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ERG’s New Summer-only Minor/Certificate in Sustainability

Open and Available UGBA Courses in Summer Session A

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Summer 2018 Language Workshops

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Two new courses for Fall

Margaret Atwood fans? 5/14/18

Jacobs Spring Design Showcase
Connecting Minds 2018 Undergraduate Student Research Conference in Psychology, 5/18/18

What is Connecting Minds?
www.connectingminds.ca

....the exclusively undergraduate research conference in Psychology, hosted by Kwantlen Polytechnic University. Connecting Minds (CM) is the furthest reaching undergraduate conference of its kind, drawing student researchers from across Canada, the United States and even Europe. Since its inauguration in 2008, CM has hosted more than 300 high caliber research presentations representing over 30 institutions.

With events aimed towards the interests of undergraduate students, CM presents graduate panels, grant application panels, and social opportunities.

CM has also featured several world-renowned keynote speakers such as Drs. Elizabeth Loftus and Albert Bandura, both recognized among the top 100 most eminent psychologists of the 20th century.

Who?
Dr. Adele Diamond

Adele Diamond, PhD, FRSC is the Canada Research Chair Professor of Developmental Cognitive Neuroscience at University of British Columbia (UBC), Vancouver, BC, Canada. Her discoveries have impacted education worldwide and improved treatment throughout the world for two medical disorders (PKU and ADHD). She’s been named one of the “2000 Outstanding Women of the 20th Century” and been recognized as one the 15 most influential neuroscientists in the world today. Her specialty is ‘executive functions’ (EFs), which depend on the brain’s prefrontal cortex. EFs enable us to resist temptations or automatic impulsive reactions, stay focused, mentally play with ideas, reason, problem-solve, flexibly adjust to changed demands or priorities, and see things from new and different perspectives.

Dr. Diamond’s keynote address for Connecting Minds 2018 is entitled, “Insights from Psychology and Neuroscience to help you Succeed in University and on the Job Market”.

Where & When?
May 18 - 19, 2018
Kwantlen Polytechnic University – Richmond
8771 Lansdowne Road – Rotunda, 1st Floor
Richmond, British Columbia, Canada

Several advertisement posters will be mailed to you in the New Year. We would greatly appreciate you posting these around your department and encouraging fellow students to attend as either presenters or observers. Also, please advise students that we will be offering limited travel subsidies for non-local student presenters in need of monetary support.
The 2018 Summer Institute Political Psychology

Held at Stanford University from August 5 – August 25, 2018
Applications are being accepted now for the 22th Annual Summer Institute in Political Psychology, to be held at Stanford University August 5-25, 2018.
The Summer Institute offers 3 weeks of intensive training in political psychology. Political psychology is an exciting and thriving field that explores the origins of political behavior and the causes of political events, with a special focus on the psychological mechanisms at work. Research findings in political psychology advance basic theories of politics and are an important basis for political decision-making in practice.
SIPP was founded in 1991 at Ohio State University, and Stanford has hosted SIPP since 2005, with support from Stanford University and from the National Science Foundation. Hundreds of participants have attended SIPP during these years.
The 2018 SIPP curriculum is designed to (1) provide broad exposure to theories, empirical findings, and research traditions; (2) illustrate successful cross-disciplinary research and integration; (3) enhance methodological pluralism; and (4) strengthen networks among scholars from around the world.
SIPP activities will include lectures by world class faculty, discussion groups, research/interest group meetings, group projects, and an array of social activities. Some of the topics covered in past SIPP programs include public attitudes and attitude change, race relations, conflict and dispute resolution, voting and elections, international conflict, decision-making, moral disengagement and violence, social networks, activism and social protest, political socialization, justice, and many more.
In 2018, SIPP will accept up to 60 participants, including graduate students, faculty, professionals, and advanced undergraduates. Please visit our website for more information and to find the application to attend: https://web.stanford.edu/group/sipp/cgi-bin/sipp/Applicants are accepted on a rolling basis until all slots are filled, so applying soon maximizes chances of acceptance. Any questions should be directed to: 2018SIPP@gmail.com

Free Access to Lynda.com for Students

To the campus community,
We are pleased to announce that all students now have free access to thousands of courses and online videos covering software, technology, business, and creative skills from the Lynda.com online learning platform! Lynda includes courses on Adobe and Microsoft tools and training on web design and development, audio and video production, and much more.
How to Access Lynda.com
Browse Courses and Learning Paths: Discover recommended courses for UC Berkeley students from the Library’s Level Up website.

Login to Lynda.com: Go to the organization sign-in page, enter "berkeley.edu" and login with your CalNet credentials from on or off campus. Eligibility includes all currently enrolled UC Berkeley undergraduate and graduate students. Lynda.com courses are not available for UC Berkeley credit. The campus-wide license for all students is available thanks to support from the Student Technology Fund and the University Library. Faculty and staff can continue to access Lynda via Human Resources.

Technical Resources for Students

- **Tech Support:** Find help online or get drop-in tech support at Moffitt Library or the Academic Centers at each residence hall.
- **Free Software:** Access free software, such as Adobe Creative Cloud and Microsoft Office, through Software Central.
- **Protect Yourself Online:** Visit the Information and Security Policy website for tips on how to stay safe online.

➤ **DACA Open Letter from Psychology Department**

See below for information regarding a statement on DACA. The Psychology Department's position statement action committee (Professors: Oz Ayduk, Iris Mauss, Serena Chen, and Graduate Students: Jon Reeves, Vyoma Shah, Jen Pearlstien, and Paul Connor) would like as many signatures as possible before forwarding to the chancellor. They want to make sure all have a chance to sign should they so choose.

http://ucbpsych.qualtrics.com/jfe/form/SV_6XPjCESg6rp2Tz

➤ **NEW: The Developing Child Summer Minor and Certificate**

The Developing Child is a new interdisciplinary, developmental science Summer Minor and Certificate, focused on children from birth to age 8. Integrating research, practice, and policy with problem-solving and implementation skills for the real world, the innovative coursework and practicum will enrich your approach to working with or on behalf of young children. The Developing Child Minor or Certificate can enrich your area of study and give you hands-on skills for working with or on behalf of young children. The Developing Child cohort will be limited to 30 students. The Minor is available to matriculated UC Berkeley students; the Certificate is available to visiting students. All coursework is taught in English and requires complex discussion and problem-solving in English. The Developing Child may be completed in one summer or more. For more information visit: http://ihd.berkeley.edu/research-centers/early-development-learning-science/minor
Summer 2018: NATAMST 179 "Indigenous Peoples and Env Change in North American West"

Native American Studies 179:
Indigenous Peoples and Environmental Change in the North American West (14941)
Summer Session A 2018
Tuesday/Wednesday/Thursday
1:00PM-3:30PM
Instructor: John J. Dougherty, Ph.D.

This course explores the dynamic relationships between indigenous communities and the continuously changing environmental landscapes of the North American West from before European contact to the present, and how these communities have continually adapted traditional cultural practices to meet ever-changing environmental realities. With this broader context, this course examines how specific indigenous communities have navigated their relationship with the natural world amidst the challenges of colonialism, globalization, environmental ruin, and climate change in the North American West. Additionally, this course examines the specific transformations of the regions unique and diverse environmental landscapes, and demonstrates how Native peoples have been central figures in the past, present, and future of natural resource preservation and management in the North American West.

Summer 2018 Public Health Classes

Reminder:
Due to high demand, during the regular Fall and Spring terms enrollment in Public Health core classes (142, 150A/B/D/E) is restricted
Phase I: enrollment restricted to PH 7+ term students
Phase II: enrollment restricted to any PH major
Adjustment Window: enrollment opened to 7+ term students in any major, if space available

PH 142, 150B and 150D are offered with no enrollment restrictions during Summer 2018.
Enrollment begins today at Berkeley Summer Sessions

*PH 196.001 is an exciting new class: Women's Health & Empowerment

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#### ☑ SUMMER 2018: American Studies 101AC - Age of Monopoly, space available

This course satisfies the American Cultures requirement.

**AS 101AC - AGE OF MONOPOLY**

Summer Session A (6 weeks - 5/21 - 6/29/18)

4 units

MTW 12-3, 155 Kroeber

Instructor: Michael Cohen

Class # 14166

This course will consider the making of modern American culture between the end of the Civil War and the start of the First Great Depression. In these years the United States transformed itself from an isolated and agrarian nation into the richest, most urbanized nation in the world. These enormous changes were driven by the astonishing growth of industrial and finance capitalism into a vast corporate empire of monopolies in money, steel, tobacco, movies, food, oil,
electricity, organized crime, etc. With this corporate growth and concentration came tremendous social, political, racial and sexual conflicts characterized by the clash of labor and capital, the triumph of Jim Crow white supremacy, the mass immigration of workers from Asia, Mexico and Europe, the cataclysmic end to 400 years of Indian Wars, the growing woman’s movement, and the vibrant outbreak of radical social movements demanding a “cooperative commonwealth.” This class will consider the economic and political changes of the Age of Monopoly through a study of its culture, for it was this half-century that gave birth to modern American culture in the form of illustrated magazines and comic strips, world’s fairs and amusement parks, Wild West shows and vaudeville, the advertising and public relations industry, window shopping and department stores, skyscrapers and national parks, military buildups and IQ tests, talk radio and Jazz music, automobiles and suburbs, and most importantly, the Hollywood movie.

**Summer 2018 - 2 Unit History Courses, open spaces**

**Session A - 2 Unit Courses in History**

**History N100.001: Financial Crisis, Inequality and Globalization: A Transnational Economic History from the Great Depression to the Great Recession (1920s – 2010s)**

- This is a 2 unit course. It does not fulfill a major requirement.

In 2003, during the annual meeting of the American Economic Association, one of its distinguished members, Nobel laureate Robert Lucas confidently proclaimed to his colleagues that the “central problem of depression prevention has been solved, for all practical purposes, and has in fact been solved for many decades.” Just a few years later, during the 2008 Great Recession, his claim was put to the test. If Lucas has been proven right, we can ask at what cost had the global economy been saved from collapse, and for whose benefit? Answers to these questions, as we will discover in this course, critically depend on how we understand the 1929 Great Depression. We will trace what lessons liberal and authoritarian political regimes learned from the Great Depression, and which ones they forgot, and when. Doing this will permit us to evaluate the connections between economic inequality and globalization that give rise to enormous outpouring of professional and popular analysis in the aftermath of financial crisis. Topics covered include global responses to the Great Depression, the Bretton Woods system, 1980s debt crisis, 1990s Asian financial crisis, and the Great Recession.

**Andrej Milivojevic**

60 Barrows
TuTh, 4–6 p.m. | May 21–June 29
Class #: 13549

**History N100.002: Pills, Profit, and Power: The History of Medicine in America**

- This is a 2 unit course. It does not fulfill a major requirement.

Last year, the Centers for Disease Control and Prevention (CDC) reported that life expectancy in the United States has declined for the second consecutive year in a row, even though it spends more on healthcare than any other country. How did this come to be? In an attempt to answer this question, this course examines the cultural, social, political, economic, and intellectual history of American medicine from the eighteenth century to the present. Topics include: Affordable Care Act (Obamacare), bloodletting, health citizenship, bioethics, the AIDS epidemic, the Tuskegee Syphilis Study, mental health, women’s health, health activism,
disability, and the opioid crisis.

**Aimee Medeiros**
9 Lewis
MW, 12–2 p.m. | May 21–June 29
*Class #: 14213*

**Session D- 2 Unit Courses in History**

**History N100.003: American Business History**

- This is a 2 unit course. It does not fulfill a major requirement.

When President Calvin Coolidge declared in 1925 that “the chief business of the American people is business,” he was not making a historical argument, though it would have been a defensible one. Nearly a century earlier, French visitor, Alexis de Tocqueville, made a similar observation. Indeed, America was colonized by joint-stock corporations! Understanding the history of American business can therefore unlock a great deal about America itself. How did the exchange of capital become capitalism? How have markets and firms been constructed politically and socially? Is the history of American business primarily one of creative entrepreneurs or exploitative opportunists? What is the relationship between capitalism, gender, and race? In this course, we will explore these questions on a chronological journey from seventeenth-century joint-stock colonization to twenty-first century high-frequency trading.

**Daniel M Robert**
2 LeConte
TuTh, 2–4 p.m. | July 2–August 10
*Class #: 15013*

**History N100.005: Youth in Revolt: Post-1945 Europe through Film**

- This is a 2 unit course. It does not fulfill a major requirement.

Thoroughly devastated by war and the Holocaust, the Europe of the 1940s was poor, ethnically homogeneous, and politically divided into democratic-capitalist and Communist blocs. By the 1990s, Germany was reunified, the Soviet Union withdrawn from Eastern Europe, and the European Union expanded to include states formerly under Soviet rule. But the road to prosperity and unity required the revolutionary ideas and actions of youth. In this course, we use award-winning feature films from the 1940s through the 1990s as our major primary sources for evaluating the major social, political, and cultural upheavals through which contemporary Europe emerged from its darkest decade. Topics addressed include the psychological aftershocks of fascism and Nazism; the decolonization of the British and French empires and the rise of racial and religious minorities in London, Paris and Berlin; the Sovietization of Eastern Europe and the rise of a dissident culture; the sexual revolution; the rise of television, rock n’roll, and the mass media; and the politics of Communism and anti-Communism in the Cold War. Focusing on films from England, France, West Germany, and East Germany, our major theme is generational revolt. In postwar Europe, each generation of youth revolted against different aspects of politics and culture: outdated gender and sexual norms, the repression of wartime memory and guilt, political parties, universities and professions, the shallowness of consumer society, conformity under dictatorship.

**Matthew Specter**
180 Tan
Summer 2018: great American Cultures and AH&I courses in History with open seats!

Session A - American Cultures Courses in History

History 124B: The United States from World War II to the Vietnam Era
This course satisfies the American Cultures Requirement.
Immediately prior to World War II, the US military ranked 17th in the world, most African-Americans lived in the rural south and were barred from voting, culture and basic science in the United States enjoyed no world-wide recognition, most married women did not work for wages, and the census did not classify most Americans as middle-class or higher. By 1973, all this had changed. This course will explore these and other transformations, all part of the making of modern America. We will take care to analyze the events, significance and cost of US ascendancy to world power in an international and domestic context.

Maggie Elmore
TWTh 2-4:30 p.m. | May 21–June 29
Class #: 15021

Session C - American Cultures Courses in History

History 7B: The United States from Civil War to Present
This course satisfies the American Cultures and American History & Institutions Requirement.
What does it mean to be American? Whatever your answer is to this question, chances are it is deeply connected to the themes and events we will discuss in this class. Here we will track America's rise to global power, the fate of freedom in a post-Emancipation political setting, and the changing boundaries of nation, citizenship, and community. We will use landmark events to sharpen our themes, but we will

Daniel M Robert
9 Lewis
TuWTh, 10 a.m. – 12 p.m. | June 18–August 10
Class #: 13548

Session D - American Cultures Courses in History

History 131B: US Social History from the Civil War to the Present
This course satisfies the American Cultures and American History & Institutions Requirement.
Perhaps the most memorable line in the Declaration of Independence (1776) is the one that assures Americans of their unalienable rights to “Life, Liberty, and the pursuit of Happiness.” The nation’s founders guaranteed the first two in the Bill of Rights, but the third remains a nebulous concept that requires some contemplation and interpretation. What exactly has it meant
to pursue happiness and how has that pursuit shaped the course of United States history since 1865?
This course considers these questions by interrogating the experiences, ideas, values, desires, and actions of various racial, ethnic, gender, age, class, and ability groups. In examining how Americans have defined, pursued, defended, and fought for happiness, we will necessarily also explore the limits, constraints, and challenges to that aim. Some of the topics covered in the course include: civil rights, feminism, labor, migration, consumerism, relationships, and popular culture.

Jennifer Robin Terry
110 Barrows
MTW, 2–4:30 p.m. | July 2 - Aug 10
Class #: 15578

History C139C: Civil Rights and Social Movements in U.S. History
This course satisfies the American Cultures Requirement.
In their fights for justice and equality, civil rights and social movements have put democratic practices and institutions in the United States to test. This course explores the long (chronological) and wide (geographic) civil rights movements of the South, the North, and the West Coast, tracing their multiracial, multiethnic, and multicultural aspects since the Second World War. How did ordinary people and grassroots activists aim to influence electoral processes, legislation, and court decisions? Readings and lectures will delve into the Black Freedom and Black Power struggles, Mexican American and Puerto Rican demands for rights, and Asian American and Native American efforts for equality. Paying particular attention to the Bay Area, we will study the dynamism of Counterculture, the Free Speech Movement, New Left Radicalism, antiwar protests, Environmentalism, and rebellions expressed in music. Appreciating the intersectionality of race, ethnic, and gender identities, we will explore the Women’s and Gay Liberation movements. Continuing into the late and early-twentieth centuries, the course situates social movements within the larger global contexts and traces the fierce opposition to civil rights and social equality that has coalesced around white nationalism, legal discrimination, and campaigns for law and order. Finally, we will consider the shifting roles and impact of technology and media on social movements within American democracy.

Sandra Weathers Smith
20 Barrows
MTWTh 12-2pm | July 2–August 10
Class #: 16081

The Undergraduate Psychology Review Seeking Undergrad Research Submissions

Want to publish your research?

The Undergraduate Psychology Review is now accepting submissions for its sixth issue, which will be published this Spring! The Review is a national publication for undergraduate student research. It aims to showcase the scholarly efforts of undergraduate students pursuing psychology, and to create a place for these students to share their research with their
peers. Founded here at Binghamton University in 2012, the *Review* is an annual online publication. The editorial board consists of undergraduate students from Binghamton University, but submissions are accepted from a national audience. Past issues have represented students from Binghamton University, Northwestern University, State University of New York at Geneseo, University of California Berkeley, Fordham University, Pennsylvania State University, University of South Florida, Mount Holyoke College, and Tufts University.

We accept submissions from all undergraduate students conducting research in psychology or neuroscience, and encourage you submit your manuscripts and honors theses. Full details on submission requirements and the first issue of the *Review* can be found at [http://psychologyjournal.binghamtonsa.org](http://psychologyjournal.binghamtonsa.org). The submission deadline has been set for **May 31, 2018** and submissions will be accepted on a rolling basis before the deadline. Submissions and inquiries about the *Review* can be sent to psychology@binghamtonsa.org.

➤ **Comparative Literature Online Course Summer 2018**

Comparative Literature has a new online course that meets the American Cultures requirement; it will be offered this summer during session C, taught by Karina Palau. This class is ideal for those who need to finish their AC requirement and who will be away for some or all of summer.

- **Session C - 4 Units (June 18th - August 10th)**
  - Comparative Literature W60AC "Boroughs and Barrios - Moving and through NYC & LA"
  - CN #16102 (section: #16110)

➤ **Global Poverty Summer Course: GPP 115**

Offered in Summer 2018*

- **GPP 115 - Global Poverty: Challenges and Hopes in the New Millennium**
  - 4 Units
  - Summer Session D: July 2 - August 10
  - Tu, W, Th 12:30 pm - 2:59 pm
  - Professor Fatmir Haskaj

* Meets Social & Behavioral Sciences, L&S Breadth
* Meets International Studies, L&S Breadth

In this course, students will participate in the key theoretical debates about global poverty and inequality. The course will teach students about different models of poverty alleviation and methods for evaluating such models and practices. Students will take a look at popular ideas of poverty alleviation, the institutional framework of poverty ideas and practices, and the social and political mobilizations that seek to transform the structures of poverty. This is the introductory course for the [Global Poverty and Practice Minor](http://summer.berkeley.edu/apply), but is open to all students. Sign up at [http://summer.berkeley.edu/apply](http://summer.berkeley.edu/apply)

➤ **Psychology Courses – Summer 2018**
Summer Sessions Math Courses

The Math Department is offering all of the following courses, most with multiple sections of each. All of these classes are being offered in the 8 week session (June 18th through August 10th)

Math 1A (Calculus)
Math 1B (Calculus)
Math 10A (Methods of Mathematics: Calculus, Statistics & Combinatorics)
Math 10B (Methods of Mathematics: Calculus, Statistics & Combinatorics)
Math 16A (Analytic Geometry & Calculus)
Math 16B (Analytic Geometry & Calculus)
Math 32 (Precalculus)
Math 53 (Multivariable Calculus)
Math W53 (Multivariable Calculus, Web-based but with in-person final exam)
Math 54  (Linear Algebra & Differential Equations)
Math 55  (Discrete Mathematics)
Math 104 (Introduction to Analysis)
Math 110 (Linear Algebra)
Math 113 (Introduction to Abstract Algebra)
Math 115 (Number Theory)
Math 126 (Partial Differential Equations)
Math 128A (Numerical Analysis)
Math 185 (Complex Analysis)

Greater Good Science Center Fellowship

The Greater Good Science Center offers annual fellowships to UC Berkeley undergraduate and graduate students whose research relates to our mission. The fellowship program aims to attract scholars from across a broad spectrum of academic disciplines, with an emphasis on the social-behavioral sciences.

The window for fellowship applications is now open! UC Berkeley students (enrolled through at least May 2019) can apply using the form below. Please review our Fellowship FAQ if you have questions about the program.

Current & Past Fellows

GGSC fellows have come from psychology, integrative biology, anthropology, sociology, public health, business, and many other disciplines; their research has ranged from studying the biological bases of compassion and awe to identifying ways to combat racism among children. Many of our fellows have gone on to top research and teaching positions at universities nationwide, providing a significant boost to the science of compassion, resilience, altruism, and happiness.

Read on to learn how to apply and to read about our current and former Hornaday Graduate Fellows and Goldberg Undergraduate Fellows.

For more information, visit the Greater Good Science Center website:  https://ggsc.berkeley.edu/who_we_serve/researchers/uc_berkeley_student_fellowships

Micro Student Symposium - Free Registration, 4/28/18

The Microbiology Student Group at UC Berkeley invites you to join us for the 19th Annual Microbiology Student Symposium (MSS) on Saturday, April 28, 2018 at the Pauley Ballroom, MLK Student Union Center in Berkeley. This year, our keynote speakers are Kelly Wrighton from Ohio State University and Melanie Blokesch from École Polytechnique Fédérale de Lausanne.

MSS is committed to being a free symposium, so please register now to attend and submit your abstract for talks/poster presentations and/or microbial art. Prizes will be awarded for the best posters, talk, and art! Please visit our website, Facebook page, follow us on Twitter, and contact us at microsymposium@gmail.com if you have any question!

We look forward to seeing you at the 19th Annual MSS!
The Department of Spanish and Portuguese is offering a new, beginning Spanish language course for individuals intending to go into health-related areas. It is designed for students with little or no formal background in Spanish. The course is devoted to the study of medical Spanish terminology and the cultural issues related to successful interactions with Spanish-speaking patients and their families in the clinical encounter. It will introduce a wide array of vocabulary particular to the medical field, as well as help the student develop a cultural understanding of medicine and illness in the Spanish-speaking world to prepare for potential work with Spanish-speaking professionals.
speaking patients in future careers in medicine, nursing, social work, translation/interpretation, or mental health settings. The course will be offered in Session C (June 18 - August 10).

**New Summer Minor: Race and Law**

Any student questions about the minor can be directed to: racelawminor@berkeley.edu

**Berkeley Summer Sessions 2018**

**Summer Minors/Certificates**

**Race and Law**

*Program description:*

Jointly offered by the department of African American Studies and Ethnic Studies, the minor program develops understanding of the fundamental interconnections between race and the law within and beyond the U.S. You will examine how law has been instrumental in codifying racial difference and racial hierarchies, as well as how racialized peoples have used the law as an instrument of protest and social change. Interdisciplinary courses will cover a wide range of fields, and possible topics include The Carceral State; The Civil Rights Movement; Race and Immigration; Social Movements and Law; Citizenship, Indigenous Legal Systems; Law and Literature; and Race, Environmental Justice and the Law.

**Coursework:**

- **Required Courses**
  - AAS 156L Criminal Justice and Surveillance in America
  - ES 194AC Racism and U.S. Law

- **Elective Courses**
  - AAS 125AC The History of the Modern Civil Rights Movement
  - AAS 135L Special Topics in Race and Law
  - ES 180L Civil Rights and Civil Liberties: Race in the Law
  - ES 180L Race and Immigration

A minor can enrich your area of study and/or give you the freedom to develop skills in a subject you love. Minors are available to matriculated UC Berkeley students. Certificates are available to visiting students. Minors and certificates may be completed in one summer or more.

**Summer Design Courses and Programs at Jacobs Hall**

The Jacobs Institute is offering four hands-on Design Innovation courses this summer. These for-credit courses provide entry points to core design skills that apply across disciplines — and they’re open to anyone. Whether you’re a Berkeley undergraduate hoping to get ahead or a visitor interested in picking up a valuable new skill, you're welcome here. All courses run June 4 to August 10.

**DES INV 10: Discovering Design**

This course, ideal for students who are looking for an introduction to the broad world of design,
covers design careers, history, ethics, and more. You'll be learning design both from theoretical perspectives and from studio-based design projects.

**DES INV 15: Design Methodology**
In this class, you will explore the mindset, skillset and toolset associated with design. Over the course of the summer, you will learn and apply approaches to noticing and observing, framing and reframing, imagining and designing, and experimenting and testing.

**DES INV 21: Visual Communication & Sketching**
Good ideas alone are not the key to being a great designer or innovator — strong process and communication skills will make you stand out. This course will give participants practice and confidence in their ability to sketch by hand, communicate visually, and tell captivating stories.

**DES INV 22: Prototyping & Fabrication**
Explore a range of prototyping and fabrication techniques — including laser-cutting, 3D modeling and 3D printing, soldering, basic circuits, microcontrollers (Arduino), sensors and actuators, and interface mockups — as you create original projects.

GPU New NST Summer 2018 Course – NST 30: Sports Nutrition

The Nutritional Sciences and Toxicology department is offering a great new class this summer, NST 30: Sports Nutrition for 3 units.

It is a survey course of nutrition with an emphasis on the relationships among diet, physical activity, and health; exploration of the changes in the metabolism of carbohydrates, lipids, protein and water; discussion of the function of vitamins and minerals; practical application of evidence-based dietary recommendations for common sports and varying physical intensities.

NST 10 is a prerequisite for this course.
The course is offered in Session A: May 21 - June 29th, M, Tu, Th 4pm-7pm.
L&S Pre-Med Wednesdays!

PRE-MED WEDNESDAYS

Need advice prepping for a medical or health career?

WE'VE GOT YOU COVERED!

Drop-Ins 1-4 p.m., 206 Evans
Sign up for premed & pre-health drop-in advising appointments at 206 Evans.

Small Group Q&A 4-5 p.m., 236 Evans
Drop-in for premed & pre-health group advising sessions. Feel free to come and go as you please!

EVERY WEDNESDAY!

California Forum for Diversity in Graduate Education – 4/21/18
Attend the Northern California Forum for Diversity in Graduate Education!
FREE REGISTRATION, FREE LUNCH and FREE TRANSPORTATION.
For info see: https://www.caldiversityforum.org/
Questions? Contact the Office for Graduate Diversity at 643-6010, or send inquiries to: grad.diversity@berkeley.edu.
The forum is a full day event for students from underrepresented groups, offering opportunities, workshops and info about graduate study in a wide range of disciplines. Open to Sophomores, Juniors, Seniors, and MA candidates.

**Saturday, April 21, 2018 | 8:00am - 4:00pm**

University of the Pacific, Stockton

Graduate Recruitment Fair

Come meet face to face with over 150 recruiters from across the nation to answer your questions and help you identify the right schools & programs for you!

**Workshops/Panels On:**
- How to Select, Apply to, Prepare & Pay for Graduate School
- Demystifying and Paying for the GRE
- The Relation of the Master’s to the PhD
- Undergraduate Research Opportunities
- Identifying Pathways for AB 540 and Undocumented Students
- Keys to Success and Survival in Grad School

**Subject-specific workshops on:**
- Physical Sciences & Math
- Engineering & Computer Science
- Arts & Humanities
- Education
- Social, Behavioral & Life Sciences
- Health & Human Services

**Register Now! Space is Limited**

To participate in the forum, follow these steps or click on the buttons below.

3) Submit $20 refundable deposit to 327 Sproul Hall (https://diversity.berkeley.edu/programs-services/graduate)

➤ **EOP partnership with proprep**

This is a new partnership with EOP for students taking lower division math, physics or stats courses. Please enter the link to select a course: http://bit.ly/EOPUCB
New Online NUSCTX W104 AC Summer course

NST W104: Food, Culture, and the Environment AC. (3 units, online course)
This course will broadly address the historical, ecological, socioeconomic, biological, political, and cultural environments impacting the human diet in addition to nutrition problems, programs, and consumer protection. It is a nutrition course with an anthropological slant that examines why we eat what we eat and contributes to the pursuit of multidisciplinary degrees in nutrition policy and planning. As an American Cultures course, we will discuss cuisines from a variety of different countries and regions, with a specific focus on those in America, and examine how race and ethnicity affect diet, food access, and the human relationship with food.
This satisfies the AC requirement and the L&S Social and Behavioral Sciences breadth.
Carolina Neurostimulation Conference, 5/1/18

It is with great pleasure that we invite you to participate in the 1st Carolina Neurostimulation Conference (CNC) to be held May 21-23, 2018 in Chapel Hill, NC, USA. This is a premier conference for those working to advance our understanding of dynamics of the brain, body, and behavior, investigating the response to stimulation, and translating discoveries into clinical applications. Hosted by the Carolina Center for Neurostimulation, CNC serves as a platform for networking for all researchers and specialists and exchanging ideas about the latest discoveries and innovations in brain stimulation and clinical treatments. We have a great lineup of speakers including keynotes from Dr. Sarah Lisanby (NIH) and Dr. Kaspar Schindler (Inselspital). Central topics for discussion and presentations include TMS, tACS, tDCS, and methods such as modeling, imaging, analysis, and devices.

Registration:
Please register at the link provided here. The deadline for Registration is May 1st 2018.

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
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<tbody>
<tr>
<td>Regular (Faculty, Postdocs, Industry Professionals)</td>
<td>$165</td>
</tr>
<tr>
<td>Students (Graduate, Undergraduate)</td>
<td>$95</td>
</tr>
<tr>
<td>UNC Members (Registration required)</td>
<td>Free</td>
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</tbody>
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Abstract Submission for Posters:
In addition to attending the plenary sessions, registrants are invited to participate in the conference’s poster session. Original contributions addressing theory, research, practice, and training/education issues, in any areas of neuromodulation and brain network dynamics are welcome. The deadline for abstract submission is May 1st 2018. Authors will be notified of acceptance on a rolling basis and no later than May 3rd, 2018. Please follow the guidelines for the submission of your abstract.
Miscellaneous Opportunities: Week of April 16, 2018

- Max 500 words and 1 page including title, author(s), affiliation(s), and main body.
- Structure: Background, Methods, Results, and Conclusions (References and Funding)
- File format: single PDF file converted from the provided template

Email us to submit your abstract (neurostimulation@unc.edu)

Travel Awards for Trainees:
We have funds allocated for trainee travel awards. All trainees (undergraduate students, graduate students, post docs, research associates) who will be presenting posters at the conference are eligible for travel awards. To apply for a travel award please complete the form in this link and email us at neurostimulation@unc.edu along with your CV. Please note that you must attend the conference and present your poster to receive the travel award. The deadline for Travel Awards is March 15th 2018

Transcranial Electrical Stimulation Workshop:
Trainees and conference attendees are encouraged to attend the preliminary neurostimulation workshop on May 21st, 2018. This one-day innovative hands-on transcranial electrical stimulation (TES) workshop will be taught by Dr. Flavio Frohlich. The workshop will focus on transcranial alternating current stimulation (tACS) and transcranial direct current stimulation (tDCS) with an exciting overview of theory, research, and methods. Click here for registration information.
When completing registration, please be sure to provide feedback regarding your current knowledge of TES as well as some questions or techniques you are interested in. We want this course to be as interactive as possible. Lunch and beverages will be provided.

About the Carolina Center for Neurostimulation:
The Carolina Center for Neurostimulation is part of the Department of Psychiatry at The University of North Carolina at Chapel Hill and is directed by Dr. Flavio Frohlich. Established in 2017, the Center seeks to revolutionize psychiatry and neurology by studying the dynamics of brain, body, and behavior, investigating the response to stimulation, and translating discoveries into clinical treatments.

Undergraduate and Graduate Gown Lending Project Application Open! 4/21/18

We are pleased to announce that the EOP Graduation Gown Lending Project Spring 2018 application is now open! Graduation can be an exciting moment for students, however the cost of purchasing a cap and gown can be a burden that impede students from fully enjoying their academic achievement. GGLP’s mission focuses on alleviating the financial burden graduation expenses have on students. This year we are excited to extend our resource to Master and PhD students!
Gowns are distributed on a first come, first serve basis so students are encouraged to apply early. In order to qualify, a student must either be: 1) Low-income and/or 2) First Generation and/or 3) Historically Underrepresented, OR a Graduate Student. Two separate applications will be
available and the applications will be closing on **Saturday, April 21, 2018 at 11:59pm**. Unsure of EOP status? Stop by the EOP office in 119 Cesar Chavez to be verified or apply to be EOP [here.](#)

Links:
Undergraduate: [https://tinyurl.com/gglp-undergradSP18](https://tinyurl.com/gglp-undergradSP18)
Graduate: [https://tinyurl.com/gglp-graduateSP18](https://tinyurl.com/gglp-graduateSP18)

## Summer 2018 Course Opportunities

**Anthro 1AC**
Instructor: Chilcote
Session: A
Time: M, Tu, W, Th 10 am - 2pm
Description: An introduction to human evolution. Physical and behavioral adaptations of humans and their prehistoric and living relatives. Issues in evolutionary theory, molecular evolution, primate behavior, interpretation of fossils. Prehistoric activities, racial differences, genetic components of behavior are defined and evaluated.

**Anthro 3AC:** Introduction to Cultural Anthropology
Instructor: Price
Session: D
Time: M, Tu, W, Th 10am - 12pm
Description: An introduction to the structure and dynamics of human cultures and social institutions from a comparative perspective. With special attention to American Cultures and their roots. Case studies will illustrate the principles presented in the course. Course fulfills the AC requirement.

**Anthro 112**
Instructor: Chilcote
Session: D
Time: M, Tu, W, Th 12pm - 2pm
Description: Forensic anthropology has seen a lot of exposure through popular television shows like CSI, Bones, and Law and Order. Have you ever wondered how much of what you were seeing was real? How much can we learn about a person’s life and death from their body/skeleton? This course is designed as an introductory class for students interested in demystifying and getting to know the real forensic anthropology - a sub-field which applies many of the methods of biological anthropology to the discovery, excavation, and identification of human remains in a medico-legal context. This class will explore the key methods that are used in the identification of individuals, trauma assessment, and the broader ethical roles and responsibilities of forensic anthropologists.

**Anthro 158:** Religion and Anthropology
Instructor: Melliquist
Session: D
Time: M, Tu, W, Th 12pm - 2pm
Description: What does it mean to study religion anthropologically? This course will provide an introduction to theories, methods, and writing in the anthropology of religion. This course is not a survey of religious traditions. We will discuss religion in varied cultural and historical locations and through comparative and critical strategies, but our discussions will focus on how religion factors into social theory, as well as how social scientists approach the study of religion through objects such as ritual, tradition, conversion, media, sacred space and time, and the secular. Course engages with academic texts, primary source readings, film, art, and current events.

**Anthro 166: Language, Culture, and Society**
Instructor: Karl
Session: D
Time: M, Tu, W, Th 2pm - 4pm
Description: This course examines the complex relationships between language, culture, and society. The course draws on the fields of linguistics, anthropology, sociolinguistics, philosophy of language, discourse analysis, and literary criticism to explore theories about how language is shaped by, and in turn, shapes, our understandings about the world, social relations, identities, power, aesthetics, etc.

**Anthro 189 001: The Anthropology of War, Violence, and Conflict**
Instructor: Karl
Session: A
Time: M, Tu, W, Th 4pm-6pm
Description: Among the most extreme yet recurring human phenomena, violence in it’s many manifestations presents particular challenges for social scientific analysis. How does one portray events that are so horrific or traumatic in relation to the daily life of most, but undeniably a substantial part of life for so many others? Is violence just another form of communication or a breakdown of communication entirely? Is violence a fundamental part of human nature, and are there acceptable forms of violence? We will consider such questions using case studies of historic conflicts among people living in a wide range of different modes of social organization in locals around the world.

**Anthro 189 002: Anthropology of Illegality**
Instructor: Karl
Session: A
Time: M, Tu, W, Th 4pm - 6pm
Description: Among the most extreme yet recurring human phenomena, violence in it’s many manifestations presents particular challenges for social scientific analysis. How does one portray events that are so horrific or traumatic in relation to the daily life of most, but undeniably a substantial part of life for so many others? Is violence just another form of communication or a
breakdown of communication entirely? Is violence a fundamental part of human nature, and are there acceptable forms of violence? We will consider such questions using case studies of historic conflicts among people living in a wide range of different modes of social organization in locals around the world.

- **Healing Shame in Couples, 4/21-22/18**

  Healing Shame in Couples
  A workshop for therapists and other helping professionals
  With Sheila Rubin, LMFT, RDT/BCT & Bret Lyon, PhD, SEP, BCC
  **Saturday, April 21, 10:00am - 6:00pm & Sunday, April 22, 10:00am - 5:30pm**
  In Berkeley, just off I-80
  $350 / $325 with full payment by March 9
  Special rate for interns
  Partners welcome! Contact us to find out about couples discount.
  13 CEUs*
  The more we care about each other, the more vulnerable we are to shame. Intentionally or unintentionally, we poke each other in the tender spots. Couples can shame each other multiple times a day, often without realizing what is happening. This can become a highly reactive cycle, preventing both people from getting their basic safety and attachment needs met. And shame can distort how we hear each other; the received message may have little to do with the message the partner is attempting to send.
  In this workshop we will explore the blame/shame game couples can fall into and learn how to help them stop shaming each other and work together to create a secure base and heal the wounds of the past.
  We will:
  · Look at some of the many subtle ways shame can be triggered.
  · Explore shaming moments with great care so we can teach our clients how to avoid shame-based reactivity.
  · Learn the gentle art of counter-shaming and how to help a partner with his or her feelings of inadequacy.
  · Help a person give back shame to the original source with their partner’s full support.
  If we can free the energy that has been stuck in blame and shame, couples can increase their vitality, joy and intimacy.

  TO REGISTER, visit the Schedule page at [www.CenterforHealingShame.com](http://www.CenterforHealingShame.com).

  Space is limited.

  For more information, call Sheila at 415-820-3974 or email Sheila@HealingShame.com.
  For details about our complete training program in Healing Shame, as well as articles and free webinars, visit our website.
*The Center for Healing Shame* is approved by the California Association of Marriage and Family Therapists to sponsor continuing education for MFTs, LCSWs, LPCCs and LEPs in California - CAMFT CE provider #134393. PhDs in California and PhDs and licensed therapists outside of California may be able to receive 12 CEUs through the co-sponsorship of R. Cassidy Seminars. (Apply for CEUs from R. Cassidy Seminars prior to the workshop at [www.ceuregistration.com](http://www.ceuregistration.com).) The Center for Healing Shame maintains responsibility for this program/course and its content.

**Comp Lit Summer R1B and AC courses**

If you are looking for a summer R1B or AC course, we have you covered in Comp Lit! We have two R1B and four 60AC courses, including our new online one (W60AC), so you can get your AC requirement done even if you are not in Berkeley this summer.

1. R1B.001: Sea Changes in Film and Poetry (Instructor: Simona Schneider) TWTh 1-3:30
2. R1B.002: Celebrity Status: The Art of Being Famous (Instructor: Johnathan Vaknin) TWTh 10-12:30
3. N60AC.001: Postapocalypse Now (Instructor: Caitlin Scholl) TWTh 3-5:30
4. N60AC.002: Finding America, Founding America, Foundling America (Instructor: Cory Merrill) TWTh 1-3:30
5. N60AC.003: Ethnic Modernisms and the Mapping of Human Rights (Instructor: Irina Popescu) TWTh 10-12:30
6. W60AC (online): Boroughs and Barrios: Moving in & Through New York City and Los Angeles (Instructor: Karina Palau, nominated for AC Teaching Award).

**Mind-Body & Health Summer Course**

**PSYCH 137 SEC 001 Summer Session D**

July 2 - August 10, 2018

This course explores psychosomatics or mind-body interactions in a dozen diseases/disorders that traditionally fall within the field of medicine. These conditions include recurrent ailments (e.g., asthma, gastrointestinal disorders) chronic diseases (e.g., hypertension) to “terminal” diseases (e.g., cancer and AIDS); also included are specific disorders of appetite, sleep, and sexual functioning. For each disease/disorder, (i) basic symptoms (physical and psychological) will be outlined, (ii) epidemiological data will be used to illustrate underlying socio-cultural variables in health, and (iii) etiology will be explained by looking at the many ways in which emotion, mood, personality and other psychological variables interact with the biological. Following this will be clinical implications, namely (iv) psychosocial assessment and (v) cognitive-behavioral and affective treatments for these diseases and disorders.

**Richard & Ruben Rosillo Grant Application**
We are pleased to announce that the Richard & Ruben Rosillo Grant is now officially open. The Richard & Ruben Rosillo grants are awarded to low-income transfer students who have medical, dental, health, or unforeseen circumstance expenses.

Students must be Pell Grant or Dream Act Scholarship recipients as verified by the Financial Aid & Scholarships Office. Grants may be awarded based on verifiable unmet needs determined by the Financial Aid Office. Please read through the application carefully and entirely to ensure eligibility.

To access the application, visit http://transfers.berkeley.edu/rosillo-grant

Priority is given to students who have exhausted all of their subsidized loans. Students who submit grant requests and have remaining unused subsidized loan awards may only be eligible for 50% of the individual grant limits.

Applications are reviewed on a case by case basis.

If you have any questions please contact Steven Nguyen at stnguyen@berkeley.edu

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**Summer 2018 NEW COURSE: Latin and Greek in Antiquity and After**

**CLASSIC 50 Session C (Class Number 16025)**

*Taught entirely in English - No Greek or Latin required*

Course Description:

Have you ever wondered what ancient Greek and Latin were like and how they relate to other languages, including English? Have you heard people say that learning Latin made them understand English better and even improved their writing skills? Do you want some background in ancient languages that might help you understand terminology in law, science or other fields? This class will give you an opportunity to learn more about the history, structure, and influence of both Latin and Greek. Topics covered include the place of these languages in the Indo-European family, an overview of their structure and vocabulary, their history from classical antiquity to the present, their relation to later languages (especially English and Romance languages), and their influence on the Western intellectual tradition.

Instructor:

Tom Recht holds a Ph.D. in Linguistics and an M.A. in Classics, both from UC Berkeley. He specializes in historical linguistics -- the study of how languages change over time -- and has taught both Latin and Greek from beginner to advanced level at Berkeley and elsewhere.

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**Human subject protocol workshops, events, and deadlines**

For those interested in getting involved in research, right now at this time of the year we are transitioning into the “getting ready to dive into summer research” phase (for sophomores and juniors), and the “getting ready to share my research with the world” phase (for those now...
completing research). Check out the opportunities to get started on your human subjects protocol -- workshops this **Tuesday, Wednesday, and Thursday**. Also, there are a few more opportunities to fund your summer research with March, April, and May deadlines, and the calls for papers for conferences are beginning to pop up. As always, this is also a great time to plan your approach for next year. [Full details are here](#).

- **Undergraduate Essay Contest, 5/1/18**

  ![Undergraduate Essay Contest](image)

  An essay on any topic. 1000 words. **$1000 prize.**

- **Philosophy 3: Summer Session D**
Please consider taking Philosophy 3 - The Nature of Mind this summer. It's a great class with a wonderful instructor!!!

Philosophy 3:
This interdisciplinary course will explore topics in philosophical psychology at an introductory level. Each week, we will focus on a debate which cuts across both philosophy of mind and contemporary cognitive science. Some relevant questions include: Are our perceptual experiences influenced by our beliefs, desires, or intentions? Are certain concepts innate, and what might it mean for a concept to be “innate”? Can we draw any conclusions about the nature of the mental representations underlying visual imagery? Is consciousness within the purview of science? Are higher order thoughts necessary for conscious experiences? No prior background in either philosophy or cognitive science is necessary. This course satisfies the Philosophy & Values breadth requirement.”

Monday-Thursday from 12:00-2:00 with Friday discussion. CCN: 13799
https://philosophy.berkeley.edu/courses/detail/1106

➤ EPS Summer and Fall 2018 Course Flyer!

➤ Summer 2018 - Classics 10A, 10B, N28, 50
CLASSIC 10A - Introduction of Greek Civilization  
Session A, MTWThF 10-12pm, Class#13287  
Meets L&S Breadth Requirement in Arts & Literature or Historical Studies  
This summer, find out who invented democracy and tragedy, what Homer wrote about the Trojan War, what Plato thought about love, how 300 Spartans stood up to a huge army, and much more about the ancient Greeks. The literature and culture of ancient Greece has had a profound and enduring influence on many areas of Western thought and culture. We will study the ancient Greeks through their writings and learn about their culture in its original context.

This course introduces students to the history, literature, and culture of ancient Greece from the 8th and 4th centuries BC. Greek civilization has had an enduring influence on many areas of Western thought and culture, and its surviving literature includes several works that continue to stand among the world's most significant. In weekly readings of epic, drama, philosophy, and history students will discover a culture both foreign and familiar. The modern world has inherited many ideas and concepts, such as democracy, philosophy, and even the idea of history itself, from this ancient culture. We will trace the connections and observe the differences between ourselves and the ancient Greeks. Our main focus will be to place the ancient texts in their historical and cultural contexts and try to understand ancient Greek civilization on its own terms.

Readings will be done in English translation. Lectures will provide cultural context as well as discussion of the readings. These will be supplemented by visual images of ancient art and of archeological sites.

CLASSIC 10B - Introduction to Roman Civilization  
Session D, MTWThF 10-12P, Class#13289  
Meets L&S Breadth Requirement in Arts & Literature or Historical Studies  
In this course we explore the nuances of ancient Roman culture and civilization through the study of literature, history, and material culture. We will move from Rome's origins as a small village in the 8th century BCE up through its height as a Mediterranean empire in the 2nd century CE. We will address issues as diverse as slavery, law, the family, and sex and sexuality as we read some of the most famous works in Roman literature, from Vergil's epic poem on the arduous task of founding the Roman people to the comedies of Plautus, from the imperial histories of Tacitus to Apuleius' comical novel on the wanderings of a man turned into a donkey. No previous experience in classical studies is necessary. This class meets two hours per day, five days a week, for six weeks, in a combined lecture/discussion format. There will be a midterm, final, one 5-6 page essay, and occasional reading quizzes. Preparation and active participation in our daily discussions is a very important aspect of this course.

CLASSIC N28 - The Classic Myths  
Session D, MTWTh 2-4pm, Class# 13290
Meets L&S Breadth Requirement in Arts & Literature or Historical Studies

Classical mythology is not only filled with exciting and fascinating stories of old, but also offers unique insights into Greek and Roman cultures and values. This class therefore introduces undergraduates to the ancient Mediterranean world using mythology as its vehicle. Students will read from great works of ancient literature (translated into English) in order to gain insight into Greek and Roman society, ranging from epics (such as the Iliad and Aeneid) to poetry (including selections from Ovid’s Metamorphoses, Catullus’ poetry, and Apollonius’ Argonautica) and dramatic texts (Euripides’ Bacchae and Medea). Students will also be exposed to images and archaeological material depicting myths, and consider how ancient mythology continues to resonate with readers even through to the modern day.

Leslie Lipson Essay Prize Spring 18 $2000

The Leslie Lipson Program at UC Berkeley is intended to encourage undergraduate students (first year freshmen/continuing second year sophomores) to study humanistic values and their practical application for individuals, societies, and states; the program consists of the Lipson Essay Prize, the Lipson Scholarship, and the Lipson Research Grant. I am attaching the Lipson flyer for 17-18 and hope you will consider forwarding to your first and second year students, faculty and staff for review.

You can read more about the program at: http://financialaid.berkeley.edu/prizes-and-honors-lipson-program
Stanford University early childhood education math assessment study

Paid Research Assistants Needed for Conducting Pre-K Math Assessment
April 30-May 25, 2018 - San Francisco
May 7-18, 2018 - Oakland
May 14-25, 2018 - Fresno

Stanford University Center for Education Policy Analysis is looking to recruit research assistants to conduct one-on-one math assessments with 3 & 4 year olds in San Francisco, Oakland, and Fresno. Become part of a Stanford research team, gain experience working with Pre-K children, and contribute to the early childhood education field.

Pay rate:
- $20 per assessment
- $7 per incomplete assessment (with at least two attempts)
- $100 to complete assessor training (must be in person)

Time commitment:
- Must attend an in-person 2.5 hour training session in April (paid $100)
- Number of conducted assessments will vary based on your availability
  - Each assessment takes about 20-30 minutes
  - All assessments need be completed at scheduled times and dates

Requirements:
- Must be at least 18 years old
- Must be available for weekday mornings (8:30am-11:30am), and/or afternoons (2:00pm-4:00pm)
- Must have reliable transportation
- Must have clearance to work in schools:
  - Live Scan (criminal records check) completed for Stanford University within the last two years (we will provide reimbursement for the Live Scan fee, if needed)
  - TB screening (available at many clinics) within 60 days of conducting first assessment if a new assessor, and within the last year for returning assessor (we will provide reimbursement for TB screening fee, if needed)
- Spanish/English or Mandarin/English speaking a plus
- Experience working with children a plus

If interested, please contact: Kristine Gaffaney, Operations Coordinator, CEPA Labs, cepalabs@gmail.com or text 550-485-1148.

Global Health and Conflict in the Middle East and North Africa
DEVP W297: Global Health and Conflict in the Middle East and North Africa

Course Description:
Conducted in cooperation with University of California, San Francisco and American University of Beirut, this case-based virtual exchange course will offer students the unique opportunity to learn about issues surrounding global health and conflict in the Middle East and North Africa while participating in a meaningful cross-cultural exchange. Exploring a range of topics related to the subject, the course will be comprised primarily of expert lectures, case studies, and an
interdisciplinary group project, in which UC Berkeley students team up with medical students at UCSF and public health graduate students at AUB.

**Course Details:**
This two-unit course will be conducted online, aside from a session at the end of the semester in which UC Berkeley students will present their final group projects to each other, and potentially the community-at-large.

Who should take this class?
Graduate students and advanced undergraduates interested in learning more about global health and conflict in the Middle East and North Africa. The course does not have prerequisites or require prior knowledge of Public Health.

**How do I enroll?**
Contact Michael Lukas at mdlukas@berkeley.edu for more information.

➤ **Summer Minor in the Digital Humanities**

Introducing the Summer Minor in the Digital Humanities
The digital and data revolutions have transformed our world. For students of the humanities, these revolutions have made new kinds of study possible. In our Summer Minor in the Digital Humanities, students explore questions about art and culture using digital tools. They learn how to design dynamic projects on digital platforms, using tools like text analysis, visualization, and data mapping. These cutting-edge techniques allow students to investigate subjects in the humanities in new and fascinating ways, and to develop work that is communicable and relevant in today’s digital world.

Take 2 required core courses:
- DigHum 100: Theory and Methods in the Digital Humanities
- DigHum 101: Practicing the Digital Humanities

Choose 3 electives:
- DigHum 150A: Digital Humanities and Archival Design
- DigHum 150B: Digital Humanities and Visual and Spatial Analysis
- DigHum 150C: Digital Humanities and Textual and Language Analysis
- DigHum 160: Critical Digital Humanities

Scholarships are available for UC Berkeley students who complete the minor in Summer 2018 or Summer 2019.

For more information, visit https://summerdigitalhumanities.berkeley.edu/ or contact us at summerdigitalhumanities@berkeley.edu

➤ **[Teach-Net] FYI- Summer Pell for Summer Sessions**

We are very excited and pleased that Summer Pell is now back for eligible students!
As many advisers are often the first point of contact while students plan their academic schedule, we hope you will encourage students to use Summer Sessions as a tool to complete their degrees on time and explore the financial support available to them for 2018 Summer Sessions. In some cases, the sum of Summer Pell grant plus the summer fee grant is greater than the tuition and fees charged by the University! Students choosing to use their summer aid to complete a summer minor can also qualify for an additional $2,000 scholarship on top of their financial aid.

Interested students can find a financial aid estimator [here](#) or learn more about Summer Sessions opportunities via our [website](#).

Thank you for all you do to support our students and we hope summer term can be another tool by which they achieve their academic goals at Berkeley!

Go Bears!

### Call for Papers Invitation--GSR Psychiatry

[Global Scientific Research Journal of Psychiatry](#) cordially invites Authors to submit their original, unpublished research work to our upcoming Edition. All the Authors will get Certificates of Publication free of cost. Authors are solicited to contribute by submitting articles (either in the form of Research, Review or Short Communications) towards the upcoming issue. GSR provides an opportunity to present the innovative and constructive ideas and the outcome of the on-going research in all the areas of research studies in the context of changing global scenarios.

**Submission Deadline:** Open

**Submit Paper:** psychiatry@gsrjournals.com

### New Summer Class: ART 15- Language of Sculpture- Ceramics

SESSION D – JULY 2 - AUG. 10

OPEN TO ALL

ART 15 - LANGUAGE OF SCULPTURE - CERAMICS

A BEGINNING LEVEL CLASS IN CERAMIC SCULPTURE

This course will challenge students to use ceramics as a way to explore and understand three-dimensional space, and use a contemporary art framework for critiquing and discussing the work produced. We will develop a practical understanding of how clay and glaze behave, while building a conceptual framework through which to apply this knowledge. Studio practice includes hand building, modeling, carving, and glazing as possibilities for turning ideas into three dimensional propositions. Illustrated talks will help acquaint students with the ideas artists have explored through history and in contemporary sculptural practices.
New summer design course: DES INV 190E-1 Interactive Device Design

DES INV 190E-1: INTERACTIVE DEVICE DESIGN
This course teaches concepts and skills required to design, prototype, and fabricate interactive devices — that is, physical objects that intelligently respond to user input and enable new types of interactions. The first half of the semester will be dedicated to a survey of relevant techniques in 3D modeling and fabrication; electronics and circuit board design; sensing and actuation for interaction; embedded software development, wired and wireless communication with mobile devices, computers, and networks; and user interface programming. In the second half of the semester, students will propose and carry out a significant design project.

Session B (June 4 – August 10) | Tuesdays & Thursdays, 10am-12:15pm | 4 units | Class number: 15622
View the course listing in the Class Schedule

Other summer design innovation courses
The Jacobs Institute will offer five hands-on Design Innovation courses in summer 2018, for both introductory to advanced students. They will be open to anyone, including current students as well as members of our broader community.

For more information, go to the Jacobs website or contact amydinh@berkeley.edu.
Learn more about other summer courses at the Berkeley Summer Sessions website
Summer course: Rhetoric 2 - Public Speaking, Confronting Arguments

Summer 2018 Featured Course - Rhetoric 2: Confronting Arguments
Instructor: Michael Dalebout
Session D
M/W/F 1:00-3:30pm, Dwinelle 79

Back by popular demand, the Rhetoric Department's dynamic public speaking course is open for Summer 2018 enrollment!
In *Rhetoric 2: Confronting Arguments*, students explore how everyday interactions -- from small talk at the grocery store to televised political debate -- are opportunities to persuade (or be persuaded), and they'll practice techniques for speaking up when it really matters. This unique, interactive class is a fun way for students to prepare for personal, political, and professional success with others in public and online!

Here's what past students said about their experience:

*Rhetoric 2 will give you a very strong understanding of all things public speaking.* - Stanton T, Summer 2017

*By the time you finish this class you will be inspired and motivated to deliver your message to the world - and you’ll know exactly how best to do it!* - Tom C, Summer 2017

Six weeks ago, I walked into the classroom with fear and anxious, intimidated by the readings, and cultural gaps. But now as I reflect on the past six weeks, I feel so blessed: I am thankful that I got a chance to read masterpieces which I would never have read by myself; I am grateful that during the process of preparing my speeches again and again in front of a mirror, I became more confident, passionate, and willing to reach out to others with a “brave and imaginative soul”; and I am grateful that during this class, I was inspired to understand a lot about myself and step out of my comfort zone for the very first time. - Coco, Summer 2016

Find more information about the course [here](#).

Graduate Student Dissertation

Study Announcement
Dear Participant,
My name is Brittany Woo and I am a student at Alliant International University – San Francisco. I am conducting a study concerning the impact of parental differential treatment (PDT) on self-esteem and sibling relationships, and would greatly appreciate your input.

To participate in this study, you must meet the following criteria: Be between the ages of 18-25; have at least one biological sibling(s) within 5 years of your age and have lived with them for at least 5 years growing up; must have grown up in a two-parent household during your childhood and adolescence; and have at least one biological parent.
Please review the consent form thoroughly before proceeding to the research study. All the information that you provide as part of this study is confidential and will not be used for any other purposes outside of this study.

Below is a link to participate in this study, which should take approximately 33 minutes of your time. This study has been approved by the Alliant IRB. I would like to thank you in advance for your participation. If you have any questions or concerns about this study, please do not hesitate to contact me, Brittany Woo, at bwoo@alliant.edu.

Thank you for your participation!

https://alliant.qualtrics.com/jfe/form/SV_3HLmIuSRQ1Ynng1

Brittany Woo, MA
Alliant International University, San Francisco

Jerry Michaels, PhD
Alliant International University, San Francisco

➢ It Adds Up Survey, $5 Gift Card

I am conducting a study called It Adds Up looking at subtle gender insults, slights, and invalidations that undergraduate women experience on UC Berkeley campus. I am looking at how these experiences may relate to other aspects of women's identities (race and ethnicity, sexual orientation, religion, etc.) and how they may also be related to sexual violence and mental and behavioral health concerns.

Are you a UC Berkeley undergraduate woman?
Are you between 18-25 years old?
Researchers at the University of California, Berkeley School of Social Welfare are conducting an online survey to learn about subtle gender discrimination and sexual violence on campus. We would like you to participate if you:
- Self-identify as a woman
- Are currently enrolled as an undergraduate student at UC Berkeley with an active @berkeley.edu email address
Are 18-25 years old
The survey will take about 30 minutes and can be done in private, online, from anywhere you choose.
You will receive a $5 gift card to thank you for your time!
Visit the link to take the survey:
www.tinyurl.com/itaddsupsurvey
For more information visit our website at: www.itaddsupberkeley.com
If you have any questions contact: Rachel Gartner at (510) 457-0474 or rachelgart@berkeley.edu

It’s the Final Stretch! Writing Program Support
Welcome back, writers! We hope you had a rejuvenating break!
Ready to tackle the last month of classes? Excited to get started on those final papers? The Writing Program is here to support you as we enter the final stretch of the semester!
Book an appointment or stop by drop in to work with a tutor as you revise your midterms and formulate your final essays. Also, there’s still time to request a weekly tutor! Sign up for an orientation today.
Let’s hit the ground writing!

Free GRE Prep!
Don’t miss out on learning how to tackle problem solving, text completion, sentence equivalence, and statistics. Seats go fast, students should sign up now.
Register here: http://welcome.kaptest.com/prepforthewin?user=17HF0F&test=GRE#agb
Men of Color Conference at Chico State, 4/21/18

Calling all male-identified, high school junior/senior, and college students of color! The Men of Chico program is hosting a men of color conference on Saturday, April 21st from 9am-4pm in Colusa Hall on the CSU Chico campus. This is an opportunity for our students to engage with each other and mentors during an inspirational day focused on success in our community. The theme of the conference is “Mentors in the Mirror”, a name signifying the importance of having role models that reflect the same experience and values you have. This conference is FREE and open to men of color at universities, community colleges, and high school juniors/seniors. You can register by clicking this link: Conference Registration.

CAA Scholarship Opportunity, 6/1/18

The Alumni Scholars Program exemplifies leadership, resilience, community-mindedness, and innovation. The Cal Alumni Association has been providing scholarships to UC Berkeley undergraduates since 1934 and in 2018 we will award over 2.6 million dollars!

2018 Program Highlights:
- Awards range from $2,000-6,000 annually
- Our scholars are global: 70% Californian, 21% Out-of-state, 9% international
- 70 Need-based awards / 650+ merit-based awards
- 850+ awards annually for incoming and current students
- Our scholarships consist of 82% Freshmen and 18% Transfers.

The Leadership Award

The Leadership Award recognizes and supports Cal undergraduate leaders with merit-based scholarships. This scholarship acknowledges you for innovative, impactful, and initiative-driven leadership in your academics, work, and/or community environments. With more than 15,000 alumni scholars since its inception, The Leadership Award is the largest non-academic merit scholarship on the UC Berkeley campus and one of the most prestigious.

$2,000 merit-based renewable scholarship
Opened to in-state, out-of-state, and international admitted and enrolled UC Berkeley students regardless of immigration status
Deadline: June 1, 2018 at 11:59pm PST
Apply Today!

New IB Summer Course—Comparative Vertebrate Anatomy & Functional Morphology

The Department of Integrative Biology is offering an exciting new course this summer, IB130L: Comparative Vertebrate Anatomy & Functional Morphology. This course will explore the biology of form and function to illustrate evolutionary changes of the major organ systems in
vertebrates. Through hands-on learning, we will examine the vast array of body types and behaviors across vertebrates using representative examples (fish, amphibians, reptiles, birds, and mammals).

http://classes.berkeley.edu/content/2018-summer-integbi-130l-001-lec-001

IB 130L: Comparative Vertebrate Anatomy & Functional Morphology (5 units)

Summer 2018 - Session C
(June 18th - Aug 10th, 2018)

**IB 130L students are eligible to enroll in 1 unit of IB 198 to reach the summer financial aid requirement.**

Course Description: This course is an in-depth look at the biology of form and function. We will examine anatomy and compare features among fish, amphibians, reptiles, birds, and mammals (including humans) to understand how structures develop, how they evolved, and how they interact with one another to allow animals to function in a variety of environments. We will study the integration of the skeletal, muscular, nervous, vascular, respiratory, digestive, endocrine, and urogenital systems to explore the historical and present diversity of vertebrate animals.

ib.berkeley.edu

Scholarship Opportunity for Current Students in Health/Medical Fields, 5/16/18

I serve on the board for the Diablo Valley Chapter of Japanese American Citizens League (JACL), the nation’s oldest and largest Asian American civil rights organization. We are pleased to be announcing their 2018 Togasaki Scholarship for any student in the Bay Area or UC Davis who is studying in the area of health services (counseling, public health, nursing, sports medicine, pre-med, medical school, etc). Scholarships are for those who are enrolled full-time in the following:

- 3rd/4th year of an undergraduate program
- Graduate/Advanced level program

Please see email attachment.

Application is due May 16, 2018 for a scholarship of $1,500!

We encourage people of all backgrounds and ethnicities to apply! Please forward this email to anyone who may be interested!

If you have questions, please contact Judith Aono at (925) 689-2083 - email: jaono27@hotmail.com

For more information about Japanese American Citizens League: https://jacl.org/

Eligibility:
Any student who has attained junior level status and is already a full-time student (enrolled for 12 semester units or equivalent) in a 4-year college or university, or who has received acceptance in such, will be eligible to apply. Students enrolled in graduate-level medical programs are also eligible.

There shall be no discrimination as to sex, age, racial origin, religion or personal lifestyle.

The applicant shall be a resident of Contra Costa or Alameda County and be attending a Bay area college or university or the University of California at Davis in the Fall term of 2018.

Submit a statement of 150 words or less expressing your desire to pursue a career in Health Services.

Submit documentation and statement to address the criteria

Submit two letters of recommendation – one of which should be an academic one.

➢ Call for nominations - Chicanx/Latinx Advisory Committee, 4/20/18

Dear Students, Staff, Faculty and Alumni,

As part of UC Berkeley’s commitment to a thriving Chicanx/Latinx (C/L) community on campus, the C/L Task Force was formed to identify the issues impacting the community, including our alumni, and to present recommendations and strategies to campus leadership to address the needs. The task force's findings are summarized in a report that can be found here, C/L Task Force Report.

Following a recommendation from the task force’s report, and to assist the campus leadership in making informed decisions, the Chancellor has provided her support in the formation of the C/L Advisory Committee, as a representative advisory body. The overarching responsibility of this committee is to advise the Chancellor’s Cabinet, which includes the Chancellor, Executive Vice Chancellor and Provost (EVCP) and the VCEI, following any recommendations of the task force.

I am pleased to invite your nomination to serve. This is an open call for members of our student, staff, faculty, and alumni communities to join this committee. Please share this information within your networks.

The committee shall meet at least three times each semester, optimally in the following months - September, October, November, December (fall 2018) and February, March, April, May (spring 2019).

You may nominate others, or you may self-nominate. Nominations are due no later than Friday, April 20, 2018, at 5:00 pm. You may enter nominations here, nomination form. Please note, respective supervisory approval is required before an appointment to the C/L Advisory Committee can be confirmed.
In partnership with the C/L Advisory Committee, I look forward to this opportunity to further bring about positive institutional change here at UC Berkeley.

**Information Regarding Student Opportunities with VITAS Healthcare**

Dear Psychology Students,

I hope this email finds you well. My name is Tara Lahiji, and I am currently a Healthcare Administration Intern with VITAS Healthcare, specifically in their East Bay Program. As a recent CSUEB graduate and current M.S. Health Care Administration candidate, I definitely know the importance of work experience and resume building. Fortunately, VITAS has given me that opportunity, and I am extremely thankful to be here. As a result, I wanted to personally reach out UC Berkeley students to inform you of various internship and volunteer opportunities available. This is an excellent opportunity to gain experience towards your career goal, or to test whether or not this is your true professional calling. VITAS has hosted many UC Berkeley student internships in the past, and we would love to develop an even stronger partnership with UCB.

VITAS is one of the leading providers of hospice care in the country. As you may know, hospice work offers support and care for individuals living with a terminal illness, and support for their loved ones as well. Our interdisciplinary team includes physicians, nurses, home health aides, chaplains, social workers, bereavement specialists, and the heart of hospice: volunteers and interns.

Volunteers and interns provide companionship and emotional sustenance, hold a hand, listen to life stories, offer respite to caregivers, read to patients, and/or play music for patients. Generally, they serve to add an extra dose of attention to people at the most intense time of their lives – when facing their own mortality. Additionally, volunteers and interns can provide administrative support and expertise in our offices.

VITAS Healthcare has hosted and mentored dozens of students over the years, including: MSW interns, Healthcare Administration interns, RN and LVN preceptorships and rotations, Sociology/Psychology/Pre-Med/Health Science majors, Massage/Music/Art Therapy majors, Child Life Specialists (our patients range in age from newborn to 100+), Human Resource Management Interns, Paw Pals (therapeutic pet visits), hair stylists, and more! Within the last seven years, we have hired at least 20 of our former interns based on their performance (including myself!).

If you are interested in working with VITAS through our potentially life changing volunteer and internship opportunities, please feel free to contact me at tara.lahiji1@vitas.com! I would be happy to answer any questions that you may have, and forward your information to our Volunteer Services Manager, Tami Blaj.

Thank you for your time, and I hope to hear from you soon!
Post-Bac Opportunity at UC Santa Barbara, 4/20/18

OVERVIEW:
UC Santa Barbara’s Center for Mindfulness & Human Potential conducts rigorous research to identify the optimal ways to teach mindfulness. We use these insights to create scalable mindfulness training for high schools. CMHP is currently inviting applicants for a 20 hour/week volunteer position. This post-baccalaureate fellowship provides training in the psychological and brain sciences through participation in a fast-paced, mission-driven effort to create and deliver optimally effective digital mindfulness training to youth.

RESPONSIBILITIES:
All post-bacs have the opportunity to participate in academic research. Responsibilities can include running research experiments, designing research materials, conducting literature reviews, acting as a liaison to research participants, and managing/analyzing data. You will be involved in both the conceptual development and execution of research, allowing you to develop a discerning scientific eye and technical research skills. We aim to have post-bacs co-author at least one scientific article or chapter during their fellowship.

Opportunities also exist for post-bacs to contribute through video production, graphic design, UX design, music production, market research, community outreach, and mentoring high school interns. Applicants with experience or interest in these areas are encouraged to mention this in their application.

REQUIREMENTS:
Applicants should have strong writing, organizational, and interpersonal skills. The time commitment is 20 hours each week.

DURATION:
This fellowship entails a one-year commitment to ensure that everyone involved benefits from the collaboration. This engagement also allows us to provide strong letters of recommendation. The fellowship begins during summer, but there is flexibility in the precise start date.

SUPPORT:
Fellows are provided with a new MacBook Pro with SPSS, Microsoft Office, and Adobe Creative Cloud. There is also a $1000 budget for expenses that will support your work at CMHP. We also provide mentorship in applying for graduate school, with a 100% success rate in getting our post-bacs into competitive programs.

HOW TO APPLY:
Please send a single email to cmhp@psych.ucsb.edu with (1) a statement of interest that includes a description of relevant experience, (2) your resume, (3) a writing sample, and (4) a copy of your unofficial transcript. The application deadline is April 20, 2018. However, we will interview eligible candidates on a rolling basis as long as positions remain unfilled. Learn more about our work at: www.cmhp.ucsb.edu

Discovery and Big Ideas Courses for fall 2018
Our Discovery Course and Big Ideas Course websites are up to date for fall.
My name is Cale Wright and I am a doctoral student in clinical psychology at the Wright Institute in Berkeley, CA. I am currently conducting research for my doctoral dissertation on the topic of Adverse Child Experiences (ACE’s) and religion/spirituality and their relationship to hopes for long-term, committed romantic relationships among college students. Through distribution of an online questionnaire, I will be investigating if hopes for long-term, committed romantic relationships are influenced by an individual's trauma history as well as by their religious or spiritual beliefs. Eligible candidates for this study consist of any undergraduate student between the ages of 18 and 24-years-old and who is currently enrolled at a university or college. Although there are no direct benefits for volunteering for this study, participants have the opportunity to enter a raffle and win a $50 Amazon gift card. I am especially sensitive to confidential information and will ensure any information gathered will not be linked to you or to the participants taking the survey directly. Please note, names or any other contact information will not be obtained during the study, and all data gathered will be assigned a unique code per participant.

**What kind of relationship seems best for you?**

*If you are a student currently enrolled at a university or college, your participation would be greatly appreciated!*

Help contribute to this research study by completing an online survey about your own hopes for romantic relationships and a little about your childhood history.

This survey is anonymous and confidential and takes less then 10 minutes to complete.

**Click here for Survey!**

Upon completion of survey, you may enter a drawing for the chance to win a $50 Amazon Gift Card.

*This study is part of a dissertation research project conducted by Cale Wright, MA, a doctoral student at the Wright Institute in Berkeley, CA. This study's dissertation chair is Dr. Emily Diamond. If you have any questions or concerns, please contact her at ediamond@wi.edu or Cale Wright at cwright@wi.edu*

➢ **Beginning Drawing Class - Art 12 & 118 Session A**
ART 12: THE LANGUAGE OF DRAWING

Summer is for fun! Learn how to draw objects & people (puppies & kittens too)! No previous art or drawing experience needed.

***Warning: you might like it so much, you become an art major.***

ART 118: FIGURE DRAWING

Summer is for fun! Learn how to draw people (clothed and nude too!). Think about seeing while being seen looking at the see. All your stick figures welcome.

***Warning: you might like it so much, you become an art major.***
Career Fair at Fred Finch Youth Center, 5/4/18
Psychology Peer Advising, 4/27/18

Are you excited about Psychology and eager to assist your peers? Do you have an interest in Counseling or Student Affairs? Psychology Peer Advising is a great program to get involved in! We are looking for students who are very enthusiastic about the major and, are passionate about helping our students be successful during their time at UC Berkeley. Peer advisors provide the perspective of an upper-division student and share their strategies for academic success and knowledge of department resources and programs. Besides advising, you will also participate in events like CalDay, Major Exploration Fair, and Psych Commencement Ceremony.

Peer advisors will earn 1-3 units of Psych 198 based on the following criteria:

- Must be able work 3-9 hours per week of walk-up advising in 3305 Tolman.
- Must be able to dedicate 6 hours of advising during their first semester as a peer adviser.
- Must take the lead on your own project or workshop to be completed during the semester (e.g. course recommendation workshop, research, etc).
- Must be responsible, reliable, and sensitive to student needs.
- Must be available to volunteer at CalDay and Commencement in Spring 2019.

Applications are due at 4 pm on Friday, April 27th. Click here to download a copy of the application.

ERG's New Summer-only Minor/Certificate in Sustainability

Students, advising staff, and the public are invited to an information session:
DATE/TIME: Thursday, April 26, 9-10 AM
LOCATION: 310 Barrows Hall on the UC Berkeley campus.
A light breakfast will be provided
Below is an overview of the program. A flyer you can share is also attached (and PPT slides for instructors). Please let us know if you would like hard copies to distribute or would like us to come make a presentation to your group.

REGISTRATION IS NOW OPEN!
Whatever direction your studies take you in, the Summer-only Minor or Certificate in Sustainability will equip you with the tools to tackle some of the most pressing issues facing the world today. In today’s workplace it is rare to find a field that is not impacted by issues related to sustainability. Whether you are interested in business, physical sciences, social sciences, engineering, humanities, or any other area, participation in an interdisciplinary sustainability
program demonstrates your capacity and eagerness to develop big-picture solutions, and giving you a professional edge for graduate school or employment.

The new Summer-only Minor or Certificate in Sustainability is open to matriculated UC Berkeley undergraduates, students from other institutions, and the general public. Upon completion, UC Berkeley undergraduates receive a Minor in Sustainability, while other participants receive a Certificate in Sustainability from UC Berkeley. There are no prerequisites.

**HOW IT WORKS:**
The minor and certificate require 16 total units of coursework, which can be completed over one or two summers. Participants will take the following courses:
- Energy and Society (UC Berkeley undergraduates may elect to take Energy and Society either in the summer or the fall)
- Economics of Climate Change
- Ecology and Society
- Environmental Classics
- California Water (listed in the course catalog as “Seminar in Energy, Environment, Development and Security Issues”)

**HOW TO ENROLL**
Review the ERG summer curriculum and schedule.
Minor in Sustainability for UC Berkeley Students:
1. Enroll now via [Berkeley Summer Sessions](#) to hold your place.
2. Please fill out the [Intent to Complete Sustainability Minor](#) form by June 1.
3. Finally, complete and email the [Completion of Sustainability Minor](#) form to [ergsummerminor@berkeley.edu](mailto:ergsummerminor@berkeley.edu) by August 1 to receive the minor by the end of summer.

Certificate in Sustainability for Non-UC Berkeley Students:
1. Enroll now via [Berkeley Summer Sessions](#) to hold your place.
2. Please fill out the [Intent to Complete Sustainability Certificate](#) form by June 1.
3. Finally, complete and email the [Completion of Sustainability Certificate](#) form to [ergsummerminor@berkeley.edu](mailto:ergsummerminor@berkeley.edu) by August 1 to receive the certificate by the end of summer.

**MORE INFORMATION**
For more information about the program and the $2000 scholarship for UC Berkeley students, please visit our [website](#).

If you have any questions, feel free to contact us at [ergsummerminor@berkeley.edu](mailto:ergsummerminor@berkeley.edu).
Open and Available UGBA Courses in Summer Session A

- UGBA 126 Lec 002 (Class #13025) - Auditing; 4 units w/ Tiffany Rasmussen; TTh 1:00pm-3:30pm
- UGBA 147 Lec 002 (Class #16050) - Special Topics in Operations and Information Technology Management: Advanced Business Analytics; 3 units w/ Richard Huntsinger; TTh 3:30pm-6:00pm
- UGBA 157 Lec 001 (Class #16229) - Special Topics in the Management of Organizations: The Pursuit of Meaningful Work; 2 units w/ Michael Katz; TW 10:30am-1:00pm
- UGBA 175 Lec 001 (Class #12978) - Legal Aspects of Management; 3 units w/ Alan Ross - MWTh 1:00pm-3:30pm

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UGRA 157.2 - The Pursuit of Meaningful Work

Instructor: Mike G. Katz
Email: mikogkatz@berkeley.edu

Course Overview

The purpose of this course is to cultivate the mindsets and practices to support yourself and others in the pursuit of meaningful work. Ultimately, this comes down to two central questions: "What do I want?" and "What qualities do I need to develop in myself in order to get what I want?" While seemingly straightforward, these questions present enormous complexity. For instance, imagine facing any one of the following three challenges:

1. You accomplish everything you set out to do and now wonder "Is that it?"
2. You want to live authentically yet also seek the approval of others.
3. The qualities you need to develop—courage, patience, resilience, etc.—appeal clear in your mind yet exist entirely beyond your reach.

The above dilemmas may look like musings about life, yet they are also central to the promise of meaningful work: where the contribution of the work as well as the work itself are both personally fulfilling, and in doing the work you become more of your true self while continuing to grow as a leader. From this perspective, the pursuit of meaningful work constitutes a leadership challenge for the individual. Consequently, this course will be of service to you if you are contemplating the ways in which you will grow as a leader throughout the arc of your career.

Over the course of the semester, we will engage the subject from the perspective of your own career and leadership development, cultivating your sense of mastery, purpose, belonging, autonomy, and impact in the world. We will read a selection of book chapters, articles, and cases, as well as engage in small group discussions and exercises to bring the readings to life.

About the Instructor

Mike G. Katz believes that all people deserve meaningful work. He is the Founding Director of the Interpersonal Development Program at Haas, which offers coaching and workshops to support the mindsets underpinning The Defining Principles. Mike spun out the IDP from the MBA Career Management Group after serving as Director of FT Career Advising & Programs.

Prior to his career as a coach, Michael consulted institutional clients in financial services on customer segmentation, pricing, and organizational design. He holds a Bachelor of Science in Finance and Information Systems from NYU Stern and a Master of Business Studies in Organization & Management from Goizueta Business School. He is a Professional Certified Coach through the ICF and a Certified Integral Coach® through New Ventures West.
The UCB Summer Reading List is now live

Tim Dilworth and I would like to thank you and to let you know that this year's UCB Summer Reading List, including each of your excellent contributions, is now live.

Since the distribution is entirely electronic, and thus the main target audience (incoming freshmen and transfer students) often misses the list, we could use your help getting the word out, so please share it widely as you can—in your classes, amongst your co-workers and friends, with other people you know who would love a good list of reading recs. And again, especially with anyone who can get it into the hands (or onto the phones) of the incoming classes. Via social media, email, bCourses, word of mouth, sandwich boards—you get the idea.

Summer 2018 Language Workshops

GREEK 15 - The Greek Workshop
MTWThF 9-12pm & 1-4pm

LATIN 15 - The Latin Workshop
MTWThF 9-12pm & 1-4pm

These immersive ten-week programs replace more than two semesters of regular language work. In the first six weeks, students master the essentials of grammar, syntax, and vocabulary; in the last four weeks, they put their new knowledge to work reading extensively in selected texts (poetry and prose; students choose two of four options).

In addition to six hours of class work every day, students are expected to spend several hours daily in study and homework preparation. Classes are small, though, and students can count on having plenty of individualized support throughout their journey.

Beyond the classroom, guest lectures from distinguished Classics faculty members offer context and insight into cutting-edge research, and regular social events provide a venue for further discussion and camaraderie.

(B)orders of Empire - Symposium—HG 1010, UC Irvine, 4/20/18

Dear colleagues:
Please join us for “(B)orders of Empire: Colonial Pasts, Imperial Presents, and Implicate Futures of the Global Middle East” on Friday April 20, 2018 in HG 1010. This symposium will begin with a graduate student panel at 9:30am, will feature a keynote address at 11:30am by Professor
Ronak Kapadia (U. of Illinois, Chicago), and a faculty panel at 2:00pm with Professor Sherene Razack (UCLA), Professor Gary Fields (UC San Diego), and Professor Laila Shereen Sakr (UC Santa Barbara). This event will also include an afternoon screening of Ai Wei Wei’s “Human Flow” (2017)” at 4:15pm in the McCormick Screening Room.

For more information, including the symposium schedule, presentation abstracts, and participant bios, visit https://ucibordersofempire.wordpress.com.

This symposium has been made possible by the generous co-sponsorship of the University of California Office of the President Multicampus Research Programs and Initiative Funding, the UC Humanities Research Institute, Women’s Voices Now, and the UCI Global Middle East Studies program.

Poster design: Darline Morales
Two new courses for Fall

The new Big Ideas Course is called "Fire: Past, Present and Future Interactions with the People and Ecosystems of California." It satisfies Historical Studies or Social and Behavioral Sciences breadth, as well as American Cultures. Details are [here](#) and in the attached flyer.

The other course is a one-unit, pass/no pass class on meditation, taught by David Presti. It combines an academic approach to the topic with actual meditation practice. See the flyer for details.

Margaret Atwood fans? 5/14/18

Do you love Margaret Atwood? Enter the following contest to meet her! One lucky (and talented) student will meet Margaret Atwood and introduce her in Zellerbach Hall at our keynote event on August 23. If you are an Artwood fan or know any Atwood fans (who are also lively public speakers), here is the [link](#) to the contest details.
 Jacobs Spring Design Showcase

On Wednesday, May 2, and Thursday, May 3, please join us for the Jacobs Spring Design Showcase. Featuring project displays and demos, along with conversation and refreshments, this lively open house is an opportunity to meet student makers and explore new creations.

Over the course of two days, students in 17 courses, along with members of campus design clubs and the inaugural cohort of Innovation Catalysts grant recipients, will share their work. You’ll see wide-ranging designs, from novel wearables to prototypes for mobility and health solutions. All are welcome to attend: the showcase is free and open to the public.

For the full schedule click here.