if you can’t articulate your point it will not be well taken; no matter what you have to say or how many credentials you bring to the table.

Q. Your academic and professional career thus far are truly inspiring, your commitment to serving others is quite exceptional. Would you say anyone inspired you during your time at UCLA? If so, how?

A. As cheesy as this may sound, every time I walk onto the UCLA campus—including now—I feel emotionally overwhelmed. That is one of the main reasons I love to stay so involved with the undergrads—the energy, the vibrancy, the vitality, the passion that you feel just walking onto this campus is a feeling I haven’t felt anywhere else in the world. Whether for good or for bad, I always claim that I am everything I am because of my time at UCLA. I mean I spent 12 years here! My favorite fact is that it is the most applied to university in the entire world and that makes so much sense: it has the perfect combination of sporting excellence, academic distinction, cutting edge research, even the location and the weather…it’s just so incredible. Yes, so many people have helped me throughout my career, whether it’s family, friends, professors, or colleagues, but nothing more than those four letters, UCLA.

Q. Now looking back, is there any advice you would give to undergraduate students studying history but looking for a career outside of academia?

A. Keep your mind open. Yes, academic excellence should always be a priority, but college is so much more about social growth. To be at a place like this where opportunities are endless, my simple advice is just to take as many classes as feasible, to join as many clubs as practical, to get to know as many people as possible, and to really dig deep into anything and everything you can. Walk in open minded, and leave even more open-minded, because that is the real job of a world-class university: to sustain your curiosity for the rest of your life regardless of what you path you choose.
Dr. Kelly Lytle Hernández begins her book, *City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771-1965* with an unapologetically powerful but heartrending statement: “Mass incarceration is mass elimination.” Similar to her previous book, *Migra! A History of the US Border Patrol, City of Inmates* is a thoroughly researched and hard-hitting historical work on racial power dynamics in the United States. Dr. Hernández’s latest work challenges us to question the history of caging in Los Angeles, and by extension, the US as a whole. The general consensus among scholars is that the “Age of Mass Incarceration” developed in conjunction with the Civil Rights Movement. However, Dr. Hernández challenges this narrative by situating its point of origin centuries before the 1960s. She demonstrates that Los Angeles has been practicing and implementing various forms of caging since the Spanish first invaded the Tongva people’s ancestral land. She argues that incarceration has historically been the means by which colonial powers have eliminated undesirable racial groups. Her work demonstrates how these elimination campaigns have contributed to the historical eradication of Native populations, alienization of Chinese workers, expulsion of Mexican immigrants, and criminalization of African-Americans. *City of Inmates* pays testament to the carceral state’s systematic efforts to target and eliminate exogenous groups in an effort to secure its settler colonial society. At the same time, Dr. Hernández expertly weaves a powerful narrative that attests to the insurgent power of these same outgroups.

Perhaps one of the most impressive aspects of Dr. Hernández’s work, is her ability to craft such a succinct analysis despite the fact that the LAPD has destroyed most of the official historical evidence. In response to this methodological challenge, Dr. Hernández turned to other sources—newspapers, case files, union archives, public health documents, etc., in order to understand the history of incarceration in Los Angeles. Even more interesting, Dr. Hernández also excavated a wide range of sources that were left behind by the targeted groups themselves—letters, political pamphlets, songs, etc. The rediscovery of this “rebel archive” allows the reader to better understand not just the institutional history of incarceration but also the social experience of these “exogenous Others.”

*City of Inmates* is a must read for any historian who focuses on topics such as the carceral state, immigration, labor, race relations, and settler colonialism. However, it is also invaluable for scholars outside these fields, because it demonstrates how the historian can exercise creativity when faced with methodological challenges. Thanks to Dr. Hernández’s meticulous research, historians can now encounter a new analysis of mass incarceration told through the stories of both its victims and challengers. After reading *City of Inmates*, it is clear that mass incarceration is not a relatively new phenomena. Instead, one is left with the understanding that the US has relied on the systematic expulsion and caging of “undesirable” human beings in an effort to consolidate its settler colonialist ambitions. Hernandez’s book is more than a compilation of data and theory. Instead, it is a powerful retelling of peoples who have exercised agency in an attempt to challenge or overthrow hegemonic and colonialist powers. In this spirit, Hernández ends her book with instructive advice to her readers: “No one will save us but us.”
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Week 1:</strong> 1/8/2018</td>
<td>Winter Instruction Begins</td>
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<td><strong>Week 2:</strong> 1/15/2018</td>
<td>Martin Luther King, Jr. Holiday</td>
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<td><strong>Week 2:</strong> 1/19/2018</td>
<td>Study List Deadline (becomes official)</td>
<td>11:59 P.M.</td>
<td>MyUCLA</td>
<td>Last day to enroll in classes without a fee</td>
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<td><strong>Week 4:</strong> 1/29/2018</td>
<td>HistoryCorps Internship Spring 2018 Application Period</td>
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<td><strong>Week 6:</strong> 2/13/2018</td>
<td>Summer Opportunities Fair</td>
<td>11am-2pm</td>
<td>Ackerman Bruin Reception Room</td>
<td>Fair to raise awareness of academic opportunities, services, and resources that are available during the summer months</td>
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<td><strong>Week 7:</strong> 2/19/2018</td>
<td>President’s Day Holiday</td>
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<td>Campus Closed</td>
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<td><strong>Week 7:</strong> 2/22/2018</td>
<td>Historians @ Work Workshop</td>
<td>12pm-2pm</td>
<td>History Conference Room—Bunche Hall 6275</td>
<td>Career exploration &amp; development workshop for History majors</td>
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<td><strong>Week 8:</strong> 2/28/2018</td>
<td>Senior Honors Thesis 18-19 Workshop</td>
<td>1:30pm-2:30pm</td>
<td>History Reading Room—Bunche Hall 6265</td>
<td>Workshop for History Juniors interested in pursuing a Senior Honors Thesis in the Spring 2018 quarter</td>
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<td><strong>Week 8:</strong> 3/2/2018</td>
<td>Deadline to file FAFSA and California Dream Act Applications</td>
<td>2:30pm</td>
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<td>For the 2018-2019 Academic Year</td>
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<td><strong>Week 10:</strong> 3/16/2018</td>
<td>Instruction Ends</td>
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<td><strong>Finals Week:</strong> 3/19/18-3/23/18</td>
<td>Final Examinations &amp; Winter Quarter Ends</td>
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<td><strong>Spring Break:</strong> 3/26/18-3/30/18</td>
<td>Spring Break &amp; Cesar Chavez Holiday</td>
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*The information provided in this document is intended for informational purposes only and is subject to change without notice.*
Lower Division Lecture Courses

HIST. 1A INTRODUCTION TO WESTERN CIVILIZATION: PREHISTORY TO CIRCA A.D. 843
PROF. GOLDBERG | TR 12:30P-1:45P

HIST. 1B INTRODUCTION TO WESTERN CIVILIZATION: CIRCA 843 TO CIRCA 1715
PROF. MCCLENDON | TR 11:00A-12:15P

HIST. 3D HISTORY OF MODERN MEDICINE
PROF. FRANK, JR. | TR 12:30P-1:45P

HIST. 8B MODERN LATIN AMERICA
PROF. PEREZ-MONTESINOS | MW 12:30P-1:45P

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 | MW 11:00A-11:50A

HIST. 12A INEQUALITY: HISTORY OF MASS IMPRISONMENT
PROF. LYTLE HERNANDEZ | TR 2:00P-3:15P

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

HIST. 22 CONTEMPORARY WORLD HISTORY, 1760 TO PRESENT: STUFF: A HISTORY OF THE MODERN WORLD
PROF. STEIN | TR 2:00P-3:15P

Lower Division Fiat Lux Seminars

HIST. 19 FIAT LUX FRESHMAN SEMINAR
SEM 1: UCLA CENTENNIAL INITIATIVE: UCLA IN LOS ANGELES
PROF. RUIZ | W 5:00P-5:50P

SEM 2: DYSTOPIAS OF 20TH CENTURY
PROF. RUIZ | W 3:00P-4:50P

Lower Division Seminar Courses

HIST. 96W INTRODUCTION TO HISTORICAL PRACTICE
SEM 1: TA/OSSEI OPAE | T 11:00A-1:50P
SEM 2: TA/YAN | T 2:00P-4:50P
SEM 3: TA/KEELEY | W 9:00A-11:50P
SEM 4: TA/WITHERS | W 12:00P-2:50P
SEM 5: TA/ABI | R 3:00P-5:50P

HIST. 97C INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN EUROPEAN HISTORY
SEM 2: PROF. NASIALI | R 1:00P-3:50P
SEM 3: PROF. URDANK | T 4:00P-6:50P

HIST. 97D INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN U.S. HISTORY
SEM 1: PROF. WAUGH | W 9:00A-11:50A
SEM 2: PROF. SALMAN | W 3:00P-5:50P

HIST. 97M INTRODUCTION TO HISTORICAL PRACTICE: VARIABLE TOPICS IN SOUTHEAST ASIAN HISTORY
PROF. ROBINSON | W 11:00A-1:50P

HIST. 98T: HISTORY OF MAPS IN EARLY-MODERN EAST ASIA
PROF. LEE | M 2:00P-4:50P

Upper Division Lecture Courses

HIST. 101 TOPICS IN WORLD HISTORY
LEC 1: MAKING OF MUSLIM GLOBALIZATION
PROF. GREEN | TR 12:30P-1:45P
LEC 2: ASIA IN WORLD HISTORY, CIRCA 100 TO 1800 C.E.
PROF. PIRANI | MWF 1:00P-1:50P
LEC 3: MOTORING AS POLITICAL PROBLEM: TRANSPORTATION HISTORY SINCE 1860
PROF. CAHN | MW 8:00A-9:15A

HIST. M103B HISTORY OF ANCIENT EGYPT
PROF. SIMPSON | TR 9:30A-10:45A

HIST. M104A HISTORY OF ANCIENT MESOPOTAMIA AND SYRIA
PROF. CIFOLA | TR 11:00A-12:15P

HIST. 105B SURVEY OF MIDDLE EAST, 500 TO PRESENT: 1300 TO 1700
PROF. MORDJIAN | MWF 9:00A-9:50A

HIST. 107A ARMENIAN HISTORY: ARMENIA IN ANCIENT AND MEDIEVAL TIMES, 2ND MILLENNIUM B.C. TO A.D. 11TH CENTURY
PROF. ASLANIAN | TR 9:30A-10:45A

HIST. M110B IRANIAN CIVILIZATION: HISTORY OF ARSACID (PARTHIAN) EMPIRE
PROF. SHAYEGAN | TR 2:00P-3:15P

HIST. 111C TOPICS IN MIDDLE EASTERN HISTORY: MODERN
PROF. PIRNAZAR | MW 3:30P-4:45P
Winter 2018 Course Offerings

Upper Division Lecture Courses

HIST. 113B HISTORY OF ANCIENT GREECE: CLASSICAL PERIOD
PROF. PHILLIPS | MWF 11:00A-11:50A

HIST. 115 TOPICS IN ANCIENT HISTORY: ROMAN EMPIRE FROM CAESAR TO CONSTANTINE
PROF. POTTER | TR 9:00A-10:45A

HIST. 119B MEDIEVAL EUROPE, 1000 TO 1500
PROF. MARKMAN | MW 11:00A-12:15P

HIST. 121E HISTORY OF MODERN EUROPE: ERA OF TOTAL WAR, 1914 TO 1945
PROF. JACOBY | MW 9:30A-10:45A

HIST. 124B HISTORY OF FRANCE: FRANCE, 1715 TO 1871
PROF. FORD | TR 8:00A-9:15A

HIST. 125B NATIONALISM AND MODERNIZATION IN 19TH CENTURY GERMANY
PROF. SABEAN | TR 2:00P-3:15P

HIST. 127B HISTORY OF RUSSIA: IMPERIAL RUSSIA FROM PETER THE GREAT TO NICHOLAS II
PROF. FRANK | TR 12:30P-1:45P

HIST. 127C HISTORY OF RUSSIA: REVOLUTIONARY RUSSIA AND SOVIET UNION
PROF. MCBRIDE | MW 5:00P-6:15P

HIST. 138B REVOLUTIONARY AMERICA, 1760 TO 1800
PROF. YIRUSH | MWF 11:00A-11:50A

HIST. 139A U.S., CIVIL WAR AND RECONSTRUCTION
PROF. WAUGH | TR 9:30A-10:45A

HIST. 141B AMERICAN ECONOMIC HISTORY, 1910 TO PRESENT
PROF. YEAGER | TR 11:00A-12:15P

HIST. M150B INTRODUCTION TO AFRO-AMERICAN HISTORY
PROF. STEVENSON | TR 8:00A-9:15A

HIST. M150E AFRICAN AMERICAN NATIONALISM IN FIRST HALF OF 20TH CENTURY
PROF. TEAGUE | TR 9:30A-10:45A

HIST. 154 HISTORY OF CALIFORNIA
PROF. KOVALESKY | MW 5:00P-6:15P

HIST. M155 HISTORY OF LOS ANGELES
PROF. AVILA | TR 2:00P-3:15P

HIST. 161 TOPICS IN LATIN AMERICAN HISTORY: SLAVERY AND ABOLITION IN CARIBBEAN AND LATIN AMERICA
PROF. WICKS | MWF 12:00P-12:50P

HIST. 164D TOPICS IN AFRICAN HISTORY: AFRICA AND DIASPORA IN GLOBAL AND COMPARATIVE PERSPECTIVE: EXPLORATIONS IN BLACK ATLANTIC HISTORY AND CULTURE
PROF. APTER | MWF 3:00P-3:50P

HIST. 170A CULTURE AND POWER IN LATE IMPERIAL CHINA
PROF. VON GLAHN | MWF 9:00A-9:50A

HIST. 172B JAPANESE HISTORY: EARLY MODERN, 1600 TO 1868
PROF. HIRANO | MW 9:30A-10:45A

HIST. 173D POSTWAR JAPANESE HISTORY THROUGH FILM
PROF. MAROTTI | M 4:00P-6:50P

HIST. M174D INDO-ISLAMIC INTERACTIONS, 700 TO 1750
PROF. SUBRAHMANYAM | TR 3:30P-4:45P

HIST. 176A HISTORY OF SOUTHEAST ASIA TO 1815
PROF. ROBINSON | TR 11:00A-12:15P

HIST. 176C PHILIPPINE HISTORY
PROF. SALMAN | TR 9:30A-10:45A

HIST. 179B HISTORY OF MEDICINE: FOUNDATIONS OF MODERN MEDICINE
PROF. ZELENY | MWF 2:00P-2:50P

HIST. 180A TOPICS IN HISTORY OF SCIENCE: SCIENCE AND RELIGION FROM COPERNICUS TO DARWINISM
PROF. ALEXANDER | MWF 1:00P-1:50P

HIST. M182B MEDIEVAL JEWISH HISTORY
PROF. LUSTIG | MWF 9:00A-9:50A

HIST. M186B GLOBAL FEMINISM, 1850 TO PRESENT
PROF. CHEUNG | MWF 3:00P-3:50P

Upper Division Seminar Courses

HIST. 187A VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: U.S.
SEM 1: VARIALE TOPICS HISTORIOGRAPHY PROSEMINAR: U.S.
PROF. HIGBIE | M 2:00P-4:50P

SEM 2: QUESTION OF REPARATION: HISTORIES OF RACISM, INEQUALITY, AND PUBLIC POLICY
PROF. STEIN | M 4:00P-6:50P
Winter 2018 Course Offerings

SEM 3: STUDENT PROTEST AT UCLA: LOCAL HISTORY IN GLOBAL CONTEXT
PROF. WILSON | W 2:00P-4:50P

HIST. 187E VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: LATIN AMERICA: INDIGENOUS PEOPLE IN MAKING OF MODERN LATIN AMERICA
PROF. PEREZ-MONTESINOS | R 2:00P-4:50P

HIST. 187R VARIABLE TOPICS HISTORIOGRAPHY PROSEMINAR: JAPAN: RACE, GENDER, AND SCIENCE IN JAPANESE EMPIRE
SEM 1: ARGUING AMERICAN REVOLUTION
PROF. LEE | T 10:00A-12:50P

HIST. 191A CAPSTONE SEMINAR: HISTORY - ANCIENT HISTORY:
FALL OF ROME: LATE ANTIQUITY IN TRANSITION AND CRISIS
PROF. LANGDON | T 4:00P-6:50P

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 1: GLOBAL HISTORY OF WORK
PROF. SABEAN | T 4:00P-6:50P

SEM 2: CAPSTONE SEMINAR: HISTORY - EUROPE
PROF. FRANK | W 2:00P-4:50P

SEM 3: ENGLISH REFORMATION: READING AND RESEARCH
PROF. MCCLENDON | T 2:00P-4:50P

HIST. 191D CAPSTONE SEMINAR: HISTORY - U.S.
SEM 1: FREEDOM OF CONSCIENCE AND EXPRESSION IN EARLY AMERICA
PROF. MERANZE | T 2:00P-4:50P

SEM 2: HISTORY OF LOS ANGELES FROM WORLD WAR II TO PRESENT
PROF. YAROSLAVSKY | W 2:00P-4:50P

SEM 3: JUSTIFYING AMERICAN REVOLUTION: PATRIOTS, LOYALISTS, INDIANS, AND AFRICANS DEBATE
PROF. YIRUSH | M 3:00P-5:50P

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

HIST. 191K CAPSTONE SEMINAR: HISTORY - RELIGION: MUSLIMS, SAINTS, AND SOCIAL HISTORY
PROF. GREEN | W 2:00P-4:50P

HIST. 191O CAPSTONE SEMINAR: HISTORY - WORLD HISTORY
SEM 1: CAPSTONE SEMINAR: HISTORY - WORLD HISTORY
PROF. FORD | W 2:00P-4:50P

SEM 2: CAPSTONE SEMINAR: HISTORY - WORLD HISTORY
PROF. SUBRAHMANYAM | W 9:00A-11:50A

HIST. M194DC CAPPP WASHINGTON, DC, RESEARCH SEMINARS
PROF. DESVEAUX | R 10:00A-12:50P

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/