

L&S and UGBA C12 / C196C:

The *Berkeley Changemaker Gateway*

Faculty Leads

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Faculty Course Creators

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Berkeley Changemaker Chats - Faculty

Carol Christ // Chancellor of UC Berkeley & English Professor

Janet Yellen // Former Chair of Federal Reserve & Business/Economics Professor

Cathy Koshland // Engineering, Public Health, & Energy and Resources Group & Executive Vice Chancellor and Provost (former)

Maximilian Auffhammer // Agricultural & Resource Economics & Int'l & Area Studies

Linda Burton // Social Welfare

Anthony Cascardi // Rhetoric, Comparative Literature, and Spanish

Lisa García Bedolla // Education

Ron Dahl // Public Health

Ken Goldberg // Engineering

Ron Hassner // Political Science

Glynda Hull // Education

Bob Jacobsen // Physics

Terry Johnson // Bioengineering

Jennifer Johnson-Hanks // Demography and Sociology

Michael Lu // Public Health

Oliver O'Reilly // Vice Provost for Undergraduate Education & Engineering

Jasper Rine // Molecular and Cell Biology

Erica Bree Rosenblum // Environmental Science, Policy, and Management

Ula Taylor // African American Studies

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Steve Weber // School of Information and Political Science

Lisa Wymore // Theater, Dance, and Performance Studies

Guest Speakers

Dania Matos // Vice Chancellor of Equity and Inclusion, UC Berkeley

Shaun Carver // Executive Director of International House at UC Berkeley

David Porter // Executive Vice President - Strategy, People + Culture at Federal Reserve Bank of San Francisco

Berkeley Changemaker Chats - Alumni & Special Guests

Nanxi Liu // CEO, Enplug & Co-Founder, Nanoly Bioscience

Jerry Luk // Co-founder & COO, firework.tv

Olufemi Ogundele // Assoc. Vice Chancellor Enrollment, UC Berkeley

Rob Solomon // Board Director & Former CEO, GoFundMe

Leigh Steinberg // Chairman, Steinberg Sports

Liza Wang // Founding & Managing Partner, Silicon Ventures

Course Description

Berkeley Changemaker® impact occurs across many fronts: scientific breakthroughs, artistic imagination, social action projects, and entrepreneurial ventures. This course helps students identify as a Berkeley Changemaker and learn the critical thinking, communication, and collaboration skills to become one. Combining theoretical and practical topics and bringing perspectives from disciplines across UC Berkeley, the course also helps launch the Berkeley Discovery arc.

Students develop their own leadership styles and discover how they can create and lead diverse teams – and act upon the world – to effect positive change. Doubling down on values in Berkeley’s DNA like Questioning the Status Quo and going Beyond Yourself, students learn how to lead from whatever position they occupy and are prepared to leave their mark as a changemaker, whether on campus, in their communities, or beyond.

This course is cross-listed with Letters & Science (L&S) and Haas (UGBA) and combines the upper-division (C196C) and lower-division (C12) courses in the bCourses site. However, the assignments for the upper and lower division sections are different.

The upper-division assignments will be pitched at a higher level and accelerated pace to better serve more advanced students whose time at Berkeley is limited. The specific changes to the assignments will be described below.

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The upper-division course is intended for upper-division students who could not reasonably enroll in the lower-division C12 version but would still benefit from its content, adjusted to their level of experience and maturity. For this reason, lower-division students should enroll in the lower-division version of this course. Students may only enroll in one section of the course, either lower-division or upper-division -- not both.

Community

Changemaking is a team sport, and community is core to the Berkeley Changemaker initiative. There are four ways you will engage with others throughout the course:

1. **Mandatory Weekly Live Zoom Sessions:** These sessions will feature breakout groups with fellow Berkeley Changemakers to discuss and collaborate on course content in small groups, and will offer the opportunity to meet others passionate about similar areas of change as you.

During these sections you'll work with your "Changemaker Pods," to deepen your understanding and apply your learnings from the week's session content. Live sessions are 1.5 hours and will be held weekly **Fridays 9 - 10:30 am PT** via Zoom (link to be provided on bCourses).

2. **Changemaker Pods:** Berkeley Changemaker pods will serve as a conduit to help cultivate our tight-knit learning community, for bouncing ideas off of one another, reflecting on exercises, and supporting each other on your Berkeley Changemaker journey.

You will form Pods in about the third week of the semester. Through the term you will work collaboratively in your pods to complete collaborative group assignments that you will submit as a team at the end of each class. These group assignments will count as your participation grade.

3. **Individual Assignments:** Many of the assignments will ask you to submit a short personal reflection, engage with your peers to explore your ideas and learnings and use them as starting points for discussion and collaboration. Through these assignments, you will develop an understanding of the process of changemaking and be able to apply it during class and as a team.

Assignments will be due by Thursday at 11 AM PT. New modules will be unlocked on Fridays at noon. We are in the process of iterating this course based on student feedback from previous terms.. Therefore, modules will be

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released at least a week in advance, but we will aim to give you two weeks worth of modules at a time. .

4. **Office Hours:** Dr. C and Professor Gregory will hold office hours by appointment.

Course Structure

The course has four parts that build upon and connect to one another to help you develop your identity as a Berkeley Changemaker.

Part 1: You are a Berkeley Changemaker

Purpose: Seeing yourself as a leader.

Part 2: Changemaking as Questioning

Purpose: Seeing more clearly what needs to change/what questions to ask.

Part 3: Changemaking Together

Purpose: Learning how to work with and through other people to effect change.

Part 4: Changemaking in Practice

Purpose: Discovering how to turn ideas into action.

This course weaves together two strands of learning that will illuminate your Berkeley Changemaker path at Cal and beyond:

Becoming focuses on YOU. These sessions help you develop the mindset and leadership skills to lead positive change from wherever you are.

Discovering focuses on YOUR CHANGE. These sessions help you uncover the changes you are uniquely suited and inspired to create, as you gain insights, frameworks and tools which will enable you to do so effectively.

In addition to lectures, you'll be introduced to some of the most distinguished faculty members at UC Berkeley via the Berkeley Changemaker Chat videos. They will share, in conversational interviews, what it means to be a changemaker in their respective fields — from electrical engineering to theater. You'll learn how different disciplines conceive of and implement change, helping you see how the theory and research taught in this course are put into practice in disciplines across our campus. As a result, you'll be able to start seeing a unique path for yourself as a Berkeley Changemaker irrespective of what you choose to study here.

Learning Outcomes

If you fully engage with this class, you will:

- Develop a changemaker mindset — a whole new way of seeing the world and how to improve it.
- Start seeing yourself as a leader who does your most important work through and with others in community. You'll practice leadership that drives real change whether you are a scientist, artist, or engineer.
- Understand and practice how to transform an idea for change into real, measurable, and sustainable impact through learning academic frameworks, practical tools and insights from a diverse group of outstanding changemakers.
- Develop rich critical thinking skills which reflect the breadth of disciplines at UC Berkeley.
- Gain confidence in your ability to clearly and persuasively communicate to inspire others.
- Learn how to be a collaborator who brings out the best in your teammates and who understands how to apply lenses of diversity, equity, and inclusion to lead teams which bring out the best in everyone.
- Discover what changemaking looks like in a wide array of disciplines.
- Create bonds with your fellow classmates who will be your changemaking community on campus and beyond in the years to come.

Prerequisites

There are no prior course requirements, only an interest in becoming a Berkeley Changemaker.

Course Materials and Technical Requirements

Required Materials

All students must have access to a computer with Internet connectivity, which will allow them to access course announcements, readings, and instructor-posted materials through the bCourses site.

For copyright reasons, [this course also has a reader](#), which needs to be purchased at Study.net. The reader is \$31.39, and you can find a link to the reader via our bCourse's site in the left-hand navigation bar.

The reader contains the following articles:

1. Reclaim Your Creative Confidence.
2. The Secret to Leading Organizational Change Is Empathy.

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3. Level 5 Leadership: The Triumph of Humility and Fierce Resolve.
4. Leadership That Gets Results.
5. Why You Should Become an "Intrapreneur."
6. "The "Outsight" Principle: How to Act and Think Like a Leader" from Act Like a Leader Think Like a Leader.
7. Managing the Stepping-Up Process" from Act Like a Leader Think Like a Leader.
8. Why the Lean Start-Up Changes Everything.

Students should also be able to watch videos (via YouTube or other sites) and interact with (or simply observe) social media platforms on their computers. Students must also compose their assignments on a computer and submit their completed papers and projects electronically on bCourses — handwritten submissions will not be accepted.

Technical Requirements

This course is built on a Learning Management system (LMS) called Canvas and you will need to meet these [computer specifications to participate within this online platform](#).

Optional

Canvas allows you to record audio or video files of yourself and upload them in the course. To use these features, you will need to have a webcam and a microphone installed on your computer. Students will not be required to use a video camera in order to access course content or to participate in synchronous remote class sessions.

Technical Support

If you are having technical difficulties, please alert your Course Reader immediately. However, understand that neither the Readers nor the instructors can assist you with technical problems. You must call or email tech support and make sure you resolve any issues immediately.

In your course, click on the "Help" button on the bottom left of the global navigation menu. Be sure to document (save emails and transaction numbers) for all interactions with tech support. Extensions and late submissions will not be accepted due to "technical difficulties."

Learning Activities

Sections

For grading purposes, each of you will be assigned to one of the Course Readers and placed within their section. Your particular Reader will grade all of your work, as well as that of your section-mates. To find out whose section you've been placed in, go to

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bCourses → click on “People” on the left side of the screen → find your own name, and then look across at the “Section” column – you will see your section assignment there (e.g., “Milo’s Section,” “Prachi’s Section,” “Suryaveer’s Section,” etc.).

Reading Assignments

Each module includes assigned readings relevant to each topic covered in that module. Each module also includes a number of optional readings you may decide to read to go deeper into a specific topic or discipline.

Multimedia Lectures

Recorded lectures support your readings and assignments but also contain additional material that may be required to complete written assignments or to participate in live Zoom sessions.

Each lecture has been broken into sections. You are expected to take notes while viewing the lectures as you would in a regular classroom.

Grading

- *Late assignments will receive a penalty of 10% per day that it is late.*
- *Anything turned in one minute or more after the deadline will count as late.*
- Assignments submitted more than 10 days after the due date will receive no credit.
- Assignments in this course build upon each other. Therefore, it is in your best interest to submit your assignments in a timely manner.

Assignment Overview

Assignments ask you to engage with the course through multiple modalities including reading, writing, reflecting, storytelling, and going out and interacting with people outside of the class. In every assignment, be sure to consciously apply concepts you learn in lectures, readings and videos to connect your own experience to the course content.

Each session/week has one assignment. And each week during our live sessions, you will complete a group assignment with your pod and submit your group’s work to bCourses at the end of class as part of your participation grade in the course. Additionally, the course has a Pre and Post-Impact Assessment Surveys that are a part of your participation grade.

The assignments are as follows:

Reflections + Surveys (20%)

Many sessions contain a number of short surveys in which we ask you to write reflectively and critically about a topic from lecture videos. Additionally, there are also short writing reflection assignments. Some of these will be open-ended while others will ask you to use a specific template to format your answers.

When assigned to write 1-2 paragraphs, your reflections should be substantive, original and at least six sentences long.

On two assignments, you will have 5 short personal reflection/application questions. Please answer each question with at least 15 words.

Participation (30%)

Attendance at live sessions is mandatory. If you do not attend, you will not receive credit for participation that day.

During live sessions, you will collaborate with your pod members to co-reflect on the content and complete an activity for the session, e.g., Meet the Team Deck, Pod-Mate Interviews on Mindset, Majors, and Career Connections, Persuasive Argument Pitch Deck to name a few.

We will also have guest speakers joining us for some of the live sessions, and will design activities in alignment with the guest speakers goals.

Finally, you will complete a Pre (Week 1) and Post-Impact (Finals Week) Assessment Survey as part of your participation requirements.

Essay Writing Assignments + Video (30%)

- 1-page memo designing your own high-impact team **(10 total points)**
- 2-3 page essay on your development as a leader **(20 total points)**
- 2-3 page “Berkeley Changemaker Vision” paper **(15 total points)**
- Changemaker Storytelling & Persuasion Video **(20 total points)**

Final: The Changemaker Canvas (20%)

The Changemaker Canvas will allow you to identify a change you would like to make and detail a strategy to take action on it. **(25 total points)**

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Final grades will be based on a standard 100% scale.

An A+ is only awarded to students that engage with the course above and beyond the minimum.

- ❖ Your Course Reader will recommend you for the A+
- ❖ Above and beyond looks like:
 - Attendance at all class sessions
 - Engagement with classmates during session time by fully participating in class activities
 - Comments on videos within bCourses
 - AND are in the final grade range of 99 - 100%.

A	90%-100%
B	80%-89%
C	70%-79%
A-, B+, etc.	+ and – are awarded based on the upper and lower 3% of the above grade ranges. For example, B- = 80-82.9%, B = 83-86.9%, B+ = 87-89.9%

This course is offered for a letter grade but you can also elect to take the course on a Pass / No Pass Basis.

Course Outline

Week 1 | Jan 17 - 22

Overview – What is a Changemaker?

Alex Budak
#Becoming

We will spend much of this first session discovering what Changemakers do and helping you begin to see yourself as one. Does the world need more changemakers? Are changemakers born or made? How can you create positive change from where you are? Think expansively and creatively: might you pursue change through science? Through the arts? Are you an inventor? A political activist? An architect? A philosopher? An entrepreneur?

Week 2 | Jan 23 - 29

Becoming a Berkeley Changemaker: Mindset

Alex Budak & Laura Hassner

#Becoming

In this session we will explore the crucial traits and attributes successful changemakers have — all of which are learnable, practicable and applicable across diverse roles and sectors. We will specifically cover how changemakers can learn to question the status quo, how to develop a growth mindset, how to cope with an “impostor experience”, and what resilience is and why it matters.

Week 3 | Jan 30 - Feb 5

Collaboration: Diversity as an Asset

Brandi Pearce

#Becoming

Changemakers recognize that we are stronger together and that diversity — in all its many forms — enables us to see new possibilities, be more innovative and lead change which is more effective, scalable and sustainable.

Week 4 | Feb 6 - 12

Collaboration: Designing High Impact Teams to Power Changemaking

Brandi Pearce

#Becoming

Changemaking is a team sport. In this session, we will learn how to launch a team for impact. Our hope is to provide you with an opportunity to reflect on the importance of creating the team conditions that will support you in leading through and with others to impact the change you hope to create. We also aim to provide you with tactical practices and tools to scaffold you in your team efforts to power change as you launch your educational experience here at UC Berkeley. Topics include:

- Launching a High Impact Team to power change
- Crafting Team Goals with Purpose
- Coordinating Knowledge to foster inclusive and creative solutions
- Creating team norms that support out of the box thinking, critical team dynamics, and a positive team climate

During the Live Session, you will have an opportunity to practice the HIT Value Mapping Technique.

Week 5 | Feb 13 - 19

Critical Thinking: How to Ask the Right Questions

Mariana Somma

#Discovering

Throughout the course, and beginning in this session, we introduce four elements of critical thinking that Changemakers need to learn in order to imagine and design alternative futures.

Academic disciplines structure this process in different ways (do the readings on critical thinking in the natural sciences, the social sciences, and the humanities to get a sense of some of the dominant approaches).

Through lectures and especially in readings, we will introduce you to multiple approaches and methodologies for critical thinking (“objective analysis and evaluation of an issue in order to form a judgment”) including scientific method and systems thinking. And through a more specific focus in the next two lectures on the tools of “Design Thinking” we will help you practice and apply this particular critical thinking approach as you explore meaningful problems you might be inspired to solve.

Week 6 | Feb 20 - 26

Critical Thinking: How to Select and Frame a Problem

Mariana Somma

#Discovering

Now we will take the information you have gathered (through online research or through observations, as well as your interviews) and use it to frame a problem. In this session, we will discuss the process of “framing and reframing.” The goal is framing the problem in a way that opens possibilities for innovative solutions, new concepts that you will want to test.

Week 7 | Feb 27 - Mar 5

Critical Thinking: How to Craft an Appropriate Solution

Mariana Somma

#Discovering

Now we shift focus from framing a situation to changing it. You have now defined a problem space and brought to life the people who live in that space. In this class session we will shift focus from framing the situation to making the situation better.

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You will have captured a number of opportunities or ideas throughout your research and discussions to date. This class will focus on the process of understanding the user through personas and empathy mapping, and designing an alternative future – making change.

Week 8 | Mar 6 - 12

Communicating: Persuasion and Storytelling

Mariana Somma

#Discovering

Finding a situation that you want to change requires you to mobilize or develop support from others. This effort starts with active and empathic listening to those you wish to convince and effective and engaging techniques for enrolling others in your change efforts through persuasion, communicating and storytelling.

Week 9 | Mar 13 - 19

From Team Member to Team Leader: Humility, Trust, Collaboration

Alex Budak

#Becoming

While our world is changing faster than ever, so many of the popular narratives of what it means to be a leader today are still stuck in the 20th century. In this session, we explore what effective and inspiring leadership actually looks like in the 21st century, covering crucial topics like trust, humility, collaboration, purpose, listening and adaptability.

Week 10 | Mar 20 - 26

You are a Berkeley Changemaker: See Yourself Leading People

Alex Budak

#Becoming

Berkeley Changemakers do their most important work through and with other people. Leadership today is not about titles, but about recognizing and seizing potential leadership moments. In this session, we help you reframe your view of leadership from something “other people do,” to “something I do” through learning one of the most important leadership lessons for today’s rapidly changing world: how to influence without formal authority. We’ll cover leading with purpose and contemporary examples of networked-based approaches to leadership.

Week 11 | Spring Break | Mar 27 - Apr 2

Week 12 | Apr 3 - 9

Become the Leader You Wish You Had

Alex Budak
#Becoming

Just as this class celebrates diverse approaches to changemaking, we also recognize that there is no single leadership style today. Part of becoming a Berkeley Changemaker is finding your unique leadership voice and your own leadership style. Through a discussion of inclusive leadership, servant leadership and leadership that gets results, you will find ways to lead which are true to your own style, personality and lived experience — and how you, as a leader, can encourage others to find their own leadership voice.

Week 13 | Apr 10 - 16

Intrapreneurship: Leading positive change from where you are

Alex Budak
#Discovering

Though we in Silicon Valley often glorify the lone entrepreneur, the solo innovator, the single changemaker, the truth is that real change takes all of us pursuing meaningful change in our own way. Often, this means leading change from within an organization — whether a company, a hospital, a theatre or a lab. This session explores what research shows are the most common reasons change initiatives fail (and how we can proactively work to overcome them), as well as strategies for leading and leveraging change within existing structures.

Week 14 | Apr 17 - 23

Your Changemaker Toolkit

Alex Budak
#Discovering

A doctor has her set of instruments and a musician has his. So, too, does a changemaker have a set of tools (techniques, approaches, models, frameworks) which enable them to effectively lead change. This session introduces you to two approaches for strategizing, communicating and taking action for change: the "theory of change" model and the "changemaker canvas." We will also discuss "systems thinking for changemakers" and how to evaluate and scale change

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initiatives.

Week 15 | April 24 - 30

From Idea to Action: Your Changemaking Toolkit + Your Berkeley Changemaker Journey

Alex Budak

#Discovering

Change requires action! After all, it's changemaking, not "change thinking!" This session helps you move from that crucial (and often confusing) first stage of having an idea for change but being unsure what to do to develop the confidence and skills to start making real change happen.

Finally, in this last week of class, we'll briefly look back at all that we've learned during the semester and we project forward to help you get clarity on all of the opportunities that lie ahead for you as you officially become a *Berkeley Changemaker!* Topics include:

- Catalyzing Change through Culture
- Opportunities to be a Berkeley Changemaker on campus
- Opportunities to be a Changemaker beyond campus
- Advice from fellow Berkeley Changemakers (Changemaker Advisory Board members)
- Closing

RRR Week | May 1 - 7

Finals Week | May 8 - 12

Course Policies

Promptness

Assignments all have specific final due dates and times. You will not receive full credit if assignments are submitted after the indicated due date.

Further, each online activity must be submitted through the course website by the due date. Fax or email submission will not be accepted. Students who wait until the final hours prior to a submission deadline risk having problems with their ISP, hardware, software, or various other site access difficulties. Therefore, it is advisable to submit assignments through the course website early. Students should plan accordingly and get into the habit of checking the course website several times each week, and submitting and posting early.

Scheduling Conflicts

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Please notify your Course Reader in writing by the end of the first week of the term about any known or potential extracurricular conflicts (such as religious observances or team activities). We will try our best to help you with making accommodations, but cannot promise them in all cases. In the event there is no mutually-workable solution, you may be dropped from the class.

Honor Code

The student community at UC Berkeley has adopted the following Honor Code: "As a member of the UC Berkeley community, I act with honesty, integrity, and respect for others." The expectation is that you will adhere to this code.

Collaboration and Independence

Reviewing lecture and reading materials and studying can be enjoyable and enriching things to do with fellow students. This is recommended. However, unless otherwise instructed, homework assignments and the final project are to be completed independently and materials submitted as homework should be the result of one's own independent work.

Cheating

Anyone caught cheating in this course will receive a failing grade in the course and will also be reported to the University Center for Student Conduct. Discussions and assignments are to be completed without the assistance of other people.

Plagiarism

To copy text or ideas from another source without appropriate reference is plagiarism and will result in a failing grade for your assignment and usually further disciplinary action. For additional information on plagiarism and how to avoid it, explore the resources linked below:

[UC Berkeley Library Citation Page, Plagiarism Section](#)

[GSI Guide for Preventing Plagiarism](#)

Academic Integrity and Ethics

You are a member of an academic community at one of the world's leading research universities. Universities like Berkeley create knowledge that has a lasting impact in the world of ideas and on the lives of others; such knowledge can come from an undergraduate paper as well as the lab of an internationally known professor. One of the most important values of an academic community is the balance between the free flow of ideas and the respect for the intellectual property of others. Researchers don't use one another's research without permission; scholars and students always use proper citations in papers; professors may not circulate or publish student papers without the writer's permission; and students may not circulate or post materials (handouts, exams, syllabi--any class materials) from their classes without the written permission of the instructor.

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Any test, paper or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor. In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, web sites, or other sources, but only with proper attribution. If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor beforehand. Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. The consequences of cheating and academic dishonesty—including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school—are simply not worth it.

Incomplete Course Grade

Students who have substantially completed the course but for serious extenuating circumstances, are unable to complete the final project, may request an Incomplete grade. This request must be submitted in writing or by email to the GSI and course instructor. You must provide verifiable documentation for the seriousness of the extenuating circumstances. According to the policy of the college, Incomplete grades must be made up within the first three weeks of the next semester.

Accommodations and Supportive Measures

The purpose of academic accommodations is to ensure that all students have a fair chance at academic success. Disability, or hardships such as basic needs insecurity, uncertain documentation and immigration status, medical and mental health concerns, pregnancy and parenting, significant familial distress, and experiencing sexual violence or harassment, can affect a student's ability to satisfy particular course requirements. Students have the right to reasonable academic accommodations, without having to disclose personal information to instructors. For more information about accommodations, scheduling conflicts related to religious creed or extracurricular activities, please see the Academic Accommodations hub website:

<https://evcp.berkeley.edu/programs-resources/academic-accommodations-hub#accommodations>(link is external). This website also provides a range of helpful campus resources."

Any students requiring course accommodations due to a physical, emotional, or learning disability must contact the [Disabled Students' Program \(DSP\)](#). They will review all requests on an individual basis.

Basic Needs

If you or someone you know is experiencing financial, food, housing or other basic needs challenges - you can find support & services at tinyurl.com/UCB-BNC-C19.