# Miscellaneous Opportunities: Week of April 30, 2018

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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.

creative filmmakers of the early twentieth century.

➢ 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](https://www.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](https://library.berkeley.edu/levelup/).
- **Login to Lynda.com:** Go to the [organization sign-in page](https://library.berkeley.edu/levelup/), 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](https://ccit.berkeley.edu/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](https://library.berkeley.edu/levelup/) 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](https://software.berkeley.edu/).
- **Protect Yourself Online:** Visit the [Information and Security Policy website](https://library.berkeley.edu/levelup/) for tips on how to stay safe online.

## DAC&A Open Letter from Psychology Department

See below for information regarding a statement on DAC&A. 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_6XPjlCESg6rp2Tz](http://ucbpsych.qualtrics.com/jfe/form/SV_6XPjlCESg6rp2Tz)

## 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

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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.

**Andrei 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
TuTh, 10 a.m. – 12 p.m. | July 2–August 10
Class #: 15125

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. 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 Pratice Minor, but is open to all students. Sign up at http://summer.berkeley.edu/apply

➢ Psychology Courses – Summer 2018

Psychology Summer Courses 2018

Session A (May 21 – June 29):
Psych N134 Health Psychology | 3 units – Prof. Aaron Fisher
Psych 136 Human Sexuality | 3 units
Psych 139 Case Studies in Clinical Psychology | 3 units
*Psych 142 Early Applied Developmental Psychology | 3 units
*Psych 149 Early Development & Learning Science Core Seminar | 3 units
Psych N150 Psychology of Personality | 3 units – Prof. Oliver John
Psych 149A Early Learning: Engaging Interactions and Environments
12-week-long class (May 21-August 10) for students in the ED&LS minor or certificate program. | 3 units

Session C (June 18 – August 10):
Psych W1 - General Psychology (online) | 4 units – Prof. John Kühlstrom
Psych 10/101 – Research and Data Analysis in Psychology | 4 units

Session D (July 2 – August 10):
Psych N1 General Psychology | 3 units
Psych 3 Intro to How the Brain Works | 1 unit
Psych 4 Emotional Intelligence | 2 units
Psych 5 Technology vs. Psychology The Internet Revolution and the Rise of the Virtual Self | 2 units
Psych 6 Stress and Coping | 2 units
Psych 7 The Person in Big Data | 2 units
Psych N117 Human Neuropsychology | 3 units
Psych N120 Basic Issues in Cognition | 3 units
*Psych 132 Applied Early Developmental Psychopathology | 3 units
Psych 137 Mind-Body and Health | 3 units
*Psych 149C Design Thinking for ED&LS | 3 units
Psych N160 Social Psychology | 3 units
Psych N166AC Cultural Psychology | 3 units
Psych N180 Industrial-Organizational Psychology | 3 units

*Course offered as part of the ED&LS Summer Minor, but open to all!
http://lhd.berkeley.edu/research-centers/early-development-learning-sciences/minor

➢ 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](https://ggsc.berkeley.edu/who_we_serve/researchers/uc_berkeley_student_fellowships)

**Spanish 1M - Spanish for Health Care Professionals, Summer Course**

Spanish 1M - Spanish for Health Care Professionals (5 Units)
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 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

➢ **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.

**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!

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.
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 its 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.

➢ 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](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

➢ **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.

➢ **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.

**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.

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
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.
INSTRUCTOR: EHREN TOOL
https://thedirtycanteen.wordpress.com/ehren-tool/
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
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

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
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/](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 original, religion or personal life style.

● 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.

➢ 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!

**Discovery and Big Ideas Courses for fall 2018**

Our [Discovery Course](#) and [Big Ideas Course](#) websites are up to date for fall.
Dissertation Research Opportunity for College Students

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 than 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
Miscellaneous Opportunities: Week of April 30, 2018

**ART 12: THE LANGUAGE OF DRAWING**

Summer Session A - May 21st to June 29th
M/W/Th/F: 8:30-1:00 PM

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 Session A - May 21st to June 29th
M/W/Th/F: 1:00-4:30 PM

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

**Support mental and behavioral health in the Bay Area**

Fred Finch Youth Center

**Career Fair**

Friday, May 4, 2018, 1 to 4PM

In our Coolidge campus Training Center at 3800 Coolidge Ave. (off MacArthur Blvd.) in Oakland

FFYC provides innovative, effective services, supporting children, youth, young adults, and families to heal from trauma and lead healthier, productive lives.

- Locations throughout the East Bay and San Mateo
- Work with program participants in traditional office settings and out in the community
- 17 diverse programs
- Current opportunities for:
  - Clinicians, Counselors, and Therapists
  - Social Workers
  - Administrative Support
  - Training Staff

See a complete list of currently open positions at: www.fredfinch.org/opportunities

Questions? Contact Bageshree Apte at bageshreeapte@fredfinch.org.
Open and Available UGBA Courses in Summer Session A

- **UGBA 126 Lec 002 (Class #13025)** - Auditing; 4 units w/ Tiffany Rasmussen; TWF 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; TWF 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 - MWF 1:00pm-3:30pm

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**UGRAD 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.—appear 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

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.

reading.berkeley.edu

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.

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.

ISF 100E for summer 2018 still has open seats

**ISF 100E**: The Globalization of Rights, Values, and Laws in the 21st Century
- MTWTH 2-4PM
- Quamruzzaman
- Barrows 185
- 4 Units
- Class Number: 14917

Session A: May 21-June 29
This interdisciplinary course is an introduction to the complex interplay of transnational values, international rights and legal institutions that increasingly govern social, cultural and geopolitical interactions in our contemporary world. Theoretical and methodological tools from the social
sciences, jurisprudence, and philosophy will be applied in the analyses of these interplays. A study of rights and norms presupposes not only an understanding of the empirical evolution of rights traditions (including constitutional traditions) in a variety of global regions, but also an understanding of the theories of rights and laws that support such traditions as they are embedded in them (just war theories, peace theories, etc.) The study of rights and norms also requires an exploration of the transformations of crucial international norms and rights due to the formation of supranational institutions and organizations in the 20th century (UN, UNESCO, GO's, etc.). The course will provide the students with an opportunity to place emerging transnational rights institutions into a historical and geopolitical framework. This course meets these L&S breadth requirements:

- Social & Behavioral Sciences
- Philosophy & Values
- International Studies

**Fall 2018 UGBA 196 Special Topics: Personal Financial Management**

UGBA 196, sections 1 and 2, Special Topics in Business Administration: Personal Financial Management. Unlike any other UGBA course, this course is available for enrollment now to non-Haas majors who have Junior/Senior status.

**UGBA 196: Personal Financial Management**

**FALL 2018: FOR ALL UPPER DIVISION STUDENTS**

**Course Description:** 2 Units: Are you concerned about your financial future in a complex world of credit cards, debt cards, student loan debt, credit reports, FICO scores, identity theft, 401(K) plans, IRAs, the impact of love and money in a relationship, the best ways to buy a house or car, taxes, investing in stocks, bonds, mutual funds, real estate, and the soaring cost of healthcare? Learn how to better manage your money and achieve “financial security” in a rapidly changing global economy. This course discusses Personal Financial Management and gives you a solid foundation in the subject as you prepare for your career in a world where important financial choices are made, and mistakes can be costly.

**Continuing Lecturer:** Fred Selinger has served on several boards of directors and has held licenses in securities, real estate and insurance. He has served as a Corporate CEO, Managing Director of a private investment Bank, and has conducted Professional Business & Financial Seminars.

**Class Format:** Classes meet Mondays, from 2-4pm (UGBA 196.1 CCN #16895) or 4-6pm (UGBA 196.2 CCN # 16896). Classes are in 1295 Haas (Andersen Auditorium). Students can enroll via: coecentral.berkeley.edu

**Readings:** "The Missing Link: from College to Career and Beyond, 6th Edition" by Fred Selinger, published by Pearson, which is specially packaged with a personal access code for assignments and available only at the campus bookstores.

**For Additional Information:** Contact: selinger@berkeley.edu
Miscellaneous Opportunities: Week of April 30, 2018

➢ **Open Seats in EPS 80, Session A**

![EPS 80 Environmental Earth Science](image)

This engaging, hands-on course is designed to provide students with a general understanding of earth’s environmental processes and how they interact. Be prepared to roll up your sleeves and get your hands dirty and maybe your feet wet.

3 Units

- **Session A:** 5/21 – 7/29
  - MW: 1:430 pm
  - 141 Mccone Hall
  - Class Nbr: 15106

- **Session D:** 7/02 – 8/10
  - MW: 1:430 pm
  - 2 LeConte Hall
  - Class Nbr: 13458

This course satisfies the physical science breadth requirement

➢ **Carolina Neurostimulation Conference 2018**

We are well underway putting this Conference together and we want to make sure that EVERYONE is invited and has an opportunity to share in our excitement!

If you haven't already, please visit the [Carolina Neurostimulation Conference website](https://example.com) and check out all the recent updates!

Be sure to visit the [Registration page](https://example.com) and save your spot, not only for the Conference, but also for the hands-on workshop that will be available on Transcranial Electrical Stimulation!
New Summer School Course
Beginning Spanish for the Medical Professions

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 patients in future careers in medicine, nursing, social work, translation/interpretation, or mental health settings.

Check out this and other listings in Spanish at the Summer Sessions Webpage: www.summer.berkeley.edu.
The Undergraduate Psychology Review Seeking Undergrad Research Submissions, 5/31/18

Want to publish your research?

The *Undergraduate Psychology Review* is now accepting submissions for its fifth 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, 2017 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](mailto:psychology@binghamtonsa.org).

International Pre-Collegiate Program (IPCP) Student Group Leader (SGL)

Summary of the position

Are you a college student who is passionate about working with high school students? Ready to take you leadership and group management skills to the next levels and become an inspiration for the students? Have loads of energy and stamina? Interested in education and project-based learning? If this is you, you should become a Student Group Leader for IPCP this summer!!!!

The SGL will provide supervision and mentorship for international high school students who are coming to UC Berkeley for summer classes. Supervision includes daily night roll-call, chaperon on weekend field trips. Mentorship includes addressing students’ concerns and questions, organizing and leading extracurricular activities. This responsibility requires fully understanding and careful attention to the physical and emotional safety of each and every individual within a team, as well as the dynamic of the whole group. This role requires an attentive, positive attitude, initiative, flexibility, and exceptional leader mentality.

Term of employment
From June 12, 2018 to August 11, 2018
Salary
$2200
Benefits
– Off-campus housing offered for the whole duration of the program
– Enhancement of leadership and communication skills
Reports to
- Program Coordinator
- Program Directors (when Program Coordinator is unavailable)
Key areas of responsibility (but not limited to)
● Greet and Pick up students at SFO at the beginning of each Berkeley summer session (2 times)
● Conduct daily roll call at 9pm (30-60 minutes)
  ○ Check in with students on how they are doing
  ○ Organize and lead discussion section on daily (or weekly) topic
  ○ Address student’s concerns and answer their questions
● Chaperone weekend field trips
  ○ Ensure every safety rules are met when students are on field trip
  ○ Contact students as often as needed and have a general sense of where they are
● Plan and Organize activities

How to Apply
Please send your updated resume with a current picture to ipcp.berkeley@gmail.com We will contact you via email after reviewing the resume. Thank you

Job Qualifications

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<th>Preferred or Specialized</th>
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<td>Education</td>
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<tr>
<td>● Currently enrolled in a four-year institution OR</td>
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<td>● Newly grads (no more than 2 years)</td>
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<td>Experience</td>
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<td>● At least 6 months in a year working with international students</td>
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<td>● OR/AND Study abroad experience (at least 6 months)</td>
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<td>● OR/AND Speak two or more languages</td>
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<td>● OR/AND Mentoring/Tutoring experience</td>
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<td>Knowledge</td>
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<td>● Basic or advanced knowledge working with international high school students</td>
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<td>Skills</td>
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<td>● Manage and mentor a group of students (20-22)</td>
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<td>● Can think critically</td>
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<td>● Plan, organize, and lead group activities</td>
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<td>● Know how to use Facebook, Line, WeChat, and Gmail to communicate with students</td>
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<td>Attributes</td>
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<tr>
<td>● Value responsibility and commitment</td>
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<tr>
<td>● Understanding and supportive of people of different cultural backgrounds</td>
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<td>● Communicate at all levels of organization, especially with students speaking little English</td>
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<td>● Work effectively in ambiguous situations</td>
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<td>● Coordinate and work well with team members and supervisors</td>
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 Collider Cup II - SCET Tech Entrepreneurship Competition, 5/3/18
Next Thursday, May 3rd, the Sutardja Center for Entrepreneurship & Technology will be hosting its second Collider Cup! The Collider Cup is our signature event where the top student startup teams from 12 of our courses will pitch in front of a panel of investors, professors, and industry professionals for a chance to win the grand prize, the Collider Cup!

The event will be 10-3 p.m. Thursday, May 3rd at the Wells Fargo room at the Haas School of Business. PLUS FREE LUNCH!

**RSVP for Collider Cup II here**

This semester's cup will feature startup teams from 12 of our IEOR courses. Topics include:

- Cybersecurity
- Alternative meat lab
- Sports tech
- Data privacy
- Blockchain
- Applied data science
- Puerto Rico social entrepreneurship
- Product management
- ...and more

Besides the pitch competition, there will be a lunch will instructors to preview our fall courses.

**UC Berkeley Student Food Insecurity Data**

The December 2017 UC Food and Housing Security Report confirmed that:

- 39% of UC Berkeley Undergraduates
- 23% of UC Berkeley Graduate Students
- Are experiencing food insecurity, which means that due to lack of finances are forced to consume low-quality foods or have to skip meals

**Final Weeklong CalFresh Sign Up Support**

Summer is right around the corner. Too many of our students do not have financial, food, and/or housing guarantees through summer. Help us make sure they will activate CalFresh to support their food needs.

➢ **FINAL CalFresh Sign Ups for AY 1718, 5/3/18**
We have partnered with our Alameda County Community Food Bank and our Alameda County Social Services to offer a final FULL WEEK of CalFresh Sign Up support. We are hosting these sessions at various campus locations to increase accessibly and visibility:

"Are you worried about cost of living during summer or the next academic year? CalFresh can help to alleviate your worry!

**CalFresh, also known as SNAP (Supplement Nutrition Assistance Program), can provide up to $192 per month for groceries.** In our state, all Cal Grant A/B recipients and those eligible for Work Study are potentially eligible for this phenomenal resource. Graduate Students working as GSIs, GSRs, and/or Graduate Fellowships within the CalFresh income requirement are invited to apply. It is a free debit card for groceries each month!

**Come apply anytime between 9-4PM at the locations in our flyer/website, with the help from Alameda County Community Food Bank and Alameda County Social Services.** They will guide you step-by-step through the application process and answer any questions you may have. Sign up now: tinyurl.com/superclinics

For more info, check out basicneeds.berkeley.edu/calfresh-clinic. For students in need that do not qualify for CalFresh, please learn more about our UC Berkeley Food Assistance Program. We look forward to supporting your food security!

Feel free to reach out with any questions or concerns at calfreshclinic@berkeley.edu"
Sociology Summer Courses Still Available

SOC N1H - 13963 - Session C - INTRODUCTION TO SOCIOLOGY FOR PRE-HEALTH STUDENTS
(M. Jeske) - TuWeTh 5:00 PM - 6:59 PM
This section of Introduction to Sociology is designed for pre-health professionals and those preparing for the MCAT, but students of all majors are welcome. This course surveys the major theories, concepts, and substantive areas of sociology in ways that are specifically designed to assist undergraduate students pursuing careers in health and medicine. The readings, lectures, and assignments have been chosen with the needs of pre-med students in mind, consisting of units on social relationships, cultures, institutions, stratification, inequalities, and social change, with an emphasis in health inequalities. There are no prerequisites.

SOC 3AC - 16304 - Session C - PRINCIPLES OF SOCIOLOGY: AMERICAN CULTURES
(Felipe Dias) - TuWeTh 12:00PM - 2:59PM
Why is there inequality? Why do members of some groups tend to enjoy a high quality of life, with access to many opportunities, while others struggle to get by? What leads to social change, and what blocks it? Sociology 3AC uses core sociological ideas to answer these questions. The class provides a general introduction to sociology, beginning with an exploration of classical theories of social cohesion, inequality and transformation. We will consider how much individual success comes from hard work and merit, and how much it is influenced by institutions and laws. We will also learn about the ways in which power can be exercised through race, gender, and sexuality. Throughout, we will consider how our readings relate to current events, and our own lives.

SOC R1B - 14936 - Session A - Sociology R1B: Social Inequalities
(J. Kaiser) - MoTuWeTh 2:00PM - 3:59PM
Sociology R1B fulfills the second half of the Reading and Composition requirement. It has three main goals: 1) to assist you in developing a clear, persuasive, and personal prose style in English; 2) to refine and build upon the close reading techniques you practiced in R1A; and 3) to equip you with the skills necessary for writing a research paper—a standard requirement of many upper-division (100-level) courses. In the first part of the course, we study fundamentals: writing analytically; the structure of essays and paragraphs; how to construct arguments; sentence mechanics; and analytical reading techniques. We practice these techniques by writing essays on a range of scholarly texts on the theme of inequality. The second part of the course applies these skills to a longer research paper on a topic that student choose that requires synthesizing multiple sources to develop a relatively-complex argument.

SOC 117 - 14949 - Session D - SPORT AS A SOCIAL INSTITUTION
(L. Huang) - MoTuWeTh 10:00AM - 11:59AM
What counts as a "sport" and what doesn't? Why is basketball unambiguously a sport, but not cheerleading? Why do women in the U.S. play soccer, but not football? Why is cricket a sport
for the masses in India, but a sport restricted to the social elite in the U.S.? Why is college sports a multi-billion-dollar industry in the U.S., but barely even an activity for participants, let alone spectators, in other sports-mad countries? The objective of this course is, as the late sociologist Pierre Bourdieu proposed, to explain how the supply of sports (what sports we have, who plays them, how competition is organized) and the demand for sports (how we "consume" sports as fans) comes to be in particular places at particular times. The course is built upon case studies -- including those that address the questions above -- but students will learn how to question and analyze the social order of any part of the sports world.

➢ Writing Lounge Hours for RRR Week!

Our tutors will be available **Monday 4/30 - Friday 5/4 from 1-5PM for Drop-in. Appointments** are available from **10AM-5PM**; you can **book a session** as early as today. Our last day of service for Spring 2018 will be next Friday 5/4. As you prepare your final papers, we encourage you to plan ahead and visit us early!

➢ FOR PROMOTION: ShameShifting: Transforming Toxic Shame into Healthy Shame - May 19 & 20 in Berkeley

**ShameShifting: Transforming Toxic Shame into Healthy Shame**  
*A Healing Shame Advanced Workshop for Therapists and Helping Professionals*

with Sheila Rubin, LMFT, RDT/BCT and Bret Lyon, PhD, SEP, BCC

Saturday, May 19, 10am - 6pm & Sunday, May 20, 10am - 5:30pm  
In Berkeley, just off 1-80

$350 / Special rate for interns  
13 CEUs*

In this advanced workshop, you will learn to help yourselves and your clients shift the shame, transforming it from toxic freeze to helpful change agent. How do we learn from and modify our words and behaviors without going into the toxic freeze state of shame? Even when we have been shamed or abused, how do we take responsibility for the part of what happened that is ours, even if it is quite small, and learn from it? We will cover the shame produced in many situations in which we feel we have let someone down or broken some important rules—including affairs.

**PREREQUISITE:** This workshop is open to those who have taken at least TWO workshops with us, or by special permission.

TO REGISTER, visit the Schedule page at 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, LPCs and LLPs 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 B. Cassidy Seminars. The Center for Healing Shame maintains responsibility for this program/course and its content.*
Fill out the Jacobs student survey by 5/6 and enter the prize raffle

The annual Jacobs student survey is back! This survey allows us to collect comments from our student community about how things have been going and where you want us to go in the coming year.

You are invited to tell us what you think, via this anonymous survey, by this Sunday, May 6th. Please share the survey link widely too (the shortlink is survey.jacobshall.org). The survey is open to any student who has engaged with Jacobs in any way or is interested in doing so in the future; we want to hear from all of you!

Reasons to fill out the survey:
1. It is a great excuse for a 5-10 minute study break during dead week.
2. There is a prize raffle for survey respondents, with three winners. The prizes this year are a $50 gift card to the Exploratorium for a fun maker-themed outing, a fancy pen set for design sketch work, and a multitool for all of your tinkering/fix-it needs.
3. Your suggestions make a difference. Some of the changes implemented this past year, based on student feedback from last year’s survey, were: more skills-building workshops and co-curricular activities, additions to the DES INV introductory course lineup, more access hours for makerspace equipment, and the development of a new student advisory board.

We look forward to hearing from you!

New Course for Fall 2018, Rhetoric 189A: Science and Public

Rhetoric 189A | CCN: 32905
Instructor: Nasser Zakariya
4 Units T/TH 9:30-11:00am, 222 Wheeler

Science in public takes different shapes. It is defended as universal knowledge essential to human persistence and human thriving. It is critiqued as a particular knowledge that looks to ground itself, failing to take stock of the historical and social conditions that impose on its claims and ambitions. It is, lastly, dismissed or vilified as false or even fake. How then does modern science relate to social and political values? Can scientific facts simply be independent of these values? Should they be independent? If scientific knowledge is often esoteric, yet crucial to social welfare and to political and environmental futures, how should publics relate to that knowledge? In what ways are the sciences themselves constitutive of modern publics and republics? Should publics decide not only on the value of scientific projects, but on the truth of scientific claims? Through historical and contemporary case-studies and analyses, this course seeks to approach, investigate and refine these questions. Topics include: scientific expertise in public policy and law; facts/value distinctions; public v. private science; scientific and legal
constructions and determinations of human difference; scientific republics; science and social responsibility.

***This course counts toward the Public Discourse concentration for Rhetoric Students

➢ Western Regional Summer Institute on Union Women

The UC Berkeley Labor Center is pleased to host the 37th Annual Western Regional Summer Institute on Union Women (SI UW) from July 10-14, 2018 at Sonoma State University, in the heart of California’s wine country.

This year’s theme “The RESISTERhood—Working Womxn Organizing for Collective Power” lifts up organizing and collective action as integral to the advancement of working women’s issues and building power for all workers. It also reflects our commitment to creating an environment that is inclusive and builds on the strength of our shared but also uniquely different experiences as women from diverse backgrounds in the broader labor movement. We use the new spelling of the word ‘womxn’ in the Institute’s theme to be inclusive of gender non-conforming and transgender people.

The Summer Institute is also a place where women from unions, worker centers, and community organizations encourage each other to step up into leadership in their organizations. It is a space for personal growth and reflection designed to ignite the empowerment of labor and labor-minded women.

This year’s SIUW will provide an “organizer’s boot camp” to emerging new leaders. Participants will be able to choose from classes that offer hands-on training in: mobilizing members in difficult times; building inclusive organizations; organizing against sexual harassment; bargaining for racial justice and immigrant rights; unions, worker centers and community allies campaigning for a common goal; and so much more.

The Summer Institute on Union Women is sponsored by the United Association for Labor Education. We welcome participation regardless of race, creed, religion, ethnicity, color, sex, national origin, age, disability, sexual orientation, or immigrant status.

Questions about the 2018 Institute should be directed to Kineshia Cadogan at 510-642-1027 or siuw2018@gmail.com.

Register here: http://laborcenter.berkeley.edu/siuw/
Summer 18 L&S International Studies Breadth: Public Health N112 Global Health

Global Health: A Multidisciplinary Examination (PBHLTH N112)
Summer Session A (May 22 - June 28)
TuWeTh 2-6PM (4 units)

Instructors:
Arthur Reingold,
John Colford,
Jade Benjamin-Chung
+ many guest speakers who are world experts in global health

Topics include:
Malaria, HIV/AIDS, influenza, vaccines, smoking, nutrition, air pollution, and slum health

Students will complete readings and discussions about global health, take two exams, and make a short film presenting a global health case study
➢ Reception for Black LGBTQ Students and Professionals

RECEPTION

Oakland LGBTQ COMMUNITY CENTER
Welcomes
BLACK LGBTQ STUDENTS & PROFESSIONALS
In Psychology, Counseling, Social Work

FRIDAY, JUNE 29, 2018
7-10pm
3207 Lakeshore Avenue, Oakland
FOOD PROVIDED

PLEASE RESPECT THIS SPACE & ONLY ATTEND IF YOU ARE OF THIS COMMUNITY