The A-Z's About Getting Your Z's  
*Wed 6:30-8*
This course focuses on various aspects of sleep including physiological regulation, relationship of sleep with physical health, psychology of sleep, sleep disorders, effects of drugs on sleep, science of dreaming, and more. Through lectures, reading assignments, videos, semester-long projects, and open discussions, this class is designed to explore fascinating and interesting facts about sleep that can work as a basic introduction to further students’ interests.

Drug and Alcohol Addiction: A bio-psycho-social approach  
*Tu 6-7*
Drug and Alcohol Addiction: A bio-psycho-social approach is a one-unit DeCal course that introduces students to the dominant discourses surrounding drug addiction and the popular methods utilized by healthcare professionals in addressing the issue. During this course, students will explore a variety of themes including: stigma of addiction, comorbidity of mental health issues and addiction, relapse, biological processes of addiction, and a number of other topics. The purpose of this course is to provide students with a basis for understanding underlying causes of drug addiction and critically analyzing misconceptions that stem from this often contentious topic. This course is intended for anyone who has an interest in learning more about drug addiction, including those who have personally been affected by the issue and/or those who wish to work with individuals suffering from addiction.

The Happiness Advantage  
*Tu 5-6 or Mon 4-5 or Wed 6-7 or Th 5-6*
“I’ll celebrate after I _________.” Popular belief holds that if we fill that blank with our personal or career goal and aim for success in achieving it, happiness will follow. Once we succeed, however, we form new goals and happiness gets pushed farther and farther into the future. Inspired by recent groundbreaking research in the field of positive psychology, Harvard alumnus and professor Shawn Achor posits a theory that happiness fuels success, not the other way around. He has performed numerous experiments to gather evidence to support his belief and compiled his findings in a book called *The Happiness Advantage*.

The objective of this course is to socialize strategies that are proven to improve one’s outlook (and happiness), have you try them for a period of 21 consecutive days, and then measure the tangible as well as intangible (perceived) benefits to test Achor’s hypothesis. Working under the umbrella of happiness, we will delve deeper into the practices of mindfulness (meditation), gratitude, and kindness. We will explore these themes through guest speakers, literature on the topics, in-class discussions, and four hands-on projects that challenge you to apply these practices to your daily lives. The hope is that with continuous practice over the course of 21 days, these practices will develop into habits that manifest more naturally and regularly.

Magic: The Art and Theory of Deception  
*Tu/Th 6:30-8*
Ever been asked to showcase a talent, but froze? The magic decal is a comprehensive introductory course in magic and psychology designed for the complete beginner. Throughout the semester, students
participate in lectures and groups to hone their skills in card magic, and develop a deep understanding of the human mind and how its flaws can be used to create veritable miracles in the spectators' minds. Students will leave the class confident in their ability to wow crowds with fantastical stories and an ordinary, battered $2 deck of cards. Please email magicatcal@gmail.com or visit https://decal.berkeley.edu/courses/4282 for the syllabus, such as a redacted list of tricks.

**Personal Development in Psychology**
*Th 2-4*

The Personal Development in Psychology DECal is designed for students who are new to the psychology department here at Berkeley. Whether you are a newly declared psych major, a junior transfer, or an intended psych major, the course is aimed at giving you the resources, information, and community in order to be successful during your time as a psych student successful. If interested contact the facilitator, Ella Simmons at ellagsimmons@berkeley.edu or come to the first meeting on Thursday January 25th at 2pm in 51 Evans!

**The Sage Mentorship Project**
*Tu 6:30-8 or Wed 8-9:30 pm or Th 6:30-8*

The Sage Mentorship Project is a one-on-one mentorship organization created to address the major disconnect between tutoring and mentoring programs. The program is meant to build “real” connections, which with consistent time and effort by the mentors, will turn into powerful relationships. The program’s ultimate goal is to provide youth with a personal connection to mentors through academic and extracurricular activities in order to foster life skills and personal growth. Undergraduate students interested in volunteering with the Sage Mentorship Project during the fall and spring semesters of the academic year must first take this course, which combines community service with classroom learning. The Sage DeCal is worth 1 unit. The classroom and mentoring portions of the class each run concurrently all the way through the semester, allowing the students to directly apply lessons learned in the classroom and utilize the classroom as a resource for issues that come up while mentoring. This course offers UC Berkeley students a unique opportunity to critically engage in the theory and practice of working with the youths in our community.

**Self-Development for Community Leadership**
*Tu 4-5*

This class will provide a number of tools for becoming a better community leader and successfully advocate for the underrepresented groups by learning the psychological aspects of power, recognizing one’s own biases, and utilizing self-reflection to understand the politics of trauma and the power of nonviolent social change.

**Social Identities Intergroup Dialogue**
*Wed 6-8*

Dialogue is a form of communication that goes beyond ordinary conversation. Dialogue can defuse the polarization that characterizes much public discourse and generate understanding that can transform individuals, communities and institutions. In this course, students will examine models of dialogic communication and theories of intergroup relations and consider how the practice of dialogue can build
deeper understanding of self and others, reinvigorate democratic values and foster a more just and equitable society.

Students will develop leadership skills through learning about and practicing dialogue across difference in a collaborative classroom environment. Through hands-on experience participating in, observing, and leading a mini-dialogue for an end project; students will learn steps to better facilitate dialogues among their peers in a variety of campus and community settings.

If you are interested in this class, please complete the interest form here: [https://tinyurl.com/ucbdialogue](https://tinyurl.com/ucbdialogue)

**Stigma Stingz**  
*Mon 6-7*

This course will provide students an insight into the lives of people who have struggled with a mental illness ranging from depression to manic bipolar disorder. Students will follow the journey of 20 individuals as they describe their experience with mental illness, the stigma they faced, and how they overcame the challenges to become successful individuals. This course will give students the opportunity to gain insight into the lives of people who have struggled with a mental illness and who have struggled against the stigma placed on them by society. It will also help students, who are themselves or have a loved one battling a mental illness, understand the different depths to a mental illness.

**The Triple E Decal: Expressive Exercises in Empathy**  
*Mon 5-7 or Wed 5-7*

One prominent definition of empathy is that it is the ability to understand and share the feelings of another. The objective of this course is to offer a multidisciplinary approach to empathy. Topics will include development, definition & effects of empathy, with an additional emphasis on improving empathy individually, community building, and connecting to each other as a class. Throughout this semester, we hope to develop a better understanding of questions such as:

- How is it that many times we can put ourselves into someone else’s shoes, regardless of whether we know the person or not?
- When we read fiction or watch certain movies many emotions arise, as if the characters from such stories were real; why is it that we feel such emotions, even though we know the stories are not real?
- How unique is the human ability to empathize, what is its role in our species, and what facilitates cross-species empathy?

For more information contact [yuxuan.chen@berkeley.edu](mailto:yuxuan.chen@berkeley.edu).

**The Undergraduate Journal of Psychology at Berkeley**  
*Mon 6-8*

The Undergraduate Journal of Psychology at Berkeley (UJPB) is a student-run journal featuring high-quality, original psychology research from undergraduates all over the country. Our team meets each week for two hours to discuss, select, and edit papers for publication. During the Spring, editors are assigned to a paper in small groups and work semester-long with the author to produce an academic publication of high caliber. Along the way, editors will develop valuable skills and gain familiarity with the structure of a scientific paper, statistical methods, usage of APA style and formatting, and rigorous
critique of experimental methodology. The seminar format encourages cooperation, lively discussion, and a tight-knit community.

For more information, please email ujp.editorial@gmail.com or find us online at www.ujpb.org.