

Title: 1 in 68: Autism Spectrum Disorders, 1 Unit

Schedule: Wednesdays 6:30-8pm

Facilitator: Jordan Engel, Maria Mirza, Lilly Duran, Hari Srinivasan

Course Description:

Since the rate of children born with autism spectrum disorder (ASD) has reached 1 in 68 according to the Center of Disease Control and Prevention (CDC), this course aims to develop students' understanding of what Autism means. The class will explore a range of topics that will be enhanced in a mid-term paper as well as a final group project. We will meet once a week for roughly 1.5 hours to openly discuss ASD and listen to presentations from our peers. In order to receive a passing grade you may only miss 2 classes.

This new high in U.S. Autism rates has inspired disability rights movements and spurred numerous scientific research projects. Biology, so far, does not hold the answers: there is no blood test or brain scan to diagnose autism. The condition has a large genetic component, and has been linked to new mutations that distinguish affected individuals even from their parents. But thousands of different combinations of gene variants could contribute to the atypical brain development believed to be at the root of the condition, and the process of cataloging them and understanding their function has just begun.

In this DeCal, not only will you learn about possible neurobiological roots of ASD, you will also discover its research beginnings, possible intervention therapies, family dynamics, media portrayals, child and adult life, stigma, public outreach, and public awareness.

The primary goal of this course is to stimulate and encourage a deeper understanding about individuals who meet the DSM-5 criteria for ASD and their families.

Title: Adulting, 1 unit

Schedule: Tuesdays 6:30-8pm

Facilitators: Jenny Zhou and Belle Lau

Course Description:

The school system does not require a class for students to learn how to live in the real world and function as an adult. We often enter college unprepared to take care of ourselves. Many life skills, including how to develop good habits, manage stress, pay taxes, and find housing, are necessary, especially when college is the bridge to adulthood. This course will explore the many dimensions of how to successfully adult.

Title: The A-Z's About Catching Your Z's, 2 Units

Schedule: Wednesdays 6:30-8pm **OR** Thursdays 6:30-8:00pm

Facilitators: Rita Villanueva, Justin Parker, Evan Meagher

Course Description:

This course focuses on various aspects of sleep including physiological regulation, relationship of sleep with physical health, psychology of sleep, sleep disorders, effects of drugs on sleep, science of dreaming, and more. Through lectures, reading assignments, videos, semester-long projects, and open discussions, this class is designed to explore fascinating and interesting facts about sleep that work as a basic introduction to further students' interests.

Title: Empathy Revolution, 1 Unit

Facilitator: Meghana Sukthankar

Schedule: Tuesdays 6:30pm - 8:00pm

Course Description:

As global citizens, do we have a moral obligation to ensure peace? What does this mean in the context of today's political and social environment? How are we able to exhibit compassion and empathy in our interpersonal relations as we begin to share contrasting ideologies and opinions? These are all questions that reinforce humans' role in society and its greater good. The current political and social environment has evolved into a battleground for varying opinions and ideologies. With a wide array of platforms for personal expression, professional and private lives have intersected and thus have forced people to confront ethical dilemmas. As global citizens, do we have a social responsibility to ensure peace and what does this mean in instances of immorality?

The objective of this course is to recognize the effects of hostility on various spheres of life and analyze how exemplifying empathy can better equip one to forge successful relationships. By focusing on various texts discussing empathy in the context of various biases and prejudices, we will delve deeper into the practices of empathy, forgiveness, compassion, and communication. We will explore these themes through literature, guest speakers, and most importantly in-class discussion. The main goal of this course is to allow students to introspect their own interactions and apply their findings to the world around them. The hope is that by reiterating the importance of empathy, students will begin to manifest the qualities more regularly and as a result have improved relationships with those around them.

Title: Happiness Advantage, 1 Unit

Schedule: Mondays 4-5pm, **OR** Tuesdays 5-6pm, **OR** Tuesdays 6-7pm, **OR** Wednesdays 6-7pm

Facilitator: Anjali Alamshaw, Allison Fong, Anika Kalra, Zena Amran, Mima Mirkovic, Camilla Wolff, Melisa Camano Sosa

Course Description:

“I’ll celebrate after I ____.”

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

Anchor has found that priming a person’s brain for happiness will always increase their performance. He bolsters his argument with research that shows that an increase in happiness not only helps the individual improve their own focus and quality of work, but also creates a “ripple effect” which benefits those around them. The seven strategies he suggests are capitalizing on positivity, adjusting our mindset, retraining our brains, finding the right path to cope with defeat and stress, forming manageable goals, making small adjustments to the prep work leading up to a test, and investing in our social network. A simple change, such as recognizing one thing that you are grateful for each day, has been proven to improve people’s happiness and, in turn, their performance. Achor challenges everyone to become a scientist and learn about positive psychology through experience, by conducting experiments and coming up with their own conclusions about what works best for them.

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

Title: Introduction to Counseling, 1 Unit

Schedule: Mondays 6:30pm-8:00pm

Facilitator: Cara Green & Apoorva Polisetty

Course Description:

This course is intended to provide students with an insight to counseling psychology and to increase campus awareness of mental health issues with an emphasis on the application of theoretical knowledge to real-life situations. Through lectures, assignments, open discussions, and a ton of FUN projects, the class is designed to decrease the stigma attached to counseling and mental health.

First, we will begin with training in peer counseling. Using readings and interactive exercises, students will learn and apply the Rogerian model of peer counseling to a variety of real-life problems. For the second half of the course, we will investigate various mental disorders common in college campuses through guest lectures with professionals and open discussions, ultimately tying the knowledge to how to more effectively peer-counsel. The goal is to translate diagnostic clinical psychology into empathy for those grappling with mental illnesses.

Title: Kindness, Compassion, and Empathy DeCal, 1-2 Units

Schedule: Mondays 5:00pm – 7:00pm

Facilitator: Enna Chen & Clarissa Munoz

Course Description:

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

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

Title: Magic: The Art and Theory of Deception, 2 Units

Schedule: Mondays and Wednesdays 6:30pm – 8:00pm

Facilitator: Rabby Yang, Max Lee, and Sanjeev Vinodh

Course Description:

This DeCal course is about learning and performing magic as well as understanding the psychology behind how tricks deceive people's perceptions. You will learn the history, basic theories, psychology, and skills behind magic so you can understand the fundamental aspects of what make magic an amazing and deceptive art form and perform tricks for real people, sharing with them a wonderful and unforgettable experience. All skill levels are welcome, and we will primarily focus around card magic that can be performed in an intimate or public setting. For the midterm, students choose a magic trick they like and perform it for people around campus, and for the final, students will demonstrate a mastery of sleight-of-hand techniques taught in class that will enable them to create tricks of their own. While we teach many secrets of the trade, the main purpose of this course is to illustrate the true beauty of magic and integrate magic into students' lives by giving them the confidence and creativity to learn and perform magic. Whether you want to simply improve your social standing by being able to perform amazing tricks to, learn the ingenuity and creativity of the methods behind magic tricks, or understand the psychological aspects that magicians exploit to make a magic trick truly deceptive, this class is for you!

Title: The Marvel Cinematic Universe, 1 Unit

Schedule: Mondays 6:30-8pm

Facilitator: Sanskriti Sinha, Meetul Rathi, Raghav Mittal

Course Description:

The objective of this course is to explore the world of Marvel through its cinematic universe. In this course, we will journey through the main set of Marvel movies, beginning from Iron Man (2008) and coming all the way to Avengers: Infinity Wary Pt. 1 (2018). Through this journey, we will explore topics, themes and issues that are brought about in these movies. We will also try to explore what makes the franchise so compelling in terms of artistic innovation, business models and marketing stratgies. To do this we will show excerpts from and discuss most of the movie series.

Title: Personal Development in Psychology, 2 Units

Schedule: Mondays 4:00pm – 6:00pm

Enroll today using class # 25741.

Facilitator: Ella Simmons

Course Description:

The focus of this DeCal is to orient UC Berkeley Psychology majors to their resources within the department, as well as throughout the school. In addition, our goal is to help build skills, habits, and knowledge tht will help students to not only withing UC Berkeley and the Psychology Department, but also outside the university.

Title: Sage Mentorship Project, 1 Unit

Schedule:

Tuesdays 6:30-8pm **OR** Wednesdays 6:30pm - 8:00pm **OR** Thursdays 6:30pm -8:00pm

Facilitator:

Marina Vidaurri & Jasmine Yong

Course Description:

The Sage Mentorship Project is a one-on-one mentorship organization created to address the major disconnect between tutoring and mentoring programs. The program is meant to build “real” connections, which with consistent time and effort by the mentors, will turn into powerful relationships. The program’s ultimate goal is to provide youth with a personal connection to mentors through academic and extracurricular activities in order to foster life skills and personal growth.

Undergraduate students interested in volunteering with the Sage Mentorship Project during the fall and spring semester of the academic year must first take this course, which combines community service with classroom learning. The Sage DeCal is worth 1 unit. The classroom and mentoring portions of the class each run concurrently all the way through the semester, allowing the students to directly apply lessons learned in the classroom and utilize the classroom as a resource for issues that come up while mentoring. This course offers UC Berkeley students a unique opportunity to critically engage in the theory and practice of working with the youths in our community.

This course will teach what it takes to be an effective mentor, tutor, and big brother or sister for their mentee. By the end of this course, students will be able to:

1. Develop the skills to forge strong personal relationships with the youths in our community
2. Think critically about the theory and practice of working with children
3. Learn and use pedagogical methods relevant to elementary age students
4. Recognize the potential legal and ethical boundaries a mentor must navigate
5. Apply team-building and leadership training to collaborate on a group project

Title: The Undergraduate Journal Psychology at Berkeley, 2 Units

Facilitator: Riley McDanal, Katy Kincannon, and Grace Allison

Schedule: Wednesdays 6:00pm – 8:00pm

Course Description:

UJPB meets for two hours per week in a seminar format to discuss the week's readings, make decisions regarding which papers to accept, receive brief lectures on the various foundations of scientific editing (such as the format of a paper, APA basics, and key statistical concepts). Each week will also feature various reading assignments, including submitted undergraduate papers and sample empirical research articles. Students will be broken into small teams and will occasionally be responsible for leading article discussions amongst their classmates.

Title: Wayfinding Your Purpose, 2 Units

Facilitator: May Liew and Grace Houser

Schedule: Wednesdays 6:00pm – 8:00pm

Course Description:

“GO FIND YOUR PURPOSE...”

This is an often quoted phrase that is told to young people as you grow up. “Go find your purpose,” as if this is a singular target at the end of a yellow brick road. As if, if you just try hard enough or search long enough you will stumble onto your purpose. But social science research and lived experience of

“purpose exemplars” demonstrate that finding one’s purpose is neither a linear path, nor a simple equation. In real life, seeking out a sense of purpose starts in small bite-sized chunks. It starts with a desire to find a deeper sense of meaning and purpose in one’s life. But even with the right motivation it is not always clear *how* to go on the path towards exploring one’s sense of purpose.

In this class, we will explore the social science of purpose development and use a curriculum called the *Wayfinder Navigation Toolkit* that has been designed in order to help students embark on a path of purpose. Developed at the Stanford Design School and now an independent curriculum, Project Wayfinder’s *Navigation Toolkit* is a 20-piece curriculum that helps facilitate students on their own journey of purpose. During the course of the semester, the class will cover 5 of the 20 parts of the Wayfinder curriculum.

The class will be structured to meet for 2-hour periods. Each section will roughly be divided in half between completing a Wayfinder curriculum piece and discussing the week’s readings and the activity completed in the first part of class. The readings for class will draw from the latest research on purpose development in adolescence, journal articles covering the topic of living a meaningful life, and the studies of wayfinding cultures that used physical navigation to find their way around the world.

A large part of the class will be experiential and there will be class outings to local parks in the East Bay for some sections and guided meditation and active journaling at home. Students who choose to take this class should be interested in diving into their own sense of purpose and want to examine what kind of life they want to live.