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➢ Free Access to Lynda.com for Students

To the campus community,
We are pleased to announce that all students now have free access to thousands of courses and online videos covering software, technology, business, and creative skills from the Lynda.com online learning platform! Lynda includes courses on Adobe and Microsoft tools and training on web design and development, audio and video production, and much more.
How to Access Lynda.com
- **Browse Courses and Learning Paths:** Discover recommended courses for UC Berkeley students from the Library's Level Up website.
- **Login to Lynda.com:** Go to the organization sign-in page, enter "berkeley.edu" and login with your CalNet credentials from on or off campus.

Eligibility includes all currently enrolled UC Berkeley undergraduate and graduate students. Lynda.com courses are not available for UC Berkeley credit.
The campus-wide license for all students is available thanks to support from the Student Technology Fund and the University Library. Faculty and staff can continue to access Lynda via Human Resources.
Technical Resources for Students
- **Tech Support:** Find help online or get drop-in tech support at Moffitt Library or the Academic Centers at each residence hall.
- **Free Software:** Access free software, such as Adobe Creative Cloud and Microsoft Office, through Software Central.
- **Protect Yourself Online:** Visit the Information and Security Policy website for tips on how to stay safe online.
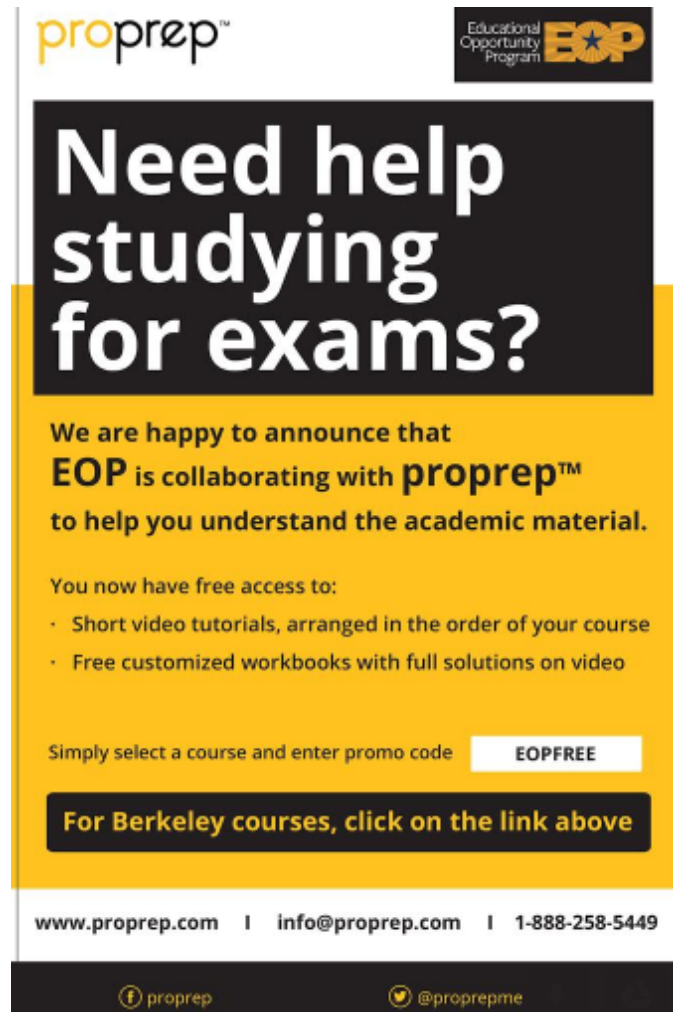
http://ucbpsych.qualtrics.com/jfe/form/SV_6XPjlCESg6rp2Tz

➢ 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

➢ 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.

➢ **Training on sex trafficking prevention and intervention strategies, 8/13-14/18**

CSEC 102: Engagement Skills for Working with Commercially Sexually Exploited Children and Transitional Age Youth

CSEC 102 will focus on:
• Engagement skills
• Overview of trauma
• Overview of the Stages of Change model
• AWOLing and peer recruitment

Join your colleagues in learning how to better engage commercially sexually exploited youth in an inspiring 2-day training

August 13th-14th
9:00am-4:00pm

Nola Brantley Speaks has partnered with the California Department of Social Services to offer a 2-day Commercial Sexual Exploitation of Children (CSEC) 102 engagement skills training. If you are working directly with youth, it will equip you with the knowledge, skills, and confidence to better engage youth at-risk of becoming involved in CSEC, and help you learn strategies for helping CSEC survivors see themselves as more than a survivor. If you are not working directly with youth, this training will help you identify the qualities to look for in agencies as you make referrals for youth.

The 2-day training is presented by survivors of commercial sexual exploitation who are national experts on the topic. You will hear real life examples of challenges and triumphs in working with the CSEC population.

CSEC 101 is recommended
If you have not taken CSEC 101 you can go online to the CalSWEC website to take this training online at https://calswec-hosting.s3.amazonaws.com/CSEC/csec_delv/csec.html

Participants can register: https://www.eventbrite.com/e/san-francisco-county-2-day-csec-102-tickets-46832980706

Location: 3801 3rd St, San Francisco, CA 94124

Any questions about the training can be sent to nikkiklasey@gmail.com.

Department of SOCIAL SERVICES   CDSS   NOLA BRANTLEY Speaks

➢ National Conference in Clinical Child and Adolescent Psychology, 10/18/18

A major emphasis of the 2018 National Conference in Clinical Child and Adolescent Psychology is the promotion of cultural competence. A major themed session for this year, entitled ***Building Cultural Competence among Clinical Child and Adolescent Psychologists***, features Stan Huey, Ph.D. (University of Southern California), Anna Lau, Ph.D. (UCLA), and Armando Piña, Ph.D. (Arizona State University). Dr. Omar Gudiño (University of Denver) will moderate the session—bringing together themes from the three presentations and audience-member questions, comments, and observations.

Conference within a Conference (CwC)

Consistent with this theme, we are also seeking to use the Conference to more effectively recruit underrepresented minority (URM) students into graduate study in psychology. **Dr. Anita Jones Thomas** (*Dean of the College of Applied Behavioral Sciences, University of Indianapolis*) will provide a plenary address to URM students as they prepare applications and materials for graduate study in psychology this fall and will provide keys for success for trainees accepted into graduate programs. Her talk is entitled, "***You are welcome here: Taking a Seat at the Grad Psych Table***."   Breakout sessions on issues related to aspects of graduate training (e.g., fellowship funding, specialization, publication) will be offered by current graduate students in clinical child and adolescent psychology. **Please encourage your eligible undergraduate students and post-bacc research assistants to contact Dr. Christopher Cushing (christopher.cushing@ku.edu) for a discount registration code for this "*Conference within a Conference*."**

Please visit https://kupce.ku.edu/clinical-child-and-adolescent-psychology for registration information.

➢ Graduate Recruitment Initiative, University of Michigan, 8/20/18

I am writing to announce a special graduate recruitment initiative at the University of Michigan in Psychology that is seeking students who are interested in the areas of Biopsychology and Cognition & Cognitive Neuroscience. Our Psychology Diversity Recruitment Weekend is diversity-focused, and it is open to any undergraduate students, students in Master's degree programs or PREP Programs who come from an educational, cultural or geographic background that is underrepresented in graduate study in their discipline in the United States or at the University of Michigan; have demonstrated a commitment to diversity; have experienced financial hardship as a result of family economic circumstances; and/or are first-generation U.S. citizens or are the first generation in their family to graduate from a four-year college. Please

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invite one or two of your best undergraduate students who meet the eligibility criteria to apply for this special recruitment initiative.

The Diversity Recruitment Weekend provides undergraduate students from around the country with information about graduate school in psychology. The Diversity Recruitment Weekend consists of a series of workshops, panel discussions, and individual meetings specifically designed to prepare students for the graduate admissions process in psychology as well as introduce students to the graduate psychology programs at the University of Michigan. The Diversity Recruitment Weekend will include sessions on writing a successful statement for graduate school, strategies for gaining research experience, and what constitutes a strong application. Students will also have an opportunity to meet individually with faculty and graduate students at the University of Michigan who share similar research interests. Finally, students will receive an intensive overview of all of the graduate programs in psychology offered at the University of Michigan.

The Diversity Recruitment Weekend is absolutely FREE. The University of Michigan will cover the cost of accepted students' travel to and from Ann Arbor as well as students' hotel accommodations and meals during the Recruitment Weekend. The program begins on the morning of Friday, October 26 and will continue until noon on Saturday, October 27, 2018. As a result, students will need to arrive in Ann Arbor by the evening of Thursday, October 25 and will return home on the afternoon of Saturday, October 27. Interested students should complete the application form (http://lsa.umich.edu/psych/diversity/diversity-recruitment-weekend.html) by the deadline of August 20, 2018.

We only have space for 25 students, so please encourage your students to apply as soon as possible. Preference will be given to students who are currently juniors and seniors. Please let me know if you have questions about the initiative or about the online application form.

➢ EPS Summer and Fall 2018 Course Flyer

➢ SLC Writing Same-Day Appointments Available

Dear writers,

For the first time, we're offering same-day appointments to better serve you this midterm season! You can book an appointment to meet with a friendly tutor as soon as this morning. Whether you have an outline or a full draft, our tutors are excited to support you in taking your paper to the next level.

Click for today's schedule: https://berkeley.mywconline.com/. We hope to see you soon!

➢ **United Students Against Sweatshops: 1st Meeting**

July 19, 2018

REVIVE BERKELEY'S
UNITED STUDENTS
AGAINST SWEATSHOPS

Rise up to fight for labor and economic justice on campus!

Cobalt mines in the Democratic Republic of Congo have **dangerous working conditions** with about 40,000 **child workers**. The cobalt they mine is used in most car and phone batteries of big companies such as Apple, Microsoft, Samsung, and Tesla, products that our own campus use. ©CBS

SIGN UP!
SPREAD THE WORD
JOIN THE FIRST MEETING BY SIGNING UP WHEN YOU ARE AVAILABLE THROUGH THE LINK ABOVE.
DETAILS AND AGENDA WILL BE SENT SHORTLY.
LOOKING FOR STUDENT LEADERS!
Check out our facebook for more information and questions:
USAS AT BERKELEY

What is United Students Against Sweatshops (USAS)?

USAS seeks to hold accountable multinational companies that exploit the people who work on university campuses, in our communities, and in the overseas factories where collegiate apparel is produced. Over the past 19 years, USAS has won significant campaigns for organizing rights, fair contracts and living wage policies on campuses and in communities all across the US, using **student power** to support workers struggling to transform minimum wage jobs into living-wage, union jobs, and ensure universities support ethical contractors that set – not undercut – good employment standards in local economies.
(USAS 2018)

Why do we need USAS at Berkeley?

Cal is one of the most progressive universities in the country but remains without a student organization fighting for labor justice in years. It uses products from companies as shown above that exploit Congolese child laborers under harsh working environments. AFSCME 3299, University of California's largest employee union also stands currently negotiating their contract as our school continues to deny them of fair benefits. This is only the tip of the various problems we face in labor. The recent **Janus v. AFSCME Supreme Court decision especially attacks labor unions**, who represent workers facing unlawful labor practices and negotiate contracts with employers for benefits and better wages. **The decision allows non-union members to free ride on the benefits and legal help unions provide**, depleting them of resources to fight for workers.

What can you do?

Workers rights are human rights. So, even if you rally behind gender rights, immigrant rights, environmental justice, eliminating racism, and other areas of social justice, labor has a place in all of them. You can be the voice to enact gender neutral bathrooms at work and prevent discrimination against previously incarcerated job applicants. We are fighting for our rights as workers and as people. **Hence, as the next generation and encompassing 70% of the workforce by 2025, it's our time to rise up.**

"**Students have unique leverage** over the colleges and universities that are often the largest employers, the largest landlords, and large institutional investors in our communities and regions. Students also have leverage over the companies that value universities as clients,"
(USAS 2018)

As students, we can facilitate campus-wide awareness of these issues, join workers in their picket lines, and build relationships with other local labor organizations by establishing a local chapter of USAS at Berkeley. **We have the power to bring justice to thousands of people as long as we stand in solidarity!**

SIGN UP!
SPREAD THE WORD
JOIN THE FIRST MEETING BY SIGNING UP WHEN YOU ARE AVAILABLE THROUGH THE LINK ABOVE.
DETAILS AND AGENDA WILL BE SENT SHORTLY.
LOOKING FOR STUDENT LEADERS!
Check out our facebook for more information and questions:
USAS AT BERKELEY

➢ Call for Undergraduate Research Papers, 10/15/18

Have you completed a research paper in a psychology-related field (i.e. psychology, cognitive science, neuroscience, linguistics)? Are you looking for a platform to publish your work?

If so, **The Undergraduate Research Journal of Psychology at UCLA** (URJP) **WANTS YOU** to submit your papers for our annual publication, expected to be released Spring 2019.

URJP is an organization dedicated to informing the community of psychological findings through research run by undergraduates from all universities. Last year, we received submissions ranging from local to international universities. URJP is one of the few established psychology journals that publishes undergraduate psychological research.

To submit, the papers must fulfill the requirements below:
- Original work completed by undergraduates (Includes senior honors theses, independent research, reviews, theoretical papers, and other scholarly writing)
- Never before been published

If you have not completed an independent research project, we still encourage you to apply by submitting a "literature review article" which does not require access to research data.

The deadline to submit papers is **October 15, 2018**. Multiple submissions from one author are welcome. If you would like to submit an article for consideration, please complete the following:
- Replace any identifying information (i.e. author name, institution) with empty brackets, to ensure anonymity within the selection process
- Visit our website's submission page, https://urjp.psych.ucla.edu/submissions/
- Once you have filled out the form above, send the following in an email to psychjournal.ucla@gmail.com
- In the body of the email, include the following information: (1) your full name, (2) full article title, (3) article type (i.e., literature review, research article), (4) your email address

More information regarding our submission criteria and types of articles accepted can be found on our website, https://urjp.psych.ucla.edu/

To view our prior publications, please visit our website at https://urjp.psych.ucla.edu/publications/.

If you have any questions or concerns, please contact us at psychjournal.ucla@gmail.com

➢ Healing Shame: The Core Workshop, 9/22-9/23

HEALING SHAME: The Core Workshop

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

Saturday, September 22, 10am-6pm & Sunday, September 23, 10am-5:30pm

In Berkeley, just off the I-80

$350 full price / $325 with full payment by August 17
Special price for interns
13 CE Credits — CAMFT CE provider #134393

In this workshop, you will become aware of shame as both a primary emotion and a freeze state, which has a profound effect on personal development and relationship success, and which has been terribly neglected in most psychotherapy. You will learn that shame cannot be worked with in the same way as the other primary emotions and that special care needs to be taken to work with shame in specific ways.

TO REGISTER, please visit the Schedule page at www.CenterforHealingShame.com.

Space is limited.

For details about our Healing Shame certification program as well as articles and free webinars, visit our website.

www.CenterforHealingShame.com

➢ Diversifying Psychology Weekend, 10/26/18-10/27/18

Have you The Department of Psychology is pleased to announce a call for applications for our **Diversifying Psychology Weekend** to be held on October 26 – 27, 2018 at Syracuse University.

The Diversifying Psychology Weekend is designed to prepare talented minority students for graduate school by providing a venue to network with faculty and graduate students in Psychology and get the scoop on the graduate student experience.

Throughout the weekend, Psychology Department faculty and graduate students will highlight the value and strengths of our Clinical, Cognition, Brain and Behavior, School and Social Psychology doctoral programs, showcase the differences and advantages of our community, and share tips on how to navigate the graduate school admissions process.

Successful applicants will have a strong interest in pursuing a doctoral degree in psychology, be enrolled at a college university as a junior OR senior or have graduated with an undergraduate degree within the past 3 years, and identify as an ethnic/racial minority traditionally underrepresented in psychology.*

Programming for the weekend includes panel discussions, seminars, research presentations, workshops, meals with faculty and graduate students, and a tour of the Syracuse University campus.

Travel, housing and meals will be provided by the Department of Psychology and the Graduate School.

Tentative Schedule:
Friday, October 26

- Participants arrive in Syracuse
- Meet-and-greet followed by dinner with faculty

Saturday, October 27

- Welcome address by Dr. Amy Criss, Department Chair
- Introduction of each area of study by doctoral program directors
- Presentations on: the application process, graduate funding opportunities, mentoring, and graduate student life
- Catered lunch for visitors, faculty and graduate students
- Graduate student research presentations
- Individual and/or small group meetings with faculty and lab members
- Campus and lab tours
- Catered dinner for guests, faculty and graduate students

Sunday, October 28

- Return travel

Qualifications

- Have a strong interest in pursuing a doctoral degree in psychology.
- Identify as an ethnic/racial minority traditionally underrepresented in psychology
    - Blacks or African Americans
    - Hispanics or Latinos of any race
    - American Indians
    - Alaska Natives
    - Native Hawaiians

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- Be enrolled at a college or university as a junior or senior; OR have graduated with an undergraduate degree within the past 3 years.

Application Instructions

Complete all areas of the online application here: Diversifying Psychology Weekend Application.

You will be asked to submit this information/materials:

- The names of up to 3 faculty members in our department whose research interests align with your own. You can review our faculty profiles here: http://psychology.syr.edu/people/faculty.html
- Your Resume/CV
- A statement of purpose

Application Deadline: **September 17, 2018**.

Have questions? Please email Dr. Kevin Antshel, Professor and Director of Clinical Training at kmantshe@syr.edu or Danielle Garzone, Graduate Coordinator at dngarzon@syr.edu

We look forward to welcoming you to Syracuse University and demonstrating how our Department of Psychology can be a part of your bright future in Psychology!

➢ BCNM's Fall 2018 Open House, 8/21/18

Tuesday, August 21 | 4:30 — 6 PM | BCNM Commons, 340 Moffitt Undergraduate Library, UC Berkeley
Celebrate the start of the semester with the Berkeley Center for New Media's annual open house!

Open to students, faculty, and staff, we invite you to visit us at the BCNM Commons to check out some of the exciting new media research taking place on campus. We'll have demonstrations from Eric Paulos' Hybrid Ecologies Lab, art from Asma Kazmi, new interfaces from Kimiko Ryokai, as well as student projects from Jill Miller's Critical Practices! Plus, we'll announce the incredible lineup of public programs we've been building over the summer.

Most importantly, you'll have the chance to connect with the wealth of programs and resources around campus that make up the rich new media ecology at Cal. We look forward to welcoming the New Media Working Group, the Color of New Media Working Group, Arts + Design Initiative, Digital Humanities at Berkeley, the Arts Research Center, the D-Lab, the Center for Science Technology Medicine & Society, and the Jacobs Institute for Design Innovation, among others!
RSVP

➢ UCLA Animal Law and Policy Small Grants Program Request for Proposals, 12/1/18

REQUESTS FOR PROPOSALS
UCLA LAW SCHOOL ANIMAL LAW and POLICY SMALL GRANTS PROGRAM
APPLICATION DUE DATE: DECEMBER 1, 2018
This Program is designed to support legal and non-legal empirical scholarship to advance animal law and policy reform. To learn more about the Program, including previously funded projects, please use this link: http://law.ucla.edu/centers/social-policy/animal-law-grants-program/about/

About the UCLA Law School Animal Law and Policy Small Grants Program
Thanks to generous funding from Mr. Bob Barker, UCLA Law School is pleased to offer the Animal Law and Policy Small Grants Program ("UCLA ALP Program"). The UCLA ALP Program exists to encourage new academic empirical research, with the goal of developing better empirical bases from which to understand, evaluate, and pursue animal law reform. Applicants from a variety of academic disciplinary backgrounds, including economics, sociology, demography, social psychology, moral psychology, medicine, plant-based nutritional science, cognitive science, law, public health, and public policy are encouraged to apply. The UCLA ALP Program has two goals:
• Fostering sound empirical -- quantitative or qualitative -- knowledge related to human uses of animals, alternatives to uses of animals, and humans' relationship to animals, which animal law and policy academics and practitioners could use to develop animal law and policy reform applications;
• Supporting empirical research that enables animal law and policy academics and practitioners to develop increasingly more sophisticated understandings of the impact of public policies and laws that affect animals directly or indirectly.

Eligibility
Advanced-level graduate students are strongly encouraged to apply. Established scholars interested in expanding their non-legal research agenda to include topics related to the UCLA ALP Program's goals are also welcome. The UCLA ALP Program will not accept applications for support of any type of research on animals or applications from applicants based in foreign countries. Applicants must be affiliated with an accredited academic institution of higher learning. Grant recipients must be affiliated with such an academic institution at the time of receipt of funds and throughout the funded research period, through the completion and submission of the research and the attendant written report. Grant applicants should include information on where they are in their degree process and indicate whether they anticipate finishing their degree within one year of the funding date.

Example Topic Areas (other topics welcomed)

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• Economic constraints on agricultural producers' attempts to shift from animal-based agriculture to non-animal-based agriculture

• Economic analysis of alternative consumer products to function where animal products currently exist

• Demographics and socio-economic characteristics of people who interact with animals in various capacities, such as animal shelter workers, veterinarians, employees in animal agricultural operations, and animal trainers

• Socio-economic barriers to adoption of animal-derivative-free clothing, entertainment, and diets, both as to affluent and non-affluent consumers

• Adoption of newly engineered technologies that could reduce animal use, such as virtual reality and alternatives to animal product consumption

• Whether and to what extent various forms of participation in activities (such as campaigning for ballot initiatives, lobbying, and supporting litigation) aimed at legal change result in social and behavioral changes

• Economic analysis of various types of corporate ownership and uses of animals

• Characteristics of households containing nonhuman family members, including likelihood of relinquishment to shelters or abandonment

• Public health issues pertaining to animals and/or consumption of animal products in populations associated with greater animal product consumption

• Wildlife-human co-existence

• Consumer choices among animal-derived and non-animal-derived consumption products

• Use, impact, and evaluation of laws pertaining to animals on the animals themselves

• Analysis of public opinion data regarding animals in various settings, such as zoos, research facilities, farms, and human entertainment.

• Innovative policy interventions for the purpose of increasing the protection of animals

• Social science research on public receptivity to ideological and behavioral principles of increasing the protection of animals

Budget Information
We anticipate funding five to seven projects with a suggested total budget for individual projects in the range of $1,000 to $4,500. Funds can provide both salary support and costs associated with acquiring and analyzing new or existing data sources. Proposals that are part of larger research initiatives are also welcome. We cannot provide funding for overhead or other indirect costs. Requests for travel funding must be limited to travel necessary to carry out the research project. Project budgets should be for activities that take place within one year or less of receipt of funding. Applicants should consult a tax adviser on any potential tax liabilities stemming from a grant award.

Reporting responsibilities

The director of research funded by the UCLA ALP Program shall provide a summary report by project end date and no later than one year after receipt of funds, including a description of progress in accomplishing the project aims, funds expended, and a 500-word summary of the project findings written for a general audience. Any studies, reports, or other final written material created as a result of the funded research shall also be made available to the UCLA ALP Program. Publications reporting, referring to, or building on this work are expected to acknowledge the funding received from the UCLA Law School Animal Law and Policy Grants Program.

Application Process
The application must include:
1. **Project Summary –** a 200 word description of the project written for a non-academic audience.
2. **Research Proposal** – No more than 3 pages (not including list of suggested referees, budget narrative, and human subjects narrative), single-spaced with 1 inch margins around and a font size no smaller than 12 point. The research proposal should include the following sections:
A. Research Aims: Succinctly describe the specific research aims of the project.
B. Project Description: Describe the project and include the following information:
1. Significance of the project, including:
i. *Significance to research*: discuss knowledge to be gained and how it is relevant to the scholarly literature, including a statement attesting the research will be non-duplicative and how that determination was made.
ii. *Relevance*: describe how the project will contribute to at least one of the two goals of the UCLA ALP Program (above).
2. Research strategy/methodology, including a description of the project's design, sampling and/or data collection procedures, and plan for data analysis;
3. Plan for dissemination of results including expected research publications.
Note: Investigators will be required to submit a summary of results for possible inclusion on the UCLA ALP Program website.
C. Applicant: Describe the qualifications of the applicant(s) and applicant's organization to successfully complete the proposed research project.

3. List of Suggested Referees
List of two academic referees qualified to review the research proposal, including title, contact information (preferably email), and nature of academic relationship to the applicant (e.g., chair of doctoral committee, professor of course taken, research collaborator).

4. Budget and Budget Narrative
Budgets should outline the amount requested and the basis for all cost estimates. The budget should reflect resources necessary to complete the proposed project in a timely way. Please list

other funding applications and sources that could or will in fact support the project, if it is part of a larger initiative. If the overall project budget is greater than the request to the UCLA ALP Program, please describe other sources of funding and the amount of funding those sources will or can be expected to provide. Having other sources of funding is not an impediment to receipt of a UCLA ALP Program grant, if additional funding will result in a better research product. For in-kind contributions, provide a letter from the institution providing these funds. The Program gives very few grants at the top of its dollar range. Please include in the research design section of your proposal breakdown of research components or stages that would enable us to consider the option of partially funding your proposal.

5. Human Subjects Narrative
Indicate if the project involves human subjects, and if so, identify the Institutional Review Board ("IRB") responsible and what IRB process (e.g., expedited review) you are using. If human subject(s) approval is necessary, funds will not be released until final IRB approval is obtained. In such a case, IRB approval must be current, specific to the project for which funding is sought, final (no "approval subject to modification"), and received within one month of ALP's offer of funding. If you currently have an IRB approval or waiver that you believe covers your proposed project, include the IRB application and notice of approval or waiver with your UCLA ALP Small Grants application. If you do not yet have IRB approval or waiver, please
include your IRB application and a statement of your good faith belief that IRB approval will be granted or waived.

6. Curriculum Vitae for all key personnel involved in the project.
Applications must be received by **December 1, 2018**, via email or mail, to be timely for the first application cycle. Awards will be announced by January 15, 2019. Early application submissions are encouraged and appreciated.
Please check that your application contains all the required information and send the completed application to:
For questions, please contact the UCLA ALP Program through email: alp@law.ucla.edu

➢ Office of Undergraduate Research and Scholarships (OURS) Workshops, 8/1-31/18

Want to get a head start on your research plans for your time at Berkeley? There are a number of ways to do that. Now is a great time to start making your plan of action for the year! If you're near campus, you can attend a "getting started" workshop to get an overview of how research works on campus and the different ways to find a faculty mentor or get into a lab. Workshops start August 1! If you're not around, you can read the powerpoint and other relevant materials on the resources link of the undergraduate research website, http://research.berkeley.edu.

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Then, figure out which programs you're eligible for: on the "search databases" page of http://research.berkeley.edu, choose "research programs", filter by "Programs for Berkeley students at Berkeley", and then you can filter further by deadline or six other searches (disciplinary division, citizenship status, GPA requirement, etc.). Don't miss the URAP deadline**: 9 AM on AUGUST 27.** URAP is the largest and oldest research program on campus, placing about 1600 students per semester as research assistants with nearly 300 different faculty members. A similar program is SPUR (for CNR students). But there are so many more! Read the program web sites carefully for programs that work for you, come to info sessions (see below listings for info sessions in the early fall, and keep an eye on the undergraduate research calendar), and, for smaller programs, meet with the program staff to get started! Read the list below to see upcoming info sessions for URAP and UCDC.

Need a faculty mentor? Come to the "Getting started in undergraduate research" and/or "professional emailing" workshop to learn how to find one via classes, office hours, or email. No idea how to write a research proposal? No problem! Come to the "how to write a proposal" workshop. Times/dates/places listed below. We look forward to meeting you soon!

Upcoming Workshops:
Monday, August 13, 2018
Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 13 | 5-6 p.m. | Dwinelle Hall, 1229--Enter door on northwest corner of Dwinelle (towards Bay and VLSB)
Thursday, August 16, 2018
Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 16 | 3-3:30 p.m. | 100 Lewis Hall
Monday, August 20, 2018
Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 20 | 9:30-10 p.m. | 100 Lewis Hall

Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 20 | 10-10:30 p.m. | 100 Lewis Hall
Tuesday, August 21, 2018
Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 21 | 9:30-10:30 a.m. | 101 Morgan Hall

UCDC Info Session: Spring 2019 application deadline, Sept. 20, 2018
Information Session | August 21 | 10-11 a.m. | 2 LeConte Hall

Undergraduate Research Apprentice Program Info Session
Information Session | August 21 | 11 a.m.-12 p.m. | 101 Morgan Hall

Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 21 | 1:30-2:30 p.m. | 101 Morgan Hall

Wednesday, August 22, 2018
Undergraduate Research Apprentice Program Info Session
Information Session | August 22 | 1-2 p.m. | 9 Durant Hall

Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 22 | 2-3 p.m. | 9 Durant Hall
Friday, August 24, 2018
Undergraduate Research Apprentice Program Info Session
Information Session | August 24 | 10-11 a.m. | 9 Durant Hall

Getting Started in Undergraduate Research and Finding a Mentor Workshop
Workshop | August 24 | 11 a.m.-12 p.m. | 9 Durant Hall
Monday, August 27, 2018
How to Email a Professor to Get a Positive Response: Workshop
Workshop | August 27 | 12-1 p.m. | 9 Durant Hall
Tuesday, August 28, 2018
How to Write a Research Proposal Workshop
Workshop | August 28 | 3-4:30 p.m. | 9 Durant Hall
Thursday, August 30, 2018
UCDC Info Session: Spring 2019 application deadline, Sept. 20, 2018
Information Session | August 30 | 4-5 p.m. | 9 Durant Hall
Friday, August 31, 2018
Advanced PubMed
Workshop | August 31 | 12-1 p.m. | Valley Life Sciences Building, Bioscience Library Training
Room, 2101 VLSB

➢ ER 190C: Statistical Learning for Energy and Environment

Energy and Resources Group
Professor Duncan Callaway
ENERES 190C (Class# 32987)

Lecture: 102 Wheeler, TT 9:30 – 11 (#32987) + Lab: 110 Barrows, M 10 – 12 (#32988)

This course will teach students to build, estimate and interpret models that describe phenomena in the broad area of energy and environmental decision-making. The effort will be divided between (i) learning a suite of data-driven modeling approaches, (ii) building the programming and computing tools to use those models and (iii) developing the expertise to formulate questions that are appropriate for available data and models. My goal is that students will leave the course as both critical consumers and responsible producers of data driven analysis.

Students will work in Python in this course, and it is recommended that students have completed COMPSCI Data 8. The course is designed to fit into Berkeley's emerging "data science" curriculum by providing students with a skill set similar to those developed in Data 100. However, in contrast to Data 100, here we will place a stronger emphasis on how to use prediction methods as decision-making tools in energy and environment contexts and less emphasis on web technologies, working with text, databases and statistical inference.

This is a four-unit course, with three hours of lecture and two hours of lab section each week. Lectures will focus on theoretical and conceptual material but also introduce the programming structures required to use the material. Labs will be computer working sessions with a GSI and lab helpers available to work through weekly lab exercises.

➢ Your UC Berkeley LGBTQ+ Voice Needed

The UC Berkeley Gender Equity Resource Center, known as GenEq, is embarking on a video series project. Our goal is to highlight the broad experiences of various communities at Cal to the campus community and beyond. We are seeking members of the UC Berkeley community to interview for our next video about Campus Climate for LGBTQ+ undergraduate and graduate students.

Please lend your voice to inform faculty and other teaching staff of how to create an inclusive classroom experience for the LGBTQ+ community. We are seeking both undergraduate and graduate experiences.

If you are interested in being an interviewee, please complete this very brief Talent Database Questionnaire: bitly.com/geneqform

Your questionnaire information is confidential and will only be viewable by the videographer and the GenEq staff directors. Your information will help us include as many diverse perspectives and voices for this video. We will reach out to you with further details about a 10-minute interview.

If you have any questions, comments, or concerns, feel free to email geneqvideo@berkeley.edu.

➢ UCB Food Pantry F18, 9/1/18

We have really exciting updates about our **UC Berkeley Food Pantry**:
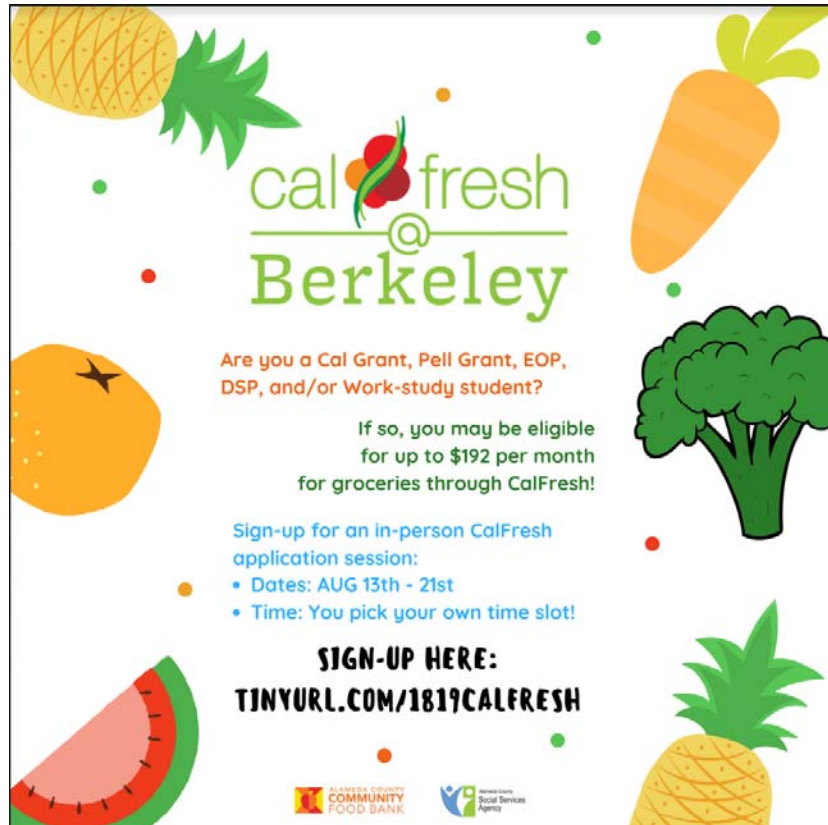
1. Our UCB Food Pantry set new records last academic year - for unique students served by semester. Fall: 2,685, Spring: 3,809.
2. In partnership with CED's Summer embARC , we've completely redesigned our food pantry space. *Video coming soon.*
3. We have a new leadership team:
   - o Student Leads: Stella Zhou, Ibra Ramoul
   - o Career Saff: Meg Prier
   - o They are CC'ed here for your respective follow-ups

We would love your support sharing widely our [Fall 2018 Food Pantry Team Application](). Below is a flyer in JPEG format and attached is a PDF. We greatly appreciate your support:

➢ UCB CalFresh Updates and AY1819 LAUNCH

➢ Free GRE Prep!

http://click.mail.kaptest.com/?qs=dfb8f6c54cd9b9176dfefbaa74a426fb693a9bc5c9c588b926c9
4614ada7a14bd3445f02b5b9bdb62bf97f6fbc5416990c14bea85096e28b

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.
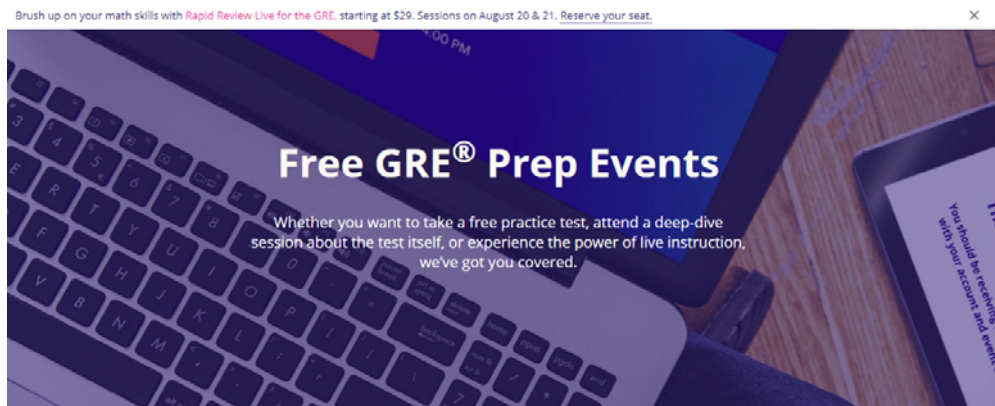
➢ Electronic Funds Transfer (EFT) Reminder!

What's the fastest way to receive a refund? Sign up for EFT!

Sign up for Electronic Funds Transfer (EFT) to have refunds directly deposited to your bank account. EFT is fast, convenient, and secure! Until your EFT is active, refunds by paper check are held for pickup in Cal Student Central. Log into CalCentral to sign up. Don't wait in line for a paper check this fall!

➢ Fall 2018 Education Minor Information Sessions

UNDERGRADUATE MINOR IN EDUCATION

FALL 2018 INFORMATION SESSIONS

Date	Time
Thursday, September 6th	11:00 am- 12 noon
Wednesday, September 19th	2:00 – 3:00 pm
Thursday, October 4th	11:00 am- 12 noon
Wednesday, October 17th	2:00 – 3:00 pm
Thursday, November 1st	11:00 am- 12 noon
Wednesday, November 14th	2:00 – 3:00 pm
Thursday, November 29th	11:00 am- 12 noon

Location for all sessions: 2121 Berkeley Way, 4th Floor, Rm #4215

➢ Fall 2018 Big Idea Courses

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 folks at American Cultures have made a cool video about it--check it out!
 https://americancultures.berkeley.edu/fire-anthropology-c12acespm-c22ac

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.

➢ Fall 2018 Breadth Courses with Seats Available

If you a new or continuing student looking for good breadth courses, all of the Discovery and Big Ideas Courses have space in them at this point! The one caveat is that we held some seats in two especially popular courses for new students, so continuing students would not gobble them all up. These are Drugs and the Brain and Human Happiness. Otherwise, all of these are fair game for anyone looking for a great breadth experience.

http://lsdiscovery.berkeley.edu

http://bigideascourses.berkeley.edu

➢ Fall 2018 Course—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, debit 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 F295 Haas (Andersen Auditorium). Students can enroll via: calcentral.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

➢ Fall 2018 Course—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

➢ Fall 2018 Course—EPS 88 PyEarth: A Python Introduction to Earth Science

➢ Fall 2018 Course—Social Justice and Worker Health Class

SPH COURSE: Social Justice and Worker Health: PH290 – 014
Wednesdays, 2:00 - 5:00 pm — CCN: 32744 (2 Credits)
Suzanne Teran, MPH & Charlotte Chang, DrPH, MPH
 (offered every other year)

We spend a significant amount of our lives at work, and working conditions will influence health outcomes. Worker health is public health, and it is also about power and equity. The social, economic, and political context of work determines who has access to good, healthy jobs.

This interdisciplinary, practice-oriented course will explore a range of themes in
public health and social justice. It will provide opportunities for skill-building, and include guest
speakers who will present and discuss cutting edge, real-world examples from the field
of worker health and safety.

The course will include the following modules: Working conditions as a social determinant
of health, community organizing, training for action, partnerships and collaborations for health,
safety, and policy change, and a field trip to a worksite--a session students found particularly
rewarding!

*"Students learn more than social determinants of health - they learn about the intersections of
community organizing and academia to promote social justice and action in the field."* - Fall 2016
student

For more information or questions, please contact: Suzanne Teran: steran@berkeley.edu

➢ Fall 2018 Course—Statistical Learning for Energy and Environment

Statistical Learning for Energy and Environment
Energy and Resources Group
Professor Duncan Callaway
ENERES 190C Lecture: 102 Wheeler Hall, TT 9:30-11 (Class #32987) + **Lab:** 110 Barrows
Hall, M 10-12 (Class #32988)

This course will teach students to build, estimate and interpret models that describe
phenomena in the broad area of energy and environmental decision-making. The effort will be
divided between (i) learning a suite of data-driven modeling approaches, (ii) building the
programming
and computing toolsto use those models and (iii) developing the expertise to formulate question
s that are appropriate for available data and models. My goal is that students will leave the
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This is a four-unit course, with three hours of lecture and two hours of lab section each week.
Lectures will focus on theoretical and conceptual material but also introduce the programming
structures required to use the material. Labs will be computer working sessions with a GSI and
lab helpers available to work through weekly lab exercises.

➢ Fall 2018 Course—ISF Class: Theorizing Modern Capitalism

ISF 100F: Theorizing Modern Capitalism - Controversies and Interpretations
TTH 12-2PM
Wheeler 202
Rakesh Bhandari
Class Number: 32363
Description: The great social theorist Max Weber called capitalism the most fateful force in modern life. It is also an always changing force, and we'll follow it right up to the Age of Platforms that enable targeted ads to sell an ever more immense accumulation of commodities. Throughout the course, we'll discover that only an interdisciplinary analysis stands a chance of understanding the complex system that most forcefully shapes our social life.

More info: http://classes.berkeley.edu/content/2018-fall-isf-100f-001-lec-001

➢ Fall 2018 Labor Studies Classes

Field Studies in Labor and Community Organizing
Public Policy 290-025: Field Studies
Course number: 15477
Schedule: Monday, 3 PM – 4:30 PM
This field studies course is designed for undergraduate and graduate students who are interested in exploring their passion for social and economic justice while practicing new organizing and research skills. Students can earn 1 – 3 academic credits based on the number of hours spent in the field with a union or community organization that promotes the interests of working families in the Bay Area. Classroom-based skills development and guided reflection will complement the fieldwork. This experience can open the door to life-long careers as organizers, researchers, policy analysts, political lobbyists, communication specialists and influential leaders in the labor movement. In order to facilitate the most effective placement, students planning to enroll must **fill out an application** by August 22, 2018.
Past field studies projects have included:
- A campaign for immigrant casino workers to win living wages and health insurance
- Outreach and education to community members in the Fruitvale District about Oakland's minimum wage and paid sick day benefits
- A campaign organized by local child care teachers, directors, providers, parents, and organizations to secure more investment in the child care system
- Recruiting and retaining low-wage immigrant restaurant workers into job training programs, and support the advancement of Know Your Rights workplace justice campaigns

And more!

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Contemporary Labor Issues: Challenges and Innovation
Public Policy 290-008: Graduate Seminar
Course number: 15462
Schedule: Wednesday, 9:30 AM – 11:30 AM Please note new time!
This applied research and project-based seminar offers students the opportunity to study labor and economic justice issues in depth, while developing and honing research skills that can shape campaigns to improve the lives of working families. In partnership with local labor unions and worker organizations, we will address priority questions that have emerged in ongoing organizing and advocacy campaigns. Students will work hands-on with existing data sets or engage in original data collection, with training and guidance in the application of data science tools to support workers' interests in the Bay Area. The specific campaigns, to be identified by our community partners, are likely to address the affordable housing crisis, responsible technology development, and immigration insecurities. The class will culminate in presentations of findings, analyses, and policy recommendations to key community stakeholders and policymakers. Through a combination of lectures, key readings, and active participation in a "live" research initiative, students will develop an understanding of the current challenges that the labor movement in California faces and contribute to innovative policy solutions.
For more information, please contact Alicia Flores at Alicia.flores@berkeley.edu or visit our website at http://laborcenter.berkeley.edu/labor-studies/.

➢ Fall 2018 Course—Education 198: An Introduction to the Research University for Transfers

This Fall 2018, the Transfer Student Center is offering fifteen sections of **Education 198: An Introduction to the Research University for Transfers**. This 1 unit, pass/not pass transition course is a great introduction to student life, academic expectations, enrichment opportunities, and campus resources. The course addresses the unique experience and perspective transfer students bring as they prepare to launch into upper division coursework. One key goal of this course is to provide transfer students with the support and information they will need to thrive at Cal.
You can find more information regarding our courses and services below or by visiting our website at transfers.berkeley.edu/transitioncourses

TRANSFER STUDENT CENTER

Services We Provide	100 Cesar E. Chavez		transfers.berkeley.edu

Visit the Transfer Student Center

The Transfer Student Center provides assistance to students who transfer to Cal from other colleges or universities. The center is located in 100 Cesar E. Chavez Student Building.

Enroll in Education 198

A one-unit transition course designed to assist first semester transfer students with making a successful transition to the research university. Students explore academic strategies, campus resources, and learn from one another about thriving at Cal.

Major Insights Mentoring Program

This program connects first semester transfers with continuing transfers in the same major. Mentors meet with first semester transfers once or twice during the semester to discuss academic expectations, explore resources, and offer tips for navigating student life at Cal.

Transfer Success Workshops

This workshop series introduces transfer students to academic enrichment opportunities. Workshop topics include budgeting, time management, research, studying abroad and more.

Advising

One-on-one advising for transfer students includes assistance with transitioning, navigating, academic planning tips, financial aid assistance, exploring career opportunities, campus resources and more.

Leadership Opportunities

Leadership opportunities are available each semester and focus on addressing communi needs and fostering leadership and public service. Students can earn 1-3 units of academic credit.

Transitioning to Cal: An Introduction to the Research University for Transfers

Fall 2018 Transition Courses

Education 198: Transitioning to Cal: An Introduction to the Research University for Transfers
One unit; Pass/Not Pass

Course Description: This class is designed to help facilitate your transition by improving your knowledge of the research university and its resources, assisting you in identifying key academic skills and strategies for academic success, and by fostering a sense of community. The course will focus on academic strategies for upper division course work with particular emphasis on time management skills, critical reading, exam preparation, and writing skills. You will learn about various campus resources and opportunities that are available to you as a Cal student. Participation, group work, and class discussion are an integral part of this course.

Sec. 23	Mondays	10am-11am	126 Wheeler	Class Nbr: 28439
Sec. 24	Mondays	12pm-1pm	229 Dwinelle	Class Nbr: 28440
Sec. 25	Tuesdays	10am-11am	243 Dwinelle	Class Nbr: 28441
Sec. 26	Tuesdays	12pm-1pm	205 Dwinelle	Class Nbr: 28442
Sec. 27	Tuesdays	1pm-2pm	151 Barrows	Class Nbr: 28443
Sec. 28	Tuesdays	9am-10am	228 Dwinelle	Class Nbr: 28444
Sec. 29	Tuesdays	2pm-3pm	136 Barrows	Class Nbr: 28445
Sec. 30	Wednesdays	11pm-12pm	130 Dwinelle	Class Nbr: 28446
Sec. 31	Wednesdays	1pm-2pm	238 Kroeber	Class Nbr: 28498
Sec. 32	Wednesdays	2pm-3pm	2030 VLSB	Class Nbr: 28499
Sec. 33	Wednesdays	3pm-4pm	243 Dwinelle	Class Nbr: 28500
Sec. 34	Wednesdays	4pm-5pm	183 Dwinelle	Class Nbr: 28501
Sec. 35	Thursdays	12pm-1pm	2011 VLSB	Class Nbr: 28502
Sec. 36	Thursdays	2pm-3pm	2032 VLSB	Class Nbr: 28503
Sec. 37	Thursdays	1pm-2pm	2011 VLSB	Class Nbr: 28504

CEE   Berkeley UNIVERSITY OF CALIFORNIA

➢ **Fall 2018 Course—Phys C10 - Satisfies Physical Science Breadth**

It's a "big picture" physics course that explains basic concepts in physics and their application in the real world. There is minimal math used in this course, so this is an ideal setting for students curious about physics.

> ## ➤ Fall 2018 Course—American Studies 102 - City of Angels

American Studies 102, Section 2 – City of Angels - (4 units) - Class # 32310
TTh 3:30-5, 2 LeConte; Instructor: K. Moran

In this course we will examine "Los Angeles" from a number of disciplinary perspectives. We will consider Los Angeles as a geographical/social space, focusing on such issues as landscape,

water, and traffic. We will also discuss Los Angeles as political and cultural space defined by various race, ethnic and class relationships, and we will consider some comparative studies of the politics of missionization and of LA riots/uprisings. We will read some examples of popular LA literature and consider arguments about Los Angeles as "postmodern." We will also attempt to "map" LA as a fantasy space by discussing several Hollywood films. We will end the course with a "tour" of LA's "exopolis"-- Disneyland and Orange County.

➢ Fall 2018 Course --EPS 88 PyEarth: A Python Introduction to Earth Science

➢ Jacobs Institute Innovation Catalysts Grant

Overview

Every semester, students bring a wide range of innovative projects to life at Jacobs Hall and throughout Berkeley's vibrant design ecosystem. The **Jacobs Institute Innovation Catalysts**, made possible by the Eustace-Kwan Family Foundation, is a student grant program that provides an avenue for these ambitious student innovators to unlock further potential in their projects.

Two types of grants are awarded through the Innovation Catalysts program:

- *Ignite grants* are for in-progress projects, with existing prototypes and demonstrated potential for impact. Up to $2000 will be awarded for each project. Are you working on a project that you can't imagine stopping? Apply for an Ignite grant!
- *Spark grants* are for early-stage projects or ideas. Up to $500 will be awarded for each project. Do you have a great idea and seek funding to make it a reality? Apply for a Spark grant!

How to apply

The application for the fall 2018 Innovation Catalysts cohort is now open; **applications are due by Monday, August 27th at 12pm.**

For more information and application instructions, visit the grant program page on the Jacobs website or contact Amy Dinh (amydinh@berkeley.edu), student services & programs manager.

➢ **UGBA 123 – Fall 2018**

Haas School of Business

Fall 2018 (class offered fall only)

UGBA 123 Operating and Financial Reporting Issues in the Financial Services Industry

Companies in the Banking, Investment Management, Real Estate and Insurance industries dominate the news. Learn how these companies *really* work. This foundation is useful no matter where your career takes you, auditor, consultant or CFO.

- Learn about the types of companies that operate in each sector. Explore the economic forces that create competition and success in each sector, what risks companies face and how and why each industry is regulated.

- Scheduled guest lecturers include the CEO of an Internet start up that now produces over a Billion Dollars of Insurance, the Director of Fund Administration at a major Investment fund complex and an Equity portfolio manager, a Banking CFO, and a Real Estate VP of Investor Relations.

- How do companies operate and produce business? Underwriting and pricing in each sector, investing processes and controls, incentive based profit sharing, risk management and the factors that contribute to profit in each sector are explored.

- Most financial services companies make significant judgements to estimate certain liabilities. The processes employed by each sector will be discussed.

- What do financial statements in each sector reveal about the judgements employed and uncertainty associated with measuring financial results? We will discuss key performance indicators, and management judgements. Industry specific accounting rules and sample Financial Statements will be reviewed.

- Understand the controversy over employing Fair Value Accounting across all sectors and learn about other specific industry accounting requirements.

Completion of UGBA 102A is strongly recommended before taking this accounting elective course because knowledge of basic financial statements is required. The course will include a group project. Teams will analyse and present an oral report on a financial services topic you choose. This course qualifies as an Accounting Subject for California CPA licensure, subject to final Board determination.

About the instructor

John McCauley, CPA retired, spent 35 years working with Financial Services Companies while a Partner at PricewaterhouseCoopers LLP in San Francisco. In addition to his responsibilities conducting audits and providing advice to both public and private companies, John's roles included managing the SF audit practice and a regional role in the firms' internal risk management process. He is also an elected City Council member in Mill Valley. John received a BS in Accounting from Cal.

➢ The Green Initiative Fund – Committee Seats Available

The Green Initiative Fund (TGIF)

Looking for a way to get involved with TGIF and influence campus sustainability? Apply now to sit on our Committee! TGIF's Committee is the decision-making body for TGIF. You'll get to directly make a difference by choosing which projects we fund in both our fall mini-grant and larger spring grant cycles.

Two positions are available:
1) Undergraduate Student at-Large Representative (Open only to undergraduate students): https://drive.google.com/open…
2) Environmental Justice Student at-Large Representative (Open to both graduate/professional and undergraduate students): https://drive.google.com/open…

Email tgif_info@berkeley.edu for more information or with any questions.

➢ Global Urban Humanities Open House

Location: Wurster Gallery, 1st floor of Wurster Hall

Time: 5PM-7PM

The interdisciplinary Global Urban Humanities Initiative (GUH) studies global cities by bringing together scholars, artists and designers from the arts and humanities, architecture, landscape architecture, and city planning.

Come celebrate the start of the sixth year of our activities. Learn about an exciting interdisciplinary research studio to Lagos, Nigeria, an undergraduate studio on historical memory and urban design in New Orleans, and a seminar on the city, arts and public space. We'll also introduce our Graduate and Undergraduate Certificates in Global Urban Humanities and our fall speaker series.

The Open House will also feature presentations by GUH faculty.

We'll be hosting this Global Urban Humanities Initiative Open House in Wurster Gallery. It will be a great chance to meet GUH faculty and students.

We are asking folks to RSVP so we have a better sense of how much food and drink to order.

➢ Fall 2018 Biogeography Course

New Course Fall 2018: **Biogeography**

ESPM C125

Also offered as GEOG C148, IB C166; 4 units

Artwork from graphic designer Kentaro Nagai's "The Twelve Animals" 2007

Prof Rosemary Gillespie
& Jeffrey Chambers

Lecture Tu, Th 11:00 am – 12:29 pm Barrows 166
Discussion W 3-4 or W 4-5 Dwinelle

The course will provide a historical background for the field of biogeography and the ecological foundations needed to understand the distribution and abundance of species and their changes over time. It will also discuss developing technologies (including genomic tools and environmental models) together with the availability of big data and increasingly sophisticated analytical tools to examine the relevance of the field to global change biology, conservation, and invasion biology, as well as sustainable food systems and ecosystem services.

Textbook: Lomolino, Mark V., Brett R. Riddle, and Robert J. Whittaker. "Biogeography: Biological diversity across space and time." (2017). ISBN-10: 1605354724