Miscellaneous Opportunities: Week of August 27, 2018

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Kaplan Test Prep

Register today—it's free to attend, but seats are limited.

Free GRE Channel Verbal Lesson
Monday, August 27, 2018, 8:00 PM
Sign Up →

Free Bootcamp for the GRE
Tuesday, August 28, 2018, 12:00 PM
Sign Up →

Free GRE Channel Quant Lesson
Thursday, August 30, 2018, 8:00 PM
Sign Up →

Free Practice Test for the GRE
Saturday, September 1, 2018, 1:00 PM
Sign Up →

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](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](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.

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**Wireless Commons and Counterpublics: New Digital Infrastructures in Cuba, 8/28/18**

The Global Urban Humanities Initiative is hosting its Fall Colloquium Speaker Series titled The City and its People on Tuesdays 12-1:30pm in 170 Wurster. Our first speaker on August 28 is Professor Tom McEnaney from Comparative Literature and Spanish & Portuguese who will presenting "Wireless Commons and Counterpublics: New Digital Infrastructures in Cuba."

Please see the attached flyer for more on the talk or visit the colloquium webpage for a complete abstract and full speaker schedule.
Miscellaneous Opportunities: Week of August 27, 2018

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.
Global Urban Humanities Open House, 8/27/18

Our open house is **TONIGHT 5-7PM IN WURSTER GALLERY (1st floor of Wurster Hall).** We look forward to seeing new and old faces celebrating the 6th year of the Global Urban Humanities Initiative. This event is free and open to the UC community. Light refreshments will be served.

Global Urban Humanities Open House

**August 27, 5-7pm**

**Wurster Gallery (1st floor of Wurster Hall)**

Don't miss out on learning about the Global Urban Humanities Certificate program at our Fall 2018 Open House. There will be presentations from GUH faculty and staff, featuring specifics about the Certificate and the upcoming Interdisciplinary Research Studios on Lagos, Nigeria and New Orleans. This is a great way to meet our community of urban experts and enthusiasts and learn more about how you can apply to participate in the Certificate. To learn more or RSVP for free, click [here](#).
Global Urban Humanities Open House
August 27 from 5-7pm
Wurster Gallery (1st floor of Wurster Hall)

Don't forget about our Open House tonight from 5-7pm in Wurster Gallery! You'll get to see all of our past projects on global cities, and learn more about our Graduate and Undergraduate Certificates in Global Urban Humanities. We will also introduce this year's exciting interdisciplinary research studios to Lagos, Nigeria and New Orleans, our fall lunchtime speaker series, a graduate seminar on the city, arts and public space.

All students, faculty and staff are welcome to attend. Light snacks and beverages will be served.
➢ SLC Writing Program Fall 2018, Open House on 9/7/18

Dear writers,

Happy first week of classes! We are thrilled to welcome you back to campus and hope you’ve had an energizing start to the semester.

As you embark on your academic journey this Fall, our peer tutors are excited to work with you! We encourage you to visit us often and early to get ahead on your writing projects. Appointment and Weekly services return on August 27th and Drop-in resumes on September 4th.

In addition, we’re excited to invite you to our first event of the semester! Save the date for our open house on Friday, September 7th, from 12-1:30PM. Come meet this semester’s tutors, mingle with fellow writers, and learn how you can make the most of our resources this Fall.

We wish you an excellent first week of instruction and hope to see you soon!

➢ 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
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

➢ Fall L&S Workshops!

The Reach for Success workshop - for students on probation or having academic difficulty -- is this afternoon (8/27/18) and tomorrow (8/28/18)!

Students can get more details on our Facebook events page.
The College of Letters and Science presents...

**REACH FOR SUCCESS** WORKSHOP

IN ACADEMIC DIFFICULTY OR PLACED ON PROBATION?
This workshop provides students with a better understanding of how to address academic difficulty, how to clear probation and how to start Fall 2018 off well.
No Pre-registration required.

**Monday 8.27 & Tuesday 8.28**
3-5pm / 370 Dwinelle Hall

**COLLEGE OF LETTERS & SCIENCE**

**9206 EVANS & 156 DWINELLE**

**FOR QUICK QUESTIONS**: (510) 642-1485 or advising@berkeley.edu

The College of Letters and Science presents...

**PRE-MED WEDNESDAYS**
EVERY WEDNESDAY!

Need advice preparing for a medical or health career?
WE’VE GOT YOU COVERED!

Drop-ins 1-4pm / 206 Evans
Sign up for pre-med and pre-health drop-in advising appointments at 206 EVANS.

Small Group Q&A 4-5pm / 236 Evans
Drop-in for pre-med & pre-health group advising sessions. Feel free to come and go as you please.

**COLLEGE OF LETTERS & SCIENCE**

**206 EVANS & 156 DWINELLE**

**FOR QUICK QUESTIONS**: (510) 642-1485 or advising@berkeley.edu
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
Miscellaneous Opportunities: Week of August 27, 2018

- Alaska Natives
- Native Hawaiians

- 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!

➢ Institute for Research on Labor and Employment (IRLE), 8/28/18

We'll be having our Fall Open House Reception next Tuesday, August 28 from 4-6pm at 2521 Channing Way. This is open to our campus community, and we especially encourage students to stop by to learn more about our Labor Studies classes and programs that we're offering this year. Refreshments will be provided!

Students who are especially interested in inequality, immigration, healthcare access, climate change, race and gender justice, public policy, sociology, ethnic studies, economics, etc. are all encouraged to attend to learn about our research opportunities and community-engagement/organizing work in the Bay Area!

You can also print out the attached flyer for our Open House date and other upcoming events we'll be having this Fall to share/post around your office.

IRLE Fall Open House Reception
AUGUST 28 @ 4:00 PM - 6:00 PM
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)
• 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](mailto: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](http://research.berkeley.edu) link of the undergraduate research website, [http://research.berkeley.edu](http://research.berkeley.edu).

Then, figure out which programs you’re eligible for: on the “search databases” page of [http://research.berkeley.edu](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](http://research.berkeley.edu)), 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:**

**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

➢ 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:
   - Student Leads: Stella Zhou, Ibra Ramoul
   - Career Saff: Meg Prier
   - 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:
Free GRE Prep!

http://click.mail.kaptest.com/?qs=dfb8f6c54cd9b9176dfefbaa74a426fb693a9bc5c9c588b926c94614ada7a14bd3445f02b5b9bdb62bf97f6fbc5416990c14bea85096e28b

Don’t miss out on learning how to tackle problem solving, text completion, sentence equivalence, and
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!

Career Center: Career Fairs and Connections
**Pathways to a Psychology PhD: Stanford University, 9/14/18**

![Stanford University - Department of Psychology](image)

**Interested in pursuing a PhD in Psychology?**

Join Stanford Psychology graduate students, research assistants, and faculty for a **FREE** one-day information session and workshop on applying to research positions and PhD programs.

**October 20, 2018**
* 10 am – 7 pm
* All meals provided!

Sessions and panels include:
- Why a PhD in psychology?
- How to choose a program
- Navigating the admissions process
- Crafting a compelling application

The Stanford Psychology Department is committed to building an inclusive field. We strongly encourage applications from candidates from underrepresented groups, including but not limited to: women, people of color, first generation college students, and those from low-income backgrounds. Interested applicants from any institution or organization are invited to apply. (Financial support for travel available. Overnight accommodation will not be provided.)

**Apply Now!**
Applications due Sept. 14

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Click [here](link) to apply.

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**International Student Career Events**

**International Student Resume Week**

August 27 and 28 12:00PM - 1:00PM, Career Center—Gold Room.

RSVP: Monday, August 27 (link is external); Tuesday, August 28 (link is external)

Fall recruiting is around the corner. For those of you who are still worried about your resumes, we are here to help! Come and join this lab-based resume session tailored for int'l students.

**Fall Recruiting Boot Camp for International Students**

Friday, August 31, 1:00-3:30PM, Career Center Blue & Gold Rooms. RSVP [here](link) (link is external).

This multi-faceted program is designed to help international students get ready for the Fall recruiting season! Snacks will be provided at this event.

**International Student Career Success Toolkit Series**
Tuesdays starting 9/11, 6:00PM - 7:00PM  
Series with topics on Talking to Employers, Int'l Friendly Employers, Networking, Search Strategies

**Stay Informed and Plan Ahead: H-1B Information Session with Immigration Lawyer from Ware Immigration**

Thursday, October 25, 6:00 - 8:00PM, Career Center Blue & Gold Rooms. RSVP here (link is external).

The H-1B is the principal immigration status available for persons temporarily working in professional level jobs in the US. As an international student, you should be familiar with the H-1B regulations early in your career so you can stay informed and plan ahead!

We will have the immigration law attorney from Ware Immigration come in and explain to you the definition of the H-1B visa category, the application process, the H-1B cap and lottery, and factors and special cases you should take into consideration.

➤ **Career Center: Fall Recruiting Kickoff for L&S Majors**

**FALL RECRUITING KICKOFF FOR L&S MAJORS**
Tuesday, August 21, 5:30-7pm  
Career Center, Blue & Gold Room  
(Open to ALL MAJORS)

Attend this event to get ready for the Fall job/internship search and On-Campus Recruiting! Companies DO want to recruit all majors for positions in a wide variety of fields and industries. In this multi-faceted program, you will hear from a panel of business professionals about careers in consulting, management, marketing, sales, research and more to learn about opportunities, the hiring process and how to best market yourself for success!

A Career Counselor will also briefly explain the recruiting timeline as well as share tips for identifying jobs, internships and OCR positions using Handshake.

The program will conclude with casual networking with our employer panelists. Employers represented include **Golden State Warriors, AT&T, Andersen Tax, Accenture, Enterprise Holdings, San Francisco Playhouse, and Sitetracker.**

RSVP on HANDSHAKE.

➤ **Open courses, Student Grants, Back to School Events – Jacobs Hall**
Advanced design courses open for enrollment

We had a few courses that were listed late in the summer and therefore still have some open seats. This news post provides a summary of the courses and how your students can enroll. The three courses are:

- DES INV 190-1 Reimagining Mobility
- DES INV 190-9 Thinking Like a Good Ancestor: Finding Meaning in the Technology We Build
- DES INV 190E-2 Upper-Limb Prosthesis Design

Student grant program--application deadline August 27th

The Jacobs Institute Innovation Catalysts is a student grant program that provides an avenue for ambitious innovators to unlock further potential in their projects. Two types of grants are awarded through the Innovation Catalysts program: Ignite grants provide up to $2000 for in-progress projects, with existing prototypes and demonstrated potential for impact and Spark grants provide up to $500 for early-stage projects or ideas.

Grant proposals are due by Monday, August 27th at 12pm. For more information, visit the program page or contact Amy Dinh (amydinh@berkeley.edu), student services & programs manager.

Jacobs back-to-school events

Your students (and you!) are invited to join one of our back-to-school activities, which are free and open to all members of the Berkeley community.

Drop-in Building Tours

Every MWF from 8/22 to 9/17 (except 9/3) | 12-12:30PM

Curious about all of the resources at Jacobs Hall? Take a guided tour of our makerspace and teaching studios to learn about the many ways that you can explore design and technology innovation here. Tours meet in the west lobby of Jacobs Hall.

Makerspace Open House

Friday, 8/31 | 4-7PM

Drop by the all-purpose makerspace on the first floor of Jacobs Hall to meet the Jacobs design specialists, student supervisors, and other members of our community. We will have demos, activities, and giveaways (and snacks too, of course).

Big Ideas Contest
Big Ideas is an early-stage, university-based, innovation contest that connects students with the mentorship, training, and resources needed to successfully conceptualize, deploy, and scale social innovations. Open to undergraduate and graduate students with creative solutions that address social challenges, the Contest awards up to $300,000 in prizes across 40-50 winning teams annually. Since its founding in 2006, the competition has inspired over 2,000 student-led projects aimed at solving the world's most pressing problems.

Learn more at our information sessions!
Wednesday, September 12 & 26 | 6:00pm | B100 Blum Hall
Check out our full list of events here!

EECS Career Fair, 9/5/18

The Career Center is pleased to present the largest tech career fair on campus, the EECS Career Fair, in just two weeks. This fair is organized in collaboration with the EECS Department, but most employers are open to recruiting students from any major with strong technical skills.

Students can RSVP and view the employer directory in Handshake. Please note that Career Center fairs are open only to currently registered UC Berkeley students and alumni who are members of the Career Center Alumni Advantage program.

Register for a Fall 2018 Maker Pass

Registration for the fall 2018 Maker Pass is now open! Go to http://www.makerpass.jacobshall.org and follow the usual three step process to get your Maker Pass for the fall semester. The makerspace reopens on Wednesday, August 22nd.

The Maker Pass program remains largely the same as last year, but there are a few notable updates that you should know about:

- Club Maker Pass: Club Maker Passes: student clubs can now apply to purchase Maker Passes for members at a reduced annual bulk rate.
- Equipment update: Jacobs has a TIG welder now!
- New addition to the Maker Pass program: The Cory Student Workshop (CSW) is now participating in the Maker Pass program!
- Payment updates: You can now elect to pay for one or two semesters of Maker Pass access at once. Also, students can now pay the Maker Pass fee via CalCentral billing. We no longer accept direct credit card payments.

Interested in getting a Maker Pass but aren't sure what you could do with one, or want to show your friends what's here?
• Maker Pass overview: This page gives an overview of Maker Pass resources, from workshops to design advising: http://jacobsinstitute.berkeley.edu/our-space/makerpass/

• Drop-in building tours: Take a guided tour of the Jacobs makerspace and teaching studios! Tours start in the west lobby of Jacobs Hall and will run every MWF from 8/22 to 9/7 (except 9/3) from 12-12:30PM.

• Makerspace Open House: Drop by the all-purpose makerspace on Friday 8/31 between 4-7pm to meet the Jacobs design specialists, student supervisors, and other members of our community. We will have demos, activities, and giveaways (and snacks too, of course).

➢ Undergraduate Certificate in New Media Information Session, 9/24/18

You're Invited!

BCNM's Fall 2018 Undergraduate Certificate in New Media Information Session

Monday, September 24th | 1 — 2 PM | BCNM Commons, 340 Moffitt Undergraduate Library, UC Berkeley

Link to RSVP: https://berkeley.us9.list-manage.com/track/click?u=3141965c1db3b65404cb630b9&id=77a26e8ec2&e=83514dd427

BCNM invites interested undergraduates to join faculty, grads, and current students for a lunch where we'll discuss the exciting courses, fellowships, and mentoring opportunities the undergraduate certificate in new media offers. In the first three years of our program, we've been thrilled to present an instrument-building studio seminar, a mobile applications development course, a hands-on social practice maker's lab, along with a host of opportunities to engage in new media theory. We've also matched undergrads with ongoing research projects — you can read more about their fantastic collaborations here. This year, the BCNM is also pleased to offer the Eugene Jarvis Scholarship for New Media Innovation.

Learn how you can build a foundation in new media by participating in cutting-edge scholarship and public programming! For more information on the requirements for the undergraduate certificate in new media, check out our online guide.
Fall 2018 Education Minor Information Sessions, 9/6/18-11/29/18

UNDERGRADUATE MINOR IN EDUCATION

FALL 2018 INFORMATION SESSIONS

<table>
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<td>Thursday, September 6th</td>
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<td>Wednesday, September 19th</td>
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<td>Thursday, November 29th</td>
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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.
Fall 2018 Course—ER 190C: Statistical Learning for Energy and Environment

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


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.

Fall 2018 Course—Film 198: Advanced Film Writing

FILM 198: DIRECTED GROUP STUDY:
ADVANCED FILM WRITING
Instructor: Eileen Jones
CN: 21451 - 4 Units
Weds 10AM - 1PM
Dwinelle 226

This 4 Unit course will serve to instruct undergraduate film majors in advanced film studies analysis, research, and writing. A variety of forms of writing will be undertaken, including film analysis, research scholarship, essay argumentation, film criticism, and film festival programming notes.

Interested students should be pursuing ONE OR MORE of the following goals:
- writing a film studies honors thesis in Spring Semester 2019
- seeking a challenging “capstone” experience that involves honing the skills already learned doing coursework in the film studies major
- attending graduate school in media studies
- considering professional opportunities that require advanced writing skills

Because of the extensive writing requirements of this course and the necessity of significant instructor feedback, enrollment numbers will be held to a maximum of 15 students.

INTERESTED STUDENTS SHOULD EMAIL THE INSTRUCTOR DIRECTLY:
eijones@berkeley.edu

Fall 2018 Course—SSEASN 120: The History and Literature of Revolution in the Philippines

South and Southeast Asian Studies 120, section 001 | CCN: 25030
Instructor: Joseph Scalise, PhD
MWF 2-3pm, Dwinelle 262
*The History and Literature of Revolution in the Philippines*

This course will explore revolution -- both the idea and the event -- as it played out over the course of nineteenth and twentieth Philippine history, and the ways in which it shaped Philippine literature. We will examine the fraught questions of historiography, of the reliability of our sources, and of reading the established historical record "against the grain."

Our course texts will include scholarly monographs, novels, short stories, political manifestos and tracts, and poetry. Through these works we will examine questions of nationalism, populism, international and regional relations, and the explosive class tensions that marked the last two centuries of Philippine politics, from late Spanish colonialism to the Duterte government.

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**Fall 2018 Course—History Courses with Open Seats**

142: Cuba in World History

Elena A. Schneider  
219 Dwinelle  
Tue/Thu 11am–12:30pm  
Class #: 32991

This course surveys Cuban history, culture, and politics from the fifteenth century to the present. We will examine both the outsized role the island has played in world history and the dramatic ways world history has refracted through the island’s turbulent past. Over this long timespan, Cuba has had relationships of colonial status with Spain, a client role with the United States, and dependency with the Soviet Union. Today it struggles to build a new post-Cold War relationship with the United States. Throughout its history, the island has played a critical part in global flows of capital, goods, people, and ideas that have profoundly altered world politics, economics, demographics, and cultures. How has Cuban history and culture been shaped by its unique position in global geopolitics, at the crossroads of Europe, the Americas, and Africa? How have inhabitants of Cuba struggled against recurring and ongoing relationships of colonialism and dependency with foreign powers? And finally, how have inhabitants of Cuba defined what it means to be Cuban both because of and in spite of these global forces? In answering these questions, we will draw on a wide array of texts (historians’ interpretations, contemporary accounts, speeches, literature, art, music, dance, and film) from long before the famous Revolution of 1959 to well after. Our goal will be to interrogate the broad sweep of Cuba’s past and the ongoing and fiercely contested process of its interpretation.

*History 142 is under review and expects approval for Historical Studies Breadth and Social & Behavioral Sciences Breadth. This would count for those enrolled in Fall 2018.*

180: The Life Sciences since 1750
This course will survey the development of the sciences of living nature from the mid-18th to the late-20th century. Topics include scientific and popular natural history, exploration and discovery, Darwin and evolution, cell theory, the organizational transformation of science, physiology and experimentalism, classical and molecular genetics, and the biomedical-industrial complex. Emphasis is on the formation of fundamental concepts and methods, long-term trends toward specialization, institutionalization, professionalization, and industrialization, and the place of the life sciences in modern societies. Many lectures are illustrated by slides.

Angelo Caglioti is a Visiting Lecturer in History of Science at the University of California, Berkeley. After receiving his PhD in History at Berkeley in 2017, he joined the Max Weber Post-Doctoral Programme at the European University Institute (Florence, Italy) and was awarded a 2018/2019 Rachel Carson Center Fellowship in Environment and Society from the Ludwig-Maximilians Universität (Munich, Germany). His work combines the approaches of history of science, environmental history, and modern European history, with particular focus on the history of scientific knowledge and its relationship with European imperialism and scientific racism. He has recently published the article “Race, Statistics, and Italian Eugenics” in the European History Quarterly in 2017.

14: Introduction to the History of Japan

Christoffer Bovbjerg
2060 Valley Life Sciences Building
Mon/Wed/Fri 12–1pm
Class #: 25164

A brisk introduction to the nearly two millennia of recorded Japanese history. As a survey, the course gives attention to broad themes and problems in Japan's political, social, and cultural/intellectual history. Topics include the dialectic of national and local identities in shaping Japanese politics, Japan's interaction with the Asian continent and the Western world, and the relation of past to present in modern times.

151C: Britain, 1750 to the present

James Vernon
102 Wurster
Tue/Thu 9:30–11am
Class #: 32141

For many years Britain was seen as the crucible of the modern world. This small, cold, and wet, island in northern Europe was credited with inventing representative politics, the idea of the individual, an industrial economy, sustaining the rapid growth of a predominantly urban
population, mass culture, the nuclear family, and, of course, an empire upon which the sun famously never set. And yet, despite this precocious modernity, imperial Britain remained a deeply traditional society that failed to rid itself of ancient institutions like the monarchy, the aristocracy and the established church.

The class seeks to explain this paradox through an account of the rise, fall and reinvention of a ‘liberal’ political economy that prescribed how markets, governments, empires, and even people, should work. Thus we explore everything from the creation of the Gold Standard and the creation of the monarchy as an imperial spectacle to the history the urinal and the mutual orgasm. In doing so the class tries to challenge the old imperial conceit that Britain made the modern world by showing how Britain was also the product of imperial and global processes she often claimed to have produced.

A brilliant and relatively cheap textbook, written by me, will support the lectures and discussion sections. Assessment will be based upon bi-weekly quizzes (30%), section participation (30%) and a final examination or short research paper of 10 pages (40%).

Small 15 seat seminars with space:

103U.001: The Holocaust in North Africa

Ethan Katz
3104 Dwinelle
Th 10-12
Class #: 34113

While the Holocaust’s center and worst atrocities occurred in Europe, the event had an immense impact as well on Jewish and non-Jewish populations far beyond the continent, especially in North Africa and its surrounding regions. Allied and Axis armies fought across North Africa for extensive portions of World War II. The area was eventually home to more than 100 wartime labor camps, in which Jews were often singled out for particularly harsh treatment. Jews in Algeria, Morocco, Tunisia, and Libya faced severe restrictions on employment, property, and education comparable to those imposed in parts of Western Europe. In Algeria, all Jews were stripped of their French citizenship, and in small numbers helped lead an underground movement that played a critical role in the success of the November 1942 Allied Landing. After the war, the memory of fascism and the Holocaust played a major role in North African and Middle Eastern society, in debates over decolonization, the question of Israel-Palestine, and the broader future of Jewish-Muslim relations.

This course examines all of these aspects of the crucial importance of the Holocaust to North Africa and its surrounding areas. How, we will ask, might expanding the geographical boundaries of the Holocaust force us to rethink concepts like perpetrators, victims, and collaboration? What choices, challenges, and opportunities existed for Jews in Vichy, Italian, and Nazi-occupied North Africa that mirrored or diverged from those in Europe? We will also interrogate more broadly the significance, impact, and memory of the Holocaust in the Muslim world, as our readings take us well beyond North Africa into the Arab Middle East and even into
Central Asia. Another fundamental question that we tackle from several angles is the complex relationship between colonialism and the Holocaust, both as historical phenomena and in the collective memories of various nations and groups.

103D.004: Making a Modern African American Liberation Struggle: From Civil Rights to Black Power and Beyond

Waldo E. Martin
3104 Dwinelle
T 4-6
Class #: 25190

The African American Liberation Struggle, broadly conceived, is the enduring, multi-faceted, and complex freedom struggle waged by Africans in the Americas from the period of enslavement down to the present. Our focus will be a narrow and specific location and time within that broad and centuries-long liberation/freedom struggle: the US from 1940 to 1980. Commonly referred to as the Civil Rights (1940-1966) and Black Power (1966-1980) Eras, the modern African American Freedom Struggle has yielded a rich and stimulating body of work, including works of culture and history. We will critically examine some of the best of that work in an effort to better understand the origins, development, meanings, and consequences of the modern African American Liberation Struggle, or the Civil Rights-Black Power Movement in particular. We will also give special attention to “The Music”: the connection between African American music and the African American Freedom Struggle. At the end, we will critically examine a few works on the more “recent” period in an effort to better understand key continuities and discontinuities earmarking the Civil Rights-Black Power Movement, on one hand, and the “Post”-Civil Rights—“Post”-Black Power Movement of the late 20th and early 21st centuries, on the other.

➢ Fall 2018 Course—Buddhist Studies Courses with Open Seats

Buddstd 137
MW 5-6:30
Instructor: Bopearachchi
CCN# 32178

Buddhist Art and Archaeology along the Maritime & Overland Silk Routes. This course is to provide a multi-disciplinary approach by exploring the origins, development and diffusion of Buddhist art and archaeology along the maritime and overland trade routes chronologically and geographically through the combined study of archaeological records (excavations, pottery, glass, seals, coins, etc.) and key religious texts and epigraphy. This course will attempt to show how the spread of Buddhism from South Asia to Southeast Asia is closely connected with the
growth of the maritime and overland networks based on trade that facilitated the movement of Buddhist merchants, travelling monks and teachers.

Buddstd 190
TR 11-12:30
Instructor: Hanner
CCN# 32079
Topics in the Study of Buddhism. This course will focus on specific themes, developments, and issues in the study of Buddhism. The course is intended to supplement our regular curricular offerings, and the content will change from semester to semester.

Fall 2018: "Moral Philosophy and Action Theory in Indian Buddhism. Moral Philosophy is the area of philosophy which deals with questions related to how we ought to live our life and to act. Action theory is the philosophical inquiry into the nature of action and the way we come to undertake it. These two themes will stand at the heart of this course, which will explore them in the context of Indian Buddhism, based on selected scriptures, philosophical treatises and scholastic works. Some of the questions that we will discuss are: is there a moral agent in Buddhist thought? What are the ethical and meta-ethical implications of the theory of karma? Does Indian Buddhism express a deterministic world view or does it allow for free will? What is the role of moral sentiments in Buddhist ethics and what is the relation between them and rational thinking?

➢ Fall 2018 Course—Mongolian Courses with Open Seats

Mongolian 1A (Elementary Mongolian)
M-F 11-12
5 Units
Instructor: Baumann
CCN# 30681
A beginning Mongolian course dedicated to developing basics in listening, speaking, and reading Standard Khalkha Mongolian, writing in Cyrillic script, but with exposure to traditional script.

Mongolian 110 (Literary Mongolian)
TR 3:30-5
4 Units
Instructor: Baumann
CCN# 24431
This course introduces students to Literary Mongolian, its phonetics, grammar, vertical writing system and its relation to living spoken language. The course is dedicated to reading texts in the Mongol vertical script. As foundation, students learn the Mongol vertical script writing system and a standard system of transcription and receive a basic introduction to Mongolian phonology and grammar. After a brief period of introduction students immerse in reading texts. Class time
is devoted to reading comprehension, translation, and analysis. Although texts may be drawn to suit student interest, the standard course repertoire consists of works of Mongolian Buddhist literature and history.
Prerequisites: None.

Mongolian 118 (Modern Mongolia)
MWF 3-4
4 Units
Instructor: Baumann
CCN# 32743
This course examines the modern history of Mongolia. Beginning with the Mongols' heritage as imperial nomads who uphold a dual custom, the Buddhist religion and the Manchu Qing dynastic state, it discusses how this order came to be threatened by, and ultimately dissolve under, political pressures imposed by governments espousing "modern" thought. The course focuses on how, navigating the political turmoil that ensued from the falls of the Russian Empire and Qing Dynasty, the Mongols were able to found a sovereign government of their own. Readings for the course are of primary sources in translation.
Prerequisites: None.

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.
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

![Image of PyEarth course advertisement]

Californians are familiar with the natural-hazard of earthquakes, but do you know what drives them? This course uses Python/Jupyter Notebook and real-world observations to dig deeper into the underlying dynamics of earthquakes and other Earth phenomena. The students will learn how to access and visualize the data, extract signals, and make probability forecasts. The final module is a project that synthesizes the course material to make a probabilistic forecast. The course will be co-taught by a team of EPS faculty, and the focus for Fall 2018 will be earthquakes and marine geophysics.

➢ 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 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 students must have completed **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.
**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](http://classes.berkeley.edu/content/2018-fall-isf-100f-001-lec-001)

**Fall 2018 Course—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!
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
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—UGBA 123

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 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.
Fall 2018 Course—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…](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…](https://drive.google.com/open…)

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

Fall 2018 Course—Biogeography ESPM C125

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.


Fall 2018 Course—Art of Writing Courses

**Art of Writing** courses teach UC Berkeley undergraduates to write clearly and eloquently in a variety of forms. These intimate courses develop advanced skills in close reading and artful writing, and provide students with intensive feedback on their work. Enrollment in Fall 2018 courses is now open.

**College Writing 195**
**Tue-Th 3:30 – 5 pm** Ryan Sloan & Michael Larkin
Players, Spectators & Fanatics
Writing on the Cultures in Sports
CCN 32304
History 100 D
Wed 4 – 7 pm David Henkin & JT Jamieson

Family Plots
Writing about Kinship in US History
CCN 31523
Geography 175
Fri 1 – 4 pm Sharad Chari & Leonora Zoninsein

Earth-Writing
Spatial and Environmental Narrative
CCN 32424
Additional information is available on the Art of Writing website.

Fall 2018 Course—Open Classes in Sociology

Sociology 114 SOCIOLOGY OF LAW
Andy Barlow
MW 5-6:30
277 Cory

Sociology 119S: ORGANIZATIONAL STRATEGY AND DESIGN
Sylvia Flatt
Monday 5-8
105 North Gate

Sociology 120 ECONOMY AND SOCIETY
Christoph Hermann
T/TH 11-12:30
100 GPB

Sociology 121 INNOVATION & ENTREPRENEURSHIP
Szonja Ivester
T/TH 12:30-2
120 Latimer

Sociology 130AC SOCIAL INEQUALITIES – AMERICAN CULTURES
Joanna Reed
MWF 3-4
A1 Hearst Annex

**Sociology 135 SEXUAL CULTURES**
Jill Bakehorn  
MWF 9-10  
160 Kroeber

**Sociology 141 SOCIAL MOVEMENTS**
Laleh Behbehaniian  
T/TH 3:30-5  
A1 Hearst Annex

**Sociology 142 WAR AND GENOCIDE**
Martin Sanchez-Jankowski  
M 2-5  
166 Barrows

**Sociology 148 SOCIAL POLICY**
Cybelle Fox  
T/TH 3:30-5  
2040 VLSB

**Sociology 149 SOCIOLOGY OF POLICING**
Laleh Behbehaniian  
T/TH 9:30-11  
101 Morgan

**Sociology 150 SOCIAL PSYCHOLOGY**
Brian Powers  
MWF 2-3  
A1 Hearst Annex

**Sociology 163 POPULAR CULTURE**
Jill Bakehorn  
MWF 11-12  
100 Lewis

**Sociol 169C CROSS CULTURAL COMMUNICATION**
Lecture 1: John Kaiser, T/TH 5-6:30, 60 Barrows
Lecture 2: Edwin Lin, TH 2-5, 145 Moffitt
Sociology 169F CULTURAL PERSPECTIVES OF FOOD
Jill Bakehorn
MWF 3-4
101 Morgan

Sociology 180I COMPARATIVE PERSPECTIVES ON U.S. & EUROPEAN SOCIETIES: INEQUALITY
Szonja Ivester
T/TH 5-6:30
100 GPB

➤ Fall 2018 Course—"The City and its People" GUH Fall Colloquium/Speaker Series

Global Urban Humanities is pleased to announce The City and its People, a fall speaker series on global and U.S. cities, people, public art, urban history, urban literature, and more. Drop-in visitors are also welcome. Room number may be subject to change.

➤ Fall 2018 Course—IEOR Challenge Lab Courses
In a competition-based format, students work in cross-discipline lean start-up teams vying to create innovative products.

Interested in entrepreneurship? All majors welcome!

INDENG 185 002
BLOCKCHAIN
Students in this course will work on establishing new emerging sectors through the creation of truly mobile blockchain applications; scalability of the blockchain; ability for broader "smart contract" creation and execution; policy and regulatory issues in blockchain.

M 3:00-7:00pm | 4 units

INDENG 185 003
SPORTS TECH
In the Sports Tech Challenge Lab, students will be immersed in entrepreneurial concepts to address real-world challenges faced by athletes, teams, and sports leagues. Project teams will develop solutions for Physical Performance & Training, Health & Recovery, and much more.

Tu 5:00-9:00pm | 4 units

INDENG 185 004
GLOBAL STARTUP
This Challenge Lab provides students a unique opportunity to explore technology entrepreneurship from a global perspective. Students will join a select cohort of international graduate students and gain hands-on experience in all facets of new venture creation. See course catalog for details.

F 8:00-11:00am | 4 units

For more information visit: scet.berkeley.edu
➢ Fall 2018 Course—Introduction to Organic Gardening DeCal

UC Berkeley is home to over ten urban farms and gardens that produce food, preserve native ecosystems, increase biodiversity and create cultural and community space. Many of the spaces donate to our campus food pantry and there is a growing relationship between our campus gardens community and Basic Needs food security efforts.

This fall, the Campus Gardens and Basic Needs Center is offering the Introduction to Organic Gardening DeCal. For more information, see the website below:

https://decal.berkeley.edu/courses/4433

Similarly, see our campus gardens website at https://food.berkeley.edu/programs/community-engagement-edu/campus-gardens/ and Basic Needs website at http://basicneeds.berkeley.edu/ for more information about these resources.