

➤ **Cal Career Fair – September 12-14**

CAL CAREER FAIR

September 12-14, 2017

11:00am - 4:00pm

Rec Sports Facility, Field House Gym

\*Sponsored by the Career Center\*

Tue, 9/12: Business & Public Service opportunities

Wed, 9/13: Engineering & Tech opportunities

Thu, 9/14: Engineering, Tech, and Business opportunities

[View the employer directory by day in Handshake!](#) (Sort by "Career Fair Sessions")

Join us for UC Berkeley's largest career fair of the year! Recruiters from more than 240 companies across diverse industries will be eager to share information about their entry-level career and internship positions. Currently enrolled Cal students and Alumni Advantage members only. Recruiting all majors and class-levels!

Prepare in advance to make a great first impression:

- Update your [Handshake](#) profile to the latest information and upload a public resume to be recruiting ready!
- Take advantage of the Career Center's [resources](#) to update your resume and prepare.
- Bring your UC Berkeley SID and extra resumes. Business casual attire is recommended.

➤ **Stress and Time Management Workshop**

Do upcoming midterms have you stressed out? Are you not sure how to manage your time so that you can study for all your classes? Have no fear! Come to our stress and time management workshop on Thursday, Sept. 14<sup>th</sup>, 5-6:30 p.m. You will learn about how to best manage your stress and time in this upcoming busy midterm season. What's more? There will be snacks! It will be a good time ☺

➤ **Psi Chi Information Session**

Hello fellow psychology lovers!

Come learn about **Psi Chi**, the International Honor Society in Psychology, at our information session on **Thursday, September 14th at 6:00 PM (2304 Tolman)**!

This info session will give you insight into the application process and the benefits of membership.

## Miscellaneous Opportunities – September 4, 2017

This is a great opportunity to grab an application form, meet some officers in Psi Chi, eat free snacks, and enjoy the fantastic Psych community we have here at Berkeley.

The **deadline** to apply for membership in Psi Chi is Friday, September 22nd.

You can find the **requirements** for membership as well as the **application** form on our website here: <http://psichi.berkeley.edu/about.html>

### ➤ **Global Poverty & Practice Minor Information Sessions**

Cal Students,

You are invited to attend a Global Poverty & Practice Minor Information Session!

The GPP Minor introduces students to the theoretical frameworks, methods, and practical skills necessary to engage with global poverty and inequality in imaginative and effective ways.

The "Practice Experience" is a central component of the Minor in which students partner with domestic or international non-governmental or community organizations, government agencies, or other poverty or development programs, on various dimensions of poverty action – from community health and food security to economic justice and grass-roots political power. The combination of the the coursework for the Minor and this real world experience allows students to connect theories and practices of poverty action. Funding is available to support students' practice experiences.

**The deadline to declare the Minor this semester is Wednesday, October 4<sup>th</sup>. There are no prerequisites required to declare.**

The Declaration Form and additional information about the Minor can be found at: <http://blumcenter.berkeley.edu/gppminor>.

Our Information Sessions will provide an overview of the Minor and demonstrate how students from all disciplines can benefit from it. The sessions listed below will be held in [Blum Hall 100A/B \(Ground Floor\)](#):

Friday, September 8th, 10 am - 11 am

Tuesday, September 12th, 5 pm - 6 pm

Wednesday, September 20th, 12 pm - 1 pm (105 Chavez\*)

Tuesday, September 26th, 3 pm - 4 pm

Monday, October 2nd, 12 pm - 1 pm

\*Held in the Transfer Student Center. This session will have a special emphasis on completing the Minor as a Transfer student, but all students are welcome to attend.

## Miscellaneous Opportunities – September 4, 2017

Contact GPP Minor Advisors at [gppminor@berkeley.edu](mailto:gppminor@berkeley.edu) with any questions or meet with an Advisor during the following drop-in hours in 100H [Blum Hall](#):

Monday, Wednesday: 10:00am - 12:00pm; 1:30pm - 4:00pm

Tuesday, Thursday: 1:30pm - 4:00pm

Friday: 10:00am – 12:00pm

### ➤ **Social Science Research Participation**

The Experimental Social Science Laboratory (Xlab) invites you to participate in research! All experiments conducted at Xlab are computerized social science studies that typically last between an hour to two hours. Participants earn **\$15/hour** on *average* every time they participate. For more information, visit [xlab.berkeley.edu](http://xlab.berkeley.edu) or watch our short [video](#)! To sign up, visit [berkeley.sona-systems.com](http://berkeley.sona-systems.com)

We look forward to seeing you at the Xlab!

Do science. Get paid.

### ➤ **Last Spring 2018 UCDC Info Sessions**

SPRING 2018 SEMESTER IN WASHINGTON, D.C.: Accepting Applications!  
Spring 2018 Application deadline: September 21, 2017

Want to learn more? Come to one of our information sessions. An alumnus of the program will speak about his or her experience and we'll be there to present internship information and answer any of your questions.

Info Sessions are in 262 Evans

**Mon, Sep 11, 12-1 p.m.**

**Tu, Sep 12, 5-6 p.m.**

UCDC sends juniors and seniors to Washington, D.C. each semester to participate in prestigious internships and research projects for a full semester of UCB academic credit.

Students describe this experience as life-changing and one which jump starts careers, distinguishing participants from other graduates after college.

All majors are welcome. UCB financial aid is transferrable.

**Applications are currently available at <http://ucdc.berkeley.edu>.**

Applicants must have a GPA of 3.0 or higher, and have junior or senior standing in the semester they plan to attend.

## Miscellaneous Opportunities – September 4, 2017

More details about the program can be found on our website, <http://ucdc.berkeley.edu>, as well as the brochure attached below.

See you at an info session!

### ➤ **Register for your fall Maker Pass!**

It's time for fall 2017 Maker Pass registration. Go to <http://makerpass.jacobshall.org> and follow the usual three step process to get your Maker Pass for the coming semester.

Though we passed the deadline for guaranteed access on the first day that the makerspace reopens; we will continue to grant Maker Passes on a rolling basis after that date, so don't worry if you miss the early bird deadline.

Feel free to email if you have questions at [amydinh@berkeley.edu](mailto:amydinh@berkeley.edu)

### ➤ **Learning Spaces: An Introduction to Performative Pedagogy**

Susanne Even

Clinical Associate Professor

Indiana University Bloomington

All of us perform multiple roles in our normal daily lives without necessarily being aware of it. But when it comes to learning another language, 'normality' is suspended: learners enter a different world they cannot navigate as easily due to less developed lexical, structural and pragmatic knowledge. To improve foreign language skills, teachers employ grammar, communication and activity-oriented practices. However, a lot of these activities fail to support the development of learners' foreign language identities and tend to neglect the significance of ownership and agency – role plays in particular are often rejected as 'boring' and 'fake.'

This interactive presentation will introduce performative conventions that go beyond the traditional role play of the foreign language classroom. Participants will be familiarized with collaborative role creating and improvisation techniques that can lead to intensive and lasting learning experiences. In order to facilitate those experiences, the performative teacher needs to be fully present, engaged, and to teach on the basis what is actually happening in a given classroom.

Friday, September 8, 2017

3-5 pm, B-4 Dwinelle Hall

## Miscellaneous Opportunities – September 4, 2017

The BLC Lecture series is sponsored by the College of Letters and Science  
Berkeley Language Center \* B-40 Dwinelle Hall #2640 <http://blc.berkeley.edu> \*  
(510) 877-4002 x10

### ➤ **Just launched: Design Innovation for the Internet of Things**

#### **Explore emerging tech trends at Berkeley.**

From smart buildings to connected consumer products, the Internet of Things is reshaping the product and service landscape — more than 50 billion IoT-connected devices are expected by 2020. In this rapidly shifting landscape, understanding new developments in IoT holds value for diverse industries.

This December, we invite professionals to explore these developments in *Design Innovation for the Internet of Things*, a new open-enrollment course for engineering leaders, designers, and practitioners in a range of sectors. In this two-day program, you'll have an opportunity to delve into key concepts and emerging trends, learning from Berkeley experts and applying concepts in hands-on prototyping sessions. Your learning environment will be Jacobs Hall, an interdisciplinary space for innovation at the intersection of human-centered design and emerging technology

#### **Interested? Learn more and register here.**

For questions or information on other open-enrollment and executive education programs at the Jacobs Institute, please contact Emily Rice.

### ➤ **HEALING SHAME: The Core Workshop**

Understanding, Transforming and Reducing Shame

A Workshop for Therapists and Other Helping Professionals  
With Bret Lyon PhD, SEP, BCC & Sheila Rubin LMFT, RDT/BCT

Saturday, October 7, 10am-6pm & Sunday, October 8, 10:30am-5:30pm

In Berkeley, just off the I-80

\$350 full price / \$325 with full payment by August 25

Special price for interns

13 CEUs for MFTs and LCSWs

CAMFT Approved CE Provider #134393

This workshop provides essential, basic knowledge of how to work with shame. You will learn what shame is and how it is created, and how to help your clients recognize shame, work through it and move on. We will discuss how to become more sensitive to the shaming often implicit in the therapy situation and how to counter shame in therapy. You will learn to help clients separate feelings of

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shame from other emotions. And you'll learn how to take clients back to early shaming situations and reverse the outcome, helping clients move their energy powerfully outward rather than turn it against themselves.

TO REGISTER, please send full payment or a \$100 deposit to:

Bret Lyon

830 Bancroft Way, Suite 102, Berkeley, CA 94710

Please include your email and phone number.

We accept PayPal. For details, email Bret at [Bret@HealingShame.com](mailto:Bret@HealingShame.com).

Space is limited.

For details about our complete training program in Healing Shame, visit our website. Register and pay for the full program for greatly discounted workshop registration.

For more information, call Bret at [510-420-1441](tel:510-420-1441) or email [Bret@HealingShame.com](mailto:Bret@HealingShame.com).

You can also check out our articles and free Healing Shame webinars available on the Resources page of our website.

[www.HealingShame.com](http://www.HealingShame.com)

### ➤ **Mentoring program for first generation graduate applicants in psychology**

**Who are we?** We are a group of Stanford psychology graduate students hoping to share our experience and expertise about the graduate application process. In addition to having successfully applied to graduate school ourselves, many of us have also had the experience of serving on selection committees for prospective students at Stanford.

**What are we offering?** We are starting a volunteer initiative that will match graduate student mentors with first-generation applicants who are currently living in California. Each mentor will work with one or two mentees who plan to apply to PhD programs in psychology in the upcoming year (Fall 2017). The role of the mentor will be to guide the applicant through the process, share the “unwritten rules” of applying to graduate school and go over the application materials with the mentee before submission.

**Why are we doing this?** One of the most remarkable things we have observed in reading graduate student applications is the discrepancy between applicants who seemed to be first-generation college students and those who appeared to have a longer family history of post-secondary education. Successful graduate applications require a tremendous amount of knowledge, much of which is learned by word-of-mouth rather than being spelled out in the official application materials. Many first-generation students—even those who already work as research assistants in labs—are not aware of this information. Often, they are not even

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aware of the fact that these unwritten rules exist. This discrepancy in knowledge leads to a discrepancy in opportunity, which is a major loss both to the prospective students themselves and to the field of psychology as a whole. Our hope is to contribute to reducing this discrepancy in opportunity by providing support for first-generation students at this critical moment in their academic careers.

**Know someone who might benefit from this service?** Please have them fill out [this short questionnaire](#) and we will try to do our best to match them with a mentor.

We hope to get as many prospective students as possible involved in this program. Please circulate this email to everyone you think could benefit from our help (e.g., research assistants or other lab members, current or former students, etc.).

If you have any questions, please contact Amit Goldenberg ([amitgold@stanford.edu](mailto:amitgold@stanford.edu)).

### ➤ **Food opportunities at Berkeley**

The Berkeley Food Institute is pleased to share our new [Food@Berkeley](#) video that introduces the opportunities to be engaged with healthy food systems at Cal. It highlights the endless ways to get involved with food at Berkeley, whether joining student groups, taking food classes, volunteering in an urban garden, or enrolling in the food systems minor.

### ➤ **Research for Resistance**

Research 4 Resistance (R4R) is a collective of UC Berkeley librarians, students, and community members interested in using shared research skills, tools and resources to support resistance to oppression and encroachments on human rights and civil liberties.

For more info see: <https://research4resistance.wordpress.com/>

### ➤ **Fall events at Jacobs Hall**

Join us for a new season of design events!

As we head into a new school year, we're excited to announce our fall season of public events at Jacobs Hall. Three leading design voices will join us for this semester's *Jacobs Design Conversations*, weaving together insights from a range of fields in these Friday lunchtime talks. Meanwhile, on Monday afternoons, the *Design Field Notes* pop-up series will invite a diverse mix of local practitioners to share inside looks at on-the-ground projects. We'll also throw open our doors for homecoming and the Jacobs Winter Design Showcase, putting student creativity front and center. We hope you'll join us!

In this semester's *Jacobs Design Conversations*, three guests will join us at Jacobs Hall for lunch and dialogue on design innovation. These talks will take place at noon on Fridays.

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Eric Rodenbeck, founder, CEO, and creative director of Stamen, will kick off the series on September 22. Stamen is widely regarded for its pioneering work in elegant, data-driven design, and in 2017 it was awarded the National Design Award for Interaction Design by the Cooper Hewitt Smithsonian Museum.

[Learn more and register now](#)

Silvia Lindtner will join us on November 3. An assistant professor at the University of Michigan, Lindtner's research focuses on innovation and technology entrepreneurship, making and hacking cultures, and shifts in digital labor and policy. Registration will open one month prior to the talk; to receive a reminder when registration opens, [sign up here](#).

Steve Vassallo, general partner at Foundation Capital, will speak on December 1. Formerly a product and engineering leader at Ning and IDEO, Vassallo is the author of *The Way to Design*. Registration will open one month prior to the talk; to receive a reminder when registration opens, [sign up here](#).

Fall also brings a new season of *Design Field Notes*, a pop-up series that invites design practitioners to a Jacobs Hall teaching studio to share current projects, practices, and ideas. This semester, *Design Field Notes* talks will take place at 4pm on Mondays.

Currently scheduled talks include:

[Tim Evatt](#): 9/11

[Thomas Maiorana](#): 9/18

[Liat Berdugo](#): 10/2

[M. Paz Gutierrez](#): 11/6

[Andre Yousefi](#): 11/13

We'll add additional talks as the semester continues, so look out for news of more events in this series!

Beyond these talks, mark your calendar for [homecoming](#) and for our [winter design showcase](#).

All events are free and open to the public.

Questions? Contact us at [jacobsinstitute@berkeley.edu](mailto:jacobsinstitute@berkeley.edu).

### ➤ **Design Education's Big Gap - Understanding the Role of Power**

Design Education's Big Gap - Understanding the Role of Power: A Conversation with George Aye, CEO of The Greater Good Studio

As a designer working on a complex social issue, have you ever stopped to wonder where the power lies in your project? What has the client trusted you to do and for what audience? How does your place of power (as a creator and an individual) hinder your ability to relate to that

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client and audience? We often use power unknowingly in creative work. But, when we recognize the influence of our own race, politics, access, and privilege we allow ourselves to understand our client, user, and abilities more deeply. During this intimate conversation, George Aye of Greater Good Studio will help us understand the mechanics of power and how to wield it with care.

Date: Thursday, September 28th

Time: 5:00-6:30pm

Location: B100, The Blum Center

Register Here: <https://www.eventbrite.com/e/design-educations-big-gap-understanding-the-role-of-power-tickets-37400038522>

### ➤ **Welcome (back)! Events and opportunities at Jacobs Hall**

Hi everyone,

Whether you're coming back to campus or are a newly minted Cal bear, I hope your fall semester is off to a good start! This email will help you get orientated to things happening at Jacobs Hall and how you can get connected.

#### **Resources at Jacobs Hall**

[Check out our student resources page](#) to learn about the ways that you can explore design and technology innovation at Berkeley, including courses, a makerspace, events, student groups, and advising. We welcome a diversity of students from across the campus.

#### ***Newly announced ways to get involved***

Check out [our fall lineup of public events](#), or apply to join the inaugural [Jacobs Student Advisory Board](#) or [Advanced Prototyper Program](#).

Stay tuned for more events and opportunities in the coming weeks and months!

#### **About the jacobs\_community mailing list**

This list used to share design news, events, and opportunities with the Jacobs student community; anyone can join. (You can also follow the Jacobs Institute on [Facebook](#), [Twitter](#), and [Medium](#).)

Announcements are sent to this mailing list on roughly a daily basis. To view the mailing list archive, or to adjust the emailing frequency, [go to the mailing list's page](#), then "My settings" (upper righthand corner), then "Membership and email settings."

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To share a relevant design opportunity with the list, email me ([amydinh@berkeley.edu](mailto:amydinh@berkeley.edu)) with the text, attachment, and email subject line for the announcement, as well a contact person/name for follow-up questions.

### ➤ **Kaplan Free Prep Weeks and More**

Welcome to the new school year. Here's some great information and resources to help start the year on the right foot for you and your students.

No Laptops in Class?

[Back-to-School Article](#)

Kaplan Free Prep Week

[FREE GRE Prep Week 9/16-9/24](#)

Win FREE Courses & More!

[Win Your Way!](#)

Tuition Assistance

[Kaplan Tuition Assistance](#)

### ➤ **College of L&S Graduation Webpage is Updated!**

The L&S Advising webpage for Graduation has been updated for Fall 2017. If you are planning to graduate this term, please carefully review the information on this webpage. Following the guidance from this website will help you assure that you are on track to graduate and that you're on the correct degree list.

### ➤ **Undergraduate Research Poster Competition**



## UNDERGRADUATE RESEARCH POSTER COMPETITION

5<sup>th</sup> Annual Black Doctoral Network Conference

OCTOBER 26 - 28, 2017

**DEADLINE:**

May 31, 2017

Sept. 8, 2017

**PRIZES:**

1<sup>st</sup>: \$150 Visa gift card

2<sup>nd</sup>: \$100 Visa gift card

3<sup>rd</sup>: \$50 Visa gift card

The Black Doctoral Network is welcoming undergraduates to participate in our annual conference, themed "Black Scholarship Matters: Intellectualism, Race, and the Public Sphere." If you have a research project you would like to present as a poster at a professional conference, the poster competition is a good opportunity for you to showcase your academic work and receive constructive feedback from scholars in a friendly and engaging environment.

Abstracts may be submitted by sophomores, juniors and seniors (as of Fall 2017) from all racial backgrounds and on any topic.

The abstract must be no more than 250 words in length. Include the title of the poster, issues you address in your work, your methods and theories, and results/conclusions of your research (if available).

For more information and to submit an abstract  
visit: [blackphdnetwork.submittable.com](http://blackphdnetwork.submittable.com)

➤ **Data Privacy Challenge: App Deadline Sept. 10th**

Applications for the [Sutardja Center for Entrepreneurship & Technology](#) Fall 2017 [Collider Sprint](#) is now live! The Noise Injection Collider is an 8-week project that explores new methods to enhance data privacy. Unlike a traditional class, the Collider Sprint meets only four times a semester and work is completed in teams outside the classroom. The Collider Sprint is listed in the course catalog as INDENG 190c. Due to high demand, enrollment into the class is application based. Undergraduate juniors, seniors, and graduate students in data science, computer science, statistics, IEOR, math, and economics are encouraged to apply. Deadline to apply is Sunday, September 10<sup>th</sup>. To learn more and apply, please visit <http://scet.berkeley.edu/noise-injection-exploring-new-methods-to-enhance-data-privacy/>

Questions? Please email [scet.collider@berkeley.edu](mailto:scet.collider@berkeley.edu)

➤ **Research Opportunity for “The Integration of Second Generation Racialized Minorities in the United States and Canada”**

## Miscellaneous Opportunities – September 4, 2017

I am writing to invite you to participate in a research project entitled “The Integration of Second Generation Racialized Minorities in the United States and Canada,” which is funded by the Social Sciences and Humanities Research Council (Canada) Postdoctoral Fellowship.

This study examines the educational, work and lived experiences of racialized minority immigrant descendants in North American societies, with a particular focus on the factors that affect their integration process. As part of the study, you will be asked to fill up an online survey questionnaire. The link is in the below this invitation. If you agree, after the survey, you may be chosen to participate in a 1-1.5 hour individual interview (face-to-face, or skype or telephone) with me. This study will provide you with the opportunity to share your educational and lived experiences as a descendent of immigrants. The findings of the study may benefit immigrant communities by suggesting policy and social change, and improving services and support.

Participation in this study is completely voluntary. You can also withdraw from participation in the project at any time. The data collected in this study will be kept confidential and participants and identities will not be used for any presentations or publications. Researchers have employed several mechanisms to ensure your confidentiality.

Participants who only complete the online survey questionnaire will be entered in a drawing to win one of (20) \$10 Amazon gift card. Participants who complete the survey and also complete a follow-up individual interview will receive a \$25 Amazon gift card.

If you have any questions, please email me at [danc@berkeley.edu](mailto:danc@berkeley.edu) or call me at [510-850-9972](tel:510-850-9972). Thank you so much for considering participating in the study, and I hope to hear from you soon.

**Survey link:** <https://www.surveymonkey.com/r/WPGNLX6>

### ➤ **Paths to a PhD - Invitation to apply**

**On October 28th, we will be hosting a free, one-day info session and workshop on applying to psychology research positions and PhD programs.**

Please share this email with any listservs of students or potential applicants who might be interested in learning more about research or graduate school. There is a short [application](#), containing the following questions:

- What is your relevant experience, educational background, and coursework?
- Why are you interested in attending this event and what do you hope to gain from it?  
(150 word max)
- Please describe your research interests. (250 word max)
- Please discuss how your background and experience would contribute to the diversity of the entering class, and hence to the experience of your classmates. (250 word max)

**Fees and Transportation:**

## Miscellaneous Opportunities – September 4, 2017

For all applicants who are accepted, this event is free. This event will run from 8:30am to 7:30pm, and all meals for the day will be provided. Attendees are responsible for their own transportation.

### **Eligibility:**

We welcome applications from students at all levels of interest - there is no need to come with materials prepared. This event is suited for everyone, from those who just want to start thinking about research to those who are already planning on applying to graduate programs this Fall 2017.

The Stanford Psychology Department is committed to building an inclusive field. We strongly encourage applications from candidates from underrepresented groups, including but not limited to, women, people of color, first-generation college students, and those from low-income backgrounds. **Interested applicants from any institution or organization are invited to apply!** The [application can be found here](#).

**Applications Due: September 17, 2017**

Please share this email with anyone who might be interested in Psychology research or PhD programs. Attached is a flyer that contains more information to share widely.

Warm regards,  
Stanford Psychology Diversity Committee

If you have any questions, please email [amitgold@stanford.edu](mailto:amitgold@stanford.edu).  
Paths to a PhD - Invitation to apply

### ➤ **Fall, 2017 UCLA Online course CHS 48 Nutrition and Food Studies: Principles And Practices**

- The course covers basic principles of nutrition, such as macro- and micronutrients, digestion, and nutrition in the lifecycle; how nutrition scientists form and test their hypotheses; practical applications such as reading food labels and food safety; and how these principles apply in public health programs.
- Instructor: Janet Leader, MPH, RDN
- Online Format
- Required live discussion sections, Tuesdays or Wednesdays
- After this course, you will be able to:
  - Assess the quality of your own diet
  - Apply basic concepts of nutrition to your life and community issues
  - Evaluate eating patterns that promote health and prevent chronic diseases

## Miscellaneous Opportunities – September 4, 2017

- Examine public health programs that apply nutrition and behavior theory
- Online nutrition course developed by faculty in the UCLA Fielding School of Public Health, Dept. of Community Health Sciences.
- Part of the UCLA Food Studies Minor, this course uses short video lectures, online homework and tutorials, reading, peer learning and live discussion forums to provide an overview of nutrition as an integral part of public health
- The course is completely online, with a mandatory weekly live discussion session with the instructor and TA, conducted in a video format, so students can participate from anywhere.
- To keep students engaged, the course is conducted on a weekly pace, with assignments and quizzes due once a week. In addition, small group work helps student stay engaged with each other as well as with the instructors. Students use current technology, such as developing videos, creating infographics, and other engaging assignments.

**The cross-enrollment site is here:** [www.crossenroll.universityofcalifornia.edu](http://www.crossenroll.universityofcalifornia.edu).

### ➤ **Fall 2017 Education Minor Information Sessions**

**Location:** 3635 Tolman

**Date and Time:**

- Thursday, September 21 st 11:00 am – 12 noon
- Wednesday, October 4 th 2:00 – 3:00 pm
- Thursday, October 19 th 11:00 am – 12 noon
- Wednesday, November 1 st 2:00 – 3:00 pm
- Thursday, November 16 th 11:00 am – 12 noon
- Wednesday, November 29 th 2:00 – 3:00 pm

**Please RSVP:** [edminor@berkeley.edu](mailto:edminor@berkeley.edu) -- or-- (510) 643-9303

### ➤ **Mentoring opportunity for students with learning differences/ADHD**

It is estimated that every 1 in 5 people has a learning difference. Eye to Eye is a national mentoring program where undergraduates with learning differences/ADHD are paired with middle schoolers with similar labels. There are 120 chapters across the United States and the UC Berkeley chapter is currently looking for a group of dedicated mentors. Through an art-based curriculum mentors teach their mentees about self-advocacy, metacognition, proactive learning strategies, and academic accommodations. In addition, mentors share their stories to empower mentees to embrace and understand their learning styles.

Every week there is a new objective for mentees to learn about. They are given an art project to work on, with the mentor's help, to create a conversation about their learning difference/ADHD. Mentors help engage their mentees in this discussion, and share skills they developed throughout their life.

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Our chapter will have community bonding events so that mentors can get to know each other better. In February we will have on-campus events to raise awareness of learning differences/ADHD.

Requirements are:

- Passing a background check.
- Participating in a mentor training.
- Dedicating an hour a week to go to our partner middle school.

For more information, go to this website: <http://eyetoeyenational.org/about/about.html>

If you are interested, please fill out this application by the week of September 22nd:

<https://www.tfaforms.com/431921>

### ➤ **Interested in earning 2 unit of field study credit? Join Peer Health Exchange's (PHE) health equity movement!**

PHE is a non-profit organization whose mission is to empower young people with the knowledge, skills, and resources to make healthy decisions. We do this by training college students to teach a skills-based health curriculum in low-income, under-served public high schools in the Bay Area, focusing on substance abuse, mental health, and sexual health. If you are interested in gaining hands-on classroom teaching experience and working directly with young people, join UCB's Peer Health Exchange Chapter! You will be expected to commit 4-6 hours per week to become an effective health educator and teach weekly workshops. Please see [here](#) for description of the position. Info on our DeCal can be found [here](#)!

Interested in learning more? Hear what past PHE volunteers have to say about their experience in [this short video](#) or check out PHE's website [here](#)! When school begins, PHE will also host a series of information sessions on campus for you to learn more and speak directly with current UCB volunteers. Contact PHE's Program Manager Kristopher Stevens at [kstevens@peerhealthexchange.org](mailto:kstevens@peerhealthexchange.org) with further questions and/or to request an email notification when the information sessions are scheduled! Professor Steve Hinshaw will sign for Psych 197 units.

You can find the Peer Health Exchange application [here](#)!

## Fall Courses

### ➤ **Proseminar: 103B.003: Violence and Feud in the Middle Ages**

Geoffrey Koziol | 2303 Dwinelle | M 2-4

Violence was common in the middle ages, but it was not unrestrained. It was limited, calculated, and essential to maintaining social order. Examining test cases from the entire span of the middle ages, this seminar will explore a number of arenas of habitual, even normalized violence, including feuds, urban riots, and private war. It will also ask why — again in contrast to common beliefs — the developing "state" never managed to eradicate such violence but on the contrary, seemed to require and even promote them.

### ➤ **Env Des 104: Design Frameworks – Fall 2017**

Instructor: Emily Pilloton - [Epilloton@berkeley.edu](mailto:Epilloton@berkeley.edu)

Time: MW 9:30-11a

Open to sophomores, juniors, and seniors!

Course Description: Design Frameworks is a survey course that will introduce students to the definitions, theories, historical schools of thoughts, contemporary practices, and analysis of design and sustainability. Combining the lenses of Environment, Society, and Economy, the course will examine the ways in which designers and non-designers alike have defined the practice that we know as design today. The course begins with an open-ended question (“What is design?”) and asks students to think critically about the central tenets, commonalities, and limits of design in an ever-changing complex world. A historical and theoretical overview of predominant schools of thought across all scales of design (i.e. industrialization, modernism, post-modernism, and beyond) will ground the discussions and hands-on charrette projects to follow. Topics related to environmental sustainability including industrial ecologies, ecological design principles, lifecycle, biomimicry, LEED and accreditation systems, and closed-loop cycles will be presented. The course will also review the growing focus of social impact in design with specific attention given to Design Thinking, Human-Centered Design, environmental justice, and community-based design. Lastly, the course will survey a few key economic implications for design, including design and social entrepreneurship and design in emerging markets. Fulfills Arts and Literature Breadth.

### ➤ **History classes for Psychology Majors! – Fall 2017**

#### ○ **100AP: Eros: A History of Love from Ancient Greece to the Renaissance**

Diliana Angelova | 140 Barrows | TuTh 11-12:30 | Class #: 46337

What is love? An instinct, or an idea? European philosophers since Plato have sought answers to this, advancing in the process theories about the relationship between nature, culture, and the human condition. This class considers these theories as a starting point of

## Miscellaneous Opportunities – September 4, 2017

an historical exploration of love as represented in cultural artifacts from ancient Greece through Renaissance Italy: the poetry of Sappho, Ovid and Dante; Greek and Roman sculpture; ancient and medieval romances; marriage chests and wedding hymns; the letters of Abelard and Eloise; and Christian allegorical readings of the Song of Songs.

- **103B.003: Violence and Feud in the Middle Ages**

Geoffrey Koziol | 2303 Dwinelle | M 2-4

Violence was common in the middle ages, but it was not unrestrained. It was limited, calculated, and essential to maintaining social order. Examining test cases from the entire span of the middle ages, this seminar will explore a number of arenas of habitual, even normalized violence, including feuds, urban riots, and private war. It will also ask why — again in contrast to common beliefs — the developing "state" never managed to eradicate such violence but on the contrary, seemed to require and even promote them.

- **C139C: Civil Rights and Social Movements in US History.**

Waldo Martin | 277 Cory | TuTh 12:30-2 | Class #: 21774

Beginning with the onset of World War II, America experienced not a singular, unitary Civil Rights Movement as is typically portrayed in textbook accounts and collective memory, but rather a variety of contemporaneous civil rights and their related social movements. These movements did not follow a tidy trajectory from South to North to West, nor were their participants merely black and white. This course equips students with a greater appreciation for the complexity of America's civil rights and social movements history. If America's demographics are increasingly beyond black and white, and if color lines now loom as the problem of the 21st century, then this course may offer a glimpse into America's present and future.

### ➤ **Ethnic Studies 197: Field Studies in Labor and Community Organizing**

- **Course description:**

Find out how you can learn about real campaigns and efforts advocating for low-income and working-class families here in the Bay Area. Learning organizing skills alongside community and union members is a great way to explore how your passion for social and economic justice can become a life-long career. If you want to get more involved with your community and learn organizing skills, this course is for you!

- **This course will include:**

Engaged and guided reflection

Skills trainings

Career information

Readings and discussions to enrich an ongoing internship

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- Classes will be held bi-weekly on Monday from 3–6 PM at the Labor Center, 2521 Channing Way, Berkeley, CA.

Optional 2-3 credits based on hours in the field with bi-weekly seminars.

Students who are interested should contact [alicia.flores@berkeley.edu](mailto:alicia.flores@berkeley.edu) with their name, major, year, and 1-2 sentences on why they're interested in the course.

This is an American Cultures Engaged Scholarship (ACES) Course.

- **Link for more information here:** <http://laborcenter.berkeley.edu/ethnic-studies-197-field-studies-in-labor-and-community-organizing/>

### ➤ **PHYSICS 10 Physics for Future Presidents 3 Units**

R. Ramesh TuTh 9:30-11 1 Pimentel Class #46721

It is 9th November, 2036, the first Wednesday in November. After a grueling election campaign, you have just been elected President of the United States of America. While you are celebrating, your mind is rapidly scanning the few million things you need to get done as you start your presidency. Hopefully, you have already started planning some of the key initiatives right after winning the primaries in your party. By far, the first, most important, actions for you will be to identify the key cabinet ( i.e., secretaries) positions, in addition to the Attorney General, and other judiciary positions.

OK, so, not all of them will need you to be aware of Physics and Physical principles, but many of them will be deeply impacted by Physics. Note that by 2036, there is a good possibility that the average temperature of the earth is a few degrees higher than it is today and the rest of the world is clamoring for action from the “most powerful person on the planet”.

So, this class will focus on four broad areas where Physics will come in handy and where you feel the USA needs to have a strong global position and therefore you need to appoint the appropriate secretaries. Through this semester, we will explore Physics and Physical Principles from this perspective. We will explore Energy, Climate and Environment (which will cover the Department of Energy, EPA, NSF); Health (which will cover the Department of Health and Human Services, NIH, NSF); National Security ( Department of Defense, State Department) and Information Technologies ( covering broadly Department of Commerce, NSF, DARPA and loosely the Treasury Department). We will spend approximately equal time on these four topics, purely from a Physics perspective.

By the time we are done with the course, we will aspire to have a better feel for how you, as the president, can make more educated decisions of importance to the country within these topics. I plan to invite a few senior people from within the US government and from

outside as guest lecturers to bring a diversity of perspectives. This class will require a LOT of student engagement

➤ **Env Des 104 "Design Frameworks"**

Fulfills Arts Lit breadth and BCDI requirements

Course information: Env Des 104

Instructor: Emily Pilloton - [Epilloton@berkeley.edu](mailto:Epilloton@berkeley.edu)

Time: MW 930-11a

Open to sophomores, juniors, and seniors!

Course Description: Design Frameworks is a survey course that will introduce students to the definitions, theories, historical schools of thoughts, contemporary practices, and analysis of design and sustainability. Combining the lenses of Environment, Society, and Economy, the course will examine the ways in which designers and non-designers alike have defined the practice that we know as design today. The course begins with an open-ended question (“What is design?”) and asks students to think critically about the central tenets, commonalities, and limits of design in an ever-changing complex world. A historical and theoretical overview of predominant schools of thought across all scales of design (i.e. industrialization, modernism, post-modernism, and beyond) will ground the discussions and hands-on charrette projects to follow. Topics related to environmental sustainability including industrial ecologies, ecological design principles, lifecycle, biomimicry, LEED and accreditation systems, and closed-loop cycles will be presented. The course will also review the growing focus of social impact in design with specific attention given to Design Thinking, Human-Centered Design, environmental justice, and community-based design. Lastly, the course will survey a few key economic implications for design, including design and social entrepreneurship and design in emerging markets.

➤ **Sociology 169C: Cross-Cultural Communication**

Sociology 169C, Cross-Cultural Communications

Class Number 44990 or 44992

It is not too late to join this class that examines cultural differences and ways to increase skills when communicating with people who are from a different culture. This is so important in an increasingly global society. Many employers value people who have intercultural awareness and great communication skills. The course has many international students from different parts of the world and most of the class meetings are spent in interactive activities for applied learning. This makes it very interesting as you hear about the experiences of people from abroad.

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There are two sections offered in Fall semester. One is on TR 5-6:30, the other on R 5-8. After 3 weeks each section will be split in two, so that each group comes to class only half the time. There are also projects that get you out into the community to observe cross-cultural communication.

This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on experience, and to understand the connections to larger social structures. The cornerstone of the course is being involved in a cultural subgroup that you are not familiar with in or around the East Bay (e.g. student group, church, volunteer organization, internship, etc.). You will be expected to join this co-culture regularly (weekly or biweekly) throughout the semester and write a final paper on the experience. Attendance and participation is mandatory and a crucial component to the course. Students do not need a background in culture or sociology to join this course.

### ➤ **Entrepreneurship & Tech Courses: Undergraduate and Graduate Classes**

#### INDENG 185-001: Challenge Lab - Internet 3.0

The convenience of user-centric technology has given birth to a dark twin—big data solutions that manipulate consumers, deceive voters and determine our credit ratings. In this new Challenge Lab, you will be **challenged to disrupt the biggest players in the Internet**, from search engines to social networks. You will take on the role of a technology entrepreneur as you build real solutions and businesses that take on the **biggest companies that abuse big data for their financial gain**.

#### INDENG 185-002: Challenge Lab - Plant Based Meat; Engineering the Food of the Future

This course is for students interested in **creating the next generation** of healthy, delicious, affordable and **sustainable plant-based protein** foods. Embark on a unique, team-based challenge to **build novel enterprises** to address the most pressing **environmental and ethical issues** of our times

#### INDENG 190E: Lean Transfer - Hands-on Learning for Building Deep Technology Startups.

The Lean Transfer course provides hands-on learning for building deep technology startups. Based on Steve Blank's Lean Launchpad courses taught at Haas and COE, participants will form teams around existing UC Berkeley IP

To view all of our courses: <http://scet.berkeley.edu/undergrad/cet-courses/>

➤ **African American Studies 165**

African American Poetry:

Eyes on the Prize

MW 12-2:00 p.m. / 151 Barrows / 4 units

CCN 45099

Professor: Chiyuma Elliott

In this class, we will read books by acclaimed African American poets who have won Pulitzer Prizes, National Book Awards, and commendations from the Library of Congress. We will also examine book reviews, articles, and interviews that illuminate popular and critical responses to these authors and their work. The course is designed to teach students how different poems function—through close reading, and careful attention to poems’ formal properties. Hard work is required; love of the genre and confidence in one’s ability to understand it is not (as the current U.S. Poet Laureate, Natasha Trethewey, admitted recently in an interview “growing up, I didn't think I could understand poetry, I didn't think that it had any relevance to my life”). Assignments include: a final paper OR creative project (8-10 pages).

Authors include: Gwendolyn Brooks, Lucille Clifton, Rita Dove, Yusef Komunyakaa, Tracy K. Smith, Natasha Trethewey, Terrance Hayes, Robert Hayden, Nikky Finney, Robin Coste Lewis, and Gregory Pardlo.

➤ **Native American Studies 100: "Native American Law"**

Class Number: 18012

Monday 3-6pm, 120 Wheeler

Instructor: Joe Myers, [nijc@aol.com](mailto:nijc@aol.com)

This course will examine the fundamental principles of federal Indian law by discussing federal case law, legislation and historical aspects that impact the development of laws that regulate land use and resource entitlements on Indian reservations, as well as the conduct of all persons subject to tribal government jurisdiction. This course requires extensive and careful reading of legal text. Students will have an opportunity during Week 2 or 3 to tour the Berkeley Law School Library in order to become familiar with available texts and library protocols necessary to complete the legal research paper requirement.

➤ **City Planning 190—Sustainable Mobility (3 units)**  
**Wurster 106 Tu, Th 11:00-12:30 pm**

This course focuses on sustainable mobility in world cities, with an emphasis on the long-

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term importance of how land development can be leveraged to improve the efficiency and effectiveness of mobility options. Integration of sustainable mobility issues into daily discussions about cities is essential to improve decisions, increase funding opportunities, raise awareness, and foster environments that are more equitable, environmentally friendly, and economically sound.

Sustainable transportation systems are influenced by factors at various levels: At the micro-scale, elements of the built environment, such as sidewalks, bicycle lanes, traffic speeds, and roadway crossings, impact how people travel. At the macro-scale, where activities are located, and the transportation connections among them, determine whether one can feasibly use transit, a shared vehicle, a bicycle, or walk to a destination. As a result, addressing sustainable transportation issues requires the bridging of many disciplines, including urban planning/design, economics, engineering, and others.

The course is divided into four sections: 1. An introduction, aimed at bridging the current course with knowledge gained in CP 114 and other courses; 2. Mass Transit; 3. Bicycling and Walking; and 4. Land development as a long-term strategic choice for the success of sustainable transportation modes.

By the end of the course, students will be able to:

- Identify contemporary forces influencing the provision and effectiveness of public transportation services in North America, with comparisons drawn from Europe and Latin America;
- Understand the importance of sustainable mobility options for social equity, the environment, and the economy
- Discuss the benefits and challenges of creating walkable and bikeable environments;
- Explain the influence of various settlement patterns on the performance of sustainable transportation modes;
- Identify relevant land development strategies (a mix of land management instruments, market assessments, and corridor studies) to encourage development patterns supportive sustainable mobility; and
- Discuss why transit-supportive urban development is the most suitable long-term strategy for the success of mass transit in contemporary urban areas.

### ➤ **Plantbi 10 - Plants, Agriculture and Society (Class #24340)**

Monday and Wednesday 10-11 AM, 101 Barker Hall - [link to online schedule](#)

Do you ever wonder where your food comes from? This course will introduce you to the origins of Agriculture and discusses how our food is produced and where it comes from. The course will cover conventional breeding of plants and the controversies surrounding GMOs

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in food production. Modern Methods of Plant Breeding including the use of CRISPR genome editing will also be covered. Finally, students will be introduced to the basic concepts of Agricultural Economics and how this relates to Agricultural Biotechnology and the sustainable development of food

### ➤ **Rhetoric 124 "The Rhetoric of Poetry"**

Tues & Thurs 2:00 PM - 3:29 PM

Dwinelle 251

Class #: 44958

#### **Class Description:**

A creative writing workshop, analyzing the consideration of the relationship between the texture of poetic discourse largely defined by figures of speech and overall poetic structures.

#### **Prerequisites:**

Consent from the Instructor and at least one course on poetry (which may be either a poetry writing workshop or a course on modern/contemporary poetry).

Open to sophomores and upper-division students.

You will be happiest in this class if you agree that poems are poems and not prose because they are made from complex sentences or phrases that deviate from grammar only if they do so strategically, and that the "meaning" of a poem depends upon relationships between form, theme, and sound--and that you want to learn more about how this works.

Course requirements include exercises in writing and revising poems, reading many contemporary poems including at least one book and probably more, writing a short essay about a poem (i.e. a "close reading") of around three pages that you will read aloud in class prior to submission.

You'll also be required to read your own poems aloud in class so as to learn the art of reading to an audience in a way that keeps them awake. Perhaps we will stage a poetry reading?

\*\*The class counts toward fulfilling the Creative-Writing & Rhetoric minors, and Rhetoric Major.

#### **To apply:**

>>> Write to Professor Barbara Freeman at [bcf1@earthlink.net](mailto:bcf1@earthlink.net). <<<

"Please tell me why you are interested in taking this class and about your background in creative writing: if you've taken any poetry writing workshops and if so, where. Feel free to include any other pertinent information you want to share. You may waitlist yourself for the class, but will need permission from me to enroll in it. Please note: for the first two weeks of

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the semester any student who misses a class without written permission from me will be dropped from the class, thus allowing space for the next person on the waiting list to enroll, and that regular attendance is required. Also: any assigned book must be read in hard copy, no pdf's are allowed.

### ➤ **Seats available in great Arts and Lit breadth course**

Letters and Science 25 (class number 46574)

3 units

MW 12:00 PM - 2:00 PM

*Mondays: 277 Cory Hall;*

*Wednesdays: Berkeley Art Museum. on Oxford just across the street from West Gate.*

Shannon Jackson (Theater, Dance, and Performance Studies)

Natasha Boas (International Independent Curator)

Eric Siegel (Director of the Botanical Garden)

#### **Satisfies Arts and Literature breadth**

L&S 25 provides a central creative gateway experience for undergraduates at UC Berkeley. Each semester the course is structured around a central theme that responds to significant artistic and cultural events on the campus. In the fall of 2017, the central organizing theme will be curation. What does it mean to curate? What is a curator? Is curation different in different disciplines? How has curating changed as it responds to new cultural production across disciplines, institutions, and to new forms of cultural and digital participation? We will explore how the role of the curator functions similarly and differently in five broad domains 1) the curation of the visual arts, 2) the curation of film, 3) the curation of the performing arts, 4) the curation of science and technology, and 5) the curation of education and community. We will use local, international and virtual case studies to ground our exploration. Students in the class will receive free tickets to three to five performances during the course of the semester, and enjoy special access to the collections in the Berkeley Art Museum and other venues on and off campus. Additionally, their experience will be enriched by guest lectures by an array of other artists, scholars and curators. Assignments include a journal and sketchbook, and a small portfolio of pop-up curatorial projects.

### ➤ **Space available in new Nano intro course CBE 195**

The College of Chemistry is offering a new course for upper division undergraduates interested in an introduction to nanoscience and biomolecular engineering.

CBE 195 “Nanoscience and Engineering Biotechnology” meets Tu Th 8 am — the perfect way to start one’s day.

Learn the fundamental principles of DNA, Discuss using synthetic nano-tools to probe, study, and engineer biology at a molecular level.

➤ **VIS STD 186B "Staged Photography" seats available**

VIS STD 186B Photography as an Art Form ("Staged Photography") has a few seats still available. Note that this course fulfills the "CED upper div outside major" requirement.

Read the full [extended class description for Staged Photography](#) (VS 186 and VS 298) on the CED website. You will need to scroll down the page to find the description.

*From the instructor:*

- If it seems like a class you want to take, email the instructor, Jean-paul Bourdier at [jpbourdier@berkeley.edu](mailto:jpbourdier@berkeley.edu) and he will give you a place where you can pick up the extended syllabus
- You can also email Jean-Paul to arrange a meeting during Wednesday's (Aug 30) studio class on the 8th floor between 2 and 6 PM.
- Sending Jean-Paul a portfolio or bringing some of your visual work is always a plus!
- If you are definitely interested, he will then send you a "permission" number to register in the class.
- Finally, you can also show up at the next class on Sep 11

➤ **ARCH 142 Sustainability Colloquium**

Check out Arch 142: Design for Sustainability Colloquium, on Fridays 10-11am, 112 Wurster. It is a series of outside professional speakers and provides great exposure to “real world” projects and perspectives. We have a truly amazing line-up of speakers this Fall, many of whom are icons in the field, often tapped as keynote speakers for conferences, and even a representative of the AIA 2017 Firm of the Year. They will be talking about diverse topics with a particular focus this semester on how design connects to topics of resiliency and social sustainability, as well as addressing Big Data, the business case for prefab, historic renovation, and more!

The list of speakers is attached. The class is offered for either 1 unit (attendance plus one short final project – a poster exhibition) or 2 units (3 additional short writing assignments, essays or powerpoints). ***There is no pre-requisite, this course is open to all students lower and upper division!***

\*\*See flier below for details on the dates and topics:

**Design for Sustainability**  
**COLLOQUIUM** Professor Gail Brager

**Fall 2017** Arch 142/242 1-2 units  
Friday, 10-11am 112 Wurster

Credit earned with required attendance, and a final poster exhibition (1 unit), and additional writing assignments (2 units).  
Everyone is welcome to attend the lectures without enrolling.

Aug 25 <b>Gail Brager</b> Professor and Director, Center for Environmental Design Research Design for sustainability: an introduction	Oct 6 <b>Stephen Engblom</b> Senior Vice President and Global Director, AECOM Cities What's next in making cities resilient?
Sep 1 <b>Lisa Matthiessen</b> Principal, Urban Fabrick Drawdown: a holistic look at climate catastrophe mitigation	Oct 13 <b>Michelle Frey</b> Executive Director, Urban Land Institute San Francisco The messy and transformative path of collaboration
Sep 8 <b>Chris Pyke</b> Chief Strategy Officer, Acclima Disrupting the disruptors: evolution of green building in the era of Big Data	Oct 20 <b>John Klopff</b> Principal, Klopff Architecture Modernizing midcentury moderns: recycling homes for a new generation
Sep 15 <b>Naomi Porat</b> Principal, Alpha Group The case for prefab modular multifamily housing	Nov 3 <b>Liz Ranieri</b> Design Principal, Kuth Ranieri Architects Harnessing resiliency
Sep 22 <b>Fred Clarke</b> Senior Design Principal, Pelli Clarke Pelli Architects Humanizing infrastructure: The Salesforce Transit Center and Tower	Nov 17 <b>John Straube</b> Associate Professor, University of Waterloo The role of building science in sustainable building design
Sep 29 <b>Bill Leddy</b> Principal, Leddy Maytum Stacy Architects Designing for change	Dec 1 <b>Poster Exhibition</b>

➤ **Great History Seminars with room!**

**History 103C: The Making (and Breaking?) of Britain**

Jason Rozumalski

2231 Dwinelle

M 12-2

Class Number: 44838

Units: 4

Britain now seems poised on a precipice: will the geo-political entity that has been the United Kingdom of Great Britain and Northern Ireland survive far into the twenty-first century or will it dissolve among its multiple states? The answer to that question belongs to the future. What this class can ask is: what is "Britain" anyway? How did it come to be? What are its fault lines? This seminar will move quickly through the early history of Roman and Celtic Britain before focusing on the Kingdoms of England, Ireland, and Scotland; the Union of the Two Crowns under James VI and I in 1603; Scotland's eventual (and, to some, dubious) union with England; the long history of violence in Ireland; and some of the intricate

complications of empire. The structure of this course is about kingdoms, nations, and nationalism. However, in order to give that structure meaningful content, the course will emphasize studies of identity, religion, self-determination, and the messy cultures that have created these arbitrary (but somehow real) geo-political categorizations that affect the lives and livelihoods of millions of people today.

**History 103F: Religion, Superstition, and Secularism in Modern China**

Brooks Jessup

2231 Dwinelle

T 12-2

Class Number: 44832

Units: 4

Narratives of modern Chinese history have often consigned the practice of religion to a fading pre-Communist past. However, the remarkable religious revival in recent decades since the end of the Cultural Revolution has inspired historians to reconsider the fate of religion and its place in the making of modern China. How did modern secularism inform the transition from cosmic empire to nation-state? Why were attempts to reform Chinese society using Western concepts of religion and superstition so problematic? How did Buddhists and Daoists engage with such concepts and other features of modernity? Did Christian missions provide a model, and were they able to overcome their foreign origins to become indigenous movements? How did religious difference in the borderlands of Tibet and Xinjiang shape the ethnic and territorial formation of the Chinese nation? Was the Communist revolution, and its devotion to Mao, influenced by the very religious traditions it targeted for destruction? We will explore these questions and more through close reading and critical discussion of recent scholarship on the history of religion in China with a focus on the twentieth century. In addition, we will also examine representative examples of missionary records, religious periodicals, memoirs, and other relevant primary sources available in English.

J. Brooks Jessup is a Visiting Lecturer in the Department of History. His book manuscript examines the rise of Shanghai as a national center of Buddhist activism in twentieth-century China. Current research interests include urban history, public religion, Buddhist modernism, human-animal relations, and environmental history.

**History 103F: Hindu/Muslim: Religion, Politics, and Violence in South Asia during the past Millennium**

Abhishek Kaicker

2303 Dwinelle

Th 10-12

Class Number: 66994

Units: 4

This course is concerned broadly with the relationship between the categories of "religion" and "politics" and the practices of violence which lie at their intersection, and in particular with rethinking the terms we use to imagine religious violence in the past and the present. As a case, we will focus on the longue duré history of the Indian subcontinent, and the relationship between Hinduism and Islam as it has manifested over the last millennium. Through reading a mix of postcolonial historical scholarship and precolonial primary

sources, we will critically investigate the Islamic conquest of India; the historic evolution of the concept of "Hindu" and "Muslim"; and the politics of memory of this relationship in the twentieth century. No prior experience with the history of India is required for this class. Students will be responsible for regular response papers and will craft an essay on the themes of the class over the course of the semester.

**History 103H: Making Africa Muslim**

Bruce Hall

2231 Dwinelle

Th 12-2

Class Number: 44834

Units: 4

In this course, we will ask how and why Islam was adopted by so many people in Africa (slightly less than 50% of Africans are Muslims today). Although we will pay some attention to the larger history of the spread of Islam in Africa, we will be primarily interested in issues of religious practice and identity among different strata of African populations over time. One of the principle vehicles for the extension of Muslim practice in Africa was the teachings and institutional structures embodied in Islamic mysticism (which is known by the term "Sufism" ). Islamic mysticism was central to the spread of Islam in Africa, and to its particular dynamism in different parts of the continent. For many African Muslims today—s in the past—Islamic mysticism is an essential part of their practice and belief as Muslims. But conversely, Islamic mysticism has also become a primary target for criticism by many reformist Muslims. The course assumes no prior knowledge of Islam or African history. The approach that we will take will be in some ways based on the curriculum that an African Muslim student would have followed. Each week, we will read two types of texts: academic articles and chapters about different aspects of the history of Muslim Africa, and English translations of important Islamic texts written and read in Africa. By approaching the subject through some of the texts used to spread the message of Islam to different Africans over time, we will learn about the intellectual framework of Islam in Africa. The objective of the course is to provide students with both a working knowledge of Islamic history in Africa and the intellectual framework of an initiate's understanding and appreciation of the body of thought and practice of Muslim Africans.