

## The *Berkeley Changemaker*®

### Dates, Units & Grading

Course Meeting Dates and Times: Asynchronous, fully online course  
July 3 to August 11, 2023  
2 units

**Co-Instructors:** Christyna Serrano, Ph.D

**Classroom Canvas Address:** [bCourses.berkeley.edu](https://bCourses.berkeley.edu)

**Contributing Instructors:** Rich Lyons, Brandi Pearce, David Porter, Mariana Somma

### Guest Faculty

Carol Christ // Chancellor of UC Berkeley & English Professor  
Janet Yellen // Former Chair of Federal Reserve & Business/Economics Professor  
Maximilian Auffhammer // Agricultural & Resource Economics & Int'l & Area Studies  
Anthony Cascardi // Rhetoric, Comparative Literature, and Spanish  
Lisa García Bedolla // Education  
Ken Goldberg // Engineering  
Ron Hassner // Political Science  
Glynda Hull // Education  
Bob Jacobsen // Physics  
Michael Lu // Public Health  
Oliver O'Reilly // Mechanical Engineering  
Jasper Rine // Molecular and Cell Biology  
Ula Taylor // African American Studies  
Steve Weber // School of Information and Political Science  
Lisa Wymore // Theater, Dance, and Performance Studies

### Course Description

For generations, people who feel “called” to make an impact beyond themselves have sought out and found a home at UC Berkeley. This course is rooted in the belief that all Berkeley students are in the process of becoming a *Berkeley Changemaker*™. The course is a discovery experience: Students discover their own authentic leadership styles, and they discover how they can create teams – and act upon the world – to effect positive change. It is a course for entering students, who

will learn to employ creative and critical thinking to imagine better futures, and then learn how to mobilize others to help create them.

Changemakers have impact everywhere on the campus intellectual landscape – through scientific breakthroughs, artistic imagination, social action projects, and entrepreneurial ventures. Online class sessions will cover topics such as critical thinking, persuasive communication, problem framing, hypothesis testing, and leading and working with teams. Guest speakers, drawn largely from the faculty, will shed light on the nature of Changemaking in their own disciplines. Topics will be both theoretical and practical: The ultimate goal of the course is to help incoming students discover their own identity as Berkeley Changemakers through shaping their own educational experience at UC Berkeley.

## 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. They will share, in conversational interviews, what it means to be a changemaker in their respective fields — from electrical engineering to theatre. You'll learn how different disciplines conceive of and implement change, and 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. 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.
- 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.

## Office Hours

Students have the opportunity to meet in office hours in both small groups as well as 1-1 with the course instructors. The course instructor will have weekly virtual office hours spread throughout the course, offered at different times taking into account

student's varied schedules and time zones, where students may drop-in to a zoom chatroom and join other students to ask questions via video or text chat. Students may also make individual office hours appointments with the course instructor by emailing them and requesting to meet one-on-one. Office hours meetings take place via Zoom. Students who request office hours appointments should list 3-4 dates and times that work for them, so that the instructors can select one of those dates/times. Office hours appointments will typically be 15 minutes long, but can be extended depending on the topic to be discussed.

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

The purchase of a course reader via study.net is required for this course. Please be sure to thoroughly review the return policies before making a purchasing decision as the university does not reimburse students for course materials in the event of a textbook change or an unexpected cancellation or rescheduled course section.

### 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 one of the course Readers immediately. However, understand that neither the course 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**

Each of you has been assigned to one of the course Readers and placed within their section. Your particular Reader will engage with you in the course discussions.

#### **Modules**

A module is a grouping of topics related to one area of study, typically with readings, lectures and various kinds of assignments. This course has four such modules. All lectures and assignments for a given module must be completed by the due date before moving on to the next module. For an at-a-glance view of due dates and projects, refer to the course calendar.

#### **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. 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

Your final course grade will be calculated as follows:

Category	Points
Short Reflections & Discussion Forums	55
Video Assignment	20
Written Assignments	30
Final Project	25

## 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.

Each session has one assignment. Of the 15 assignments, there are:

- 11 prompts where you will write a short response on bCourses and respond to at least two of your classmates' responses. These will all be shared *publicly* with fellow students in your section. **(55 total points / 5 points each)**
- 1 video assignment where you will upload a video to the bCourses discussion board and comment on at least 5 of your classmates' videos. This will be shared *publicly* with fellow students in your section **(20 total points)**
- 3 written assignments. These will all be shared *privately* and only seen by the instructor and section leaders:
  - A reflection paper on a "smart risk" you have taken or the lessons you've learned from a setback. **(10 total points)**
  - A 2-3 page essay on the topic of leadership **(20 total points)**
  - A final project where you will identify a change you would like to make and detail a strategy to take action on it. **(25 total points)**

All assignments for a given part of the course must be submitted before the due date for that section, e.g. you must complete all assignments for “Part 1: You are a Berkeley Changemaker,” before moving on to “Part 2: Changemaking as Questioning.” Late assignments will receive a penalty of 10% per day it is late and anything turned in one minute or more after the deadline will count as late.

### **Short Reflections & Discussion Forums - 55 points**

Each module contains a number of short writing assignments in which we ask you to write reflectively and critically about a topic from lecture videos. Your posts and responses are considered your class participation and represent a unique opportunity for you to exchange views with your group-mates, share experiences and resources, and ensure your understanding of the course material.

Discussion groups have been pre-assigned and include other members of your Reader section. When you navigate to a discussion forum, you will automatically be taken to your group's instance of that discussion and to your group's space within the course. When finished with the discussion, you will need to navigate from your group space back to the main course space in order to continue participating in other aspects of the course.

There are 11 short writing assignments to be posted to bCourses. Some of these will be open-ended while others will ask you to use a specific template to format your answers. For details on each of these short reflections, please see the course outline for a session-by-session breakdown.

When assigned to write one paragraph, your reflections should be substantive, original and at least six sentences long.

In many instances, you are also required to provide thoughtful comments on a classmates' writing to encourage interaction and learning from one another. You may write a question, or a comment, but in either case your interaction should be at least two sentences in length. You may comment directly on someone's post by hitting the 'reply' button.

## Course Outline

### Part 1: You are a Berkeley Changemaker

Overview	Assignments	
Session 1	Media	BEFORE: Take the "Changemaker Index" survey.
<u>Overview - What is a Changemaker</u>	N/A	AFTER: Introduce yourself on bCourses. Tell us something about you that would not appear on your Berkeley application or resume and write 1-2 paragraphs telling us about 1)
Alex Budak	Faculty Interview	A change effort you have led or been part of; 2) What you learned from the experience; 3) What would have helped you lead change even more effectively?
#Becoming	N/A	
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?	Reading	
	<p>"Brooks, David. "Everyone a Changemaker." The New York Times, 8 Feb. 2018, <a href="http://www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html">www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html</a></p> <p>Drayton, William. "Everyone a Changemaker." Innovations: Technology, Governance, Globalization, MIT Press, vol. 1, no. 1, 2006, pp. 80-96. "</p>	POSSIBLE POINTS: 5 total (1 for your introduction; 1 each for two comments on others' posts), 2 for uploading a screenshot confirmation of having completed the Changemaker Index survey.

Overview	Assignments	
<b>Session 2</b>	<b>Media</b>	Being accepted to UC Berkeley is an incredible accomplishment. You are truly extraordinary and you deserve to be here as a reflection of all of the hard work you've put in, the challenges you've overcome, the smart risks you've taken and the many accomplishments you've achieved.
<u><a href="#">Becoming a Berkeley Changemaker: Mindset</a></u>	Davis, Damon. "Courage Is Contagious." TED, 1 Apr. 2017, <a href="http://www.ted.com/talks/damon_davis_courage_is_contagious?language=en">www.ted.com/talks/damon_davis_courage_is_contagious?language=en</a> .	
Alex Budak	<b>Faculty Interview</b>	This assignment provides a choice of two options related to smart risk taking and setbacks.
#Becoming	N/A	OPTION 1:
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, and what resilience is and why it matters.	<b>Reading</b>	Reflect on a smart risk you took in your life before coming to Berkeley. What enabled you to take this risk and what lessons might you apply from it as you take more smart risks as a Berkeley Changemaker?
	Kelley, Tom, and David Kelley. "Reclaim Your Creative Confidence." Harvard Business Review, Dec. 2012, <a href="http://hbr.org/2012/12/reclaim-your-creative-confidence">hbr.org/2012/12/reclaim-your-creative-confidence</a> .	Write a one page paper on this smart risk.
	Naughton, John. "Thomas Kuhn: the Man Who Changed the Way the World Looked at Science." The Guardian, Guardian News and Media, 18 Aug. 2012, <a href="http://www.theguardian.com/science/2012/aug/19/thomas-kuhn-structure-scientific-revolutions">www.theguardian.com/science/2012/aug/19/thomas-kuhn-structure-scientific-revolutions</a> .	OPTION 2: Changemakers find that bundled in amongst these successes are a necessary string of setbacks -- things that did not go our way. That setbacks occur is an inevitable consequence of doing anything meaningful, and as this session will show, failure is not to be feared or avoided, but to be celebrated. As you consider future change projects, you will recognize that there will be many setbacks, large and small, along the way -- none of which are a reflection of your potential, but rather your determination. This assignment asks you to reflect on your lived experiences and relationship with the concept of setbacks and learning from them.
		Students and changemakers of all kinds often find it empowering to realize that just like Thomas Edison

		<p>who had hundreds and hundreds of failures to get to his successes, the more we show the courage to try, that even if we inevitably experience setbacks along the way we will learn and grow from all of these experiences.</p> <p>Write a one page paper on a setback you have experienced and how you have learned and grown from it.</p> <p>POSSIBLE POINTS: 10 total.</p>
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Part 2: Changemaking as Questioning

Overview	Assignments	
<b>Session 3</b>	<b>Media</b>	<p>Think about an area of change about which you are passionate. This could be in your local community, in your field of interest, or in the world at large. Have two conversations with people who are engaged in this area. Note that you are not looking for solutions yet -- you are simply practicing asking great questions and seeking to learn as much as you can. Thinking about the frameworks you learned from the video, answer the following three questions in the template provided form on bCourses:</p> <ul style="list-style-type: none"> <li>• How are you looking broader at the problem/situation?</li> <li>• How are you looking closer at the problem/situation?</li> <li>• What questions do you have when you look at the problem/situation through the lens of the "beginner's mind"?</li> </ul> <p>POSSIBLE POINTS: 5 total</p>
<p><u>Critical Thinking: How to Ask the Right Questions</u></p>	<p>Fadell, Tony. "The First Secret of Design Is ... Noticing." TED, 1 Mar. 2015, <a href="http://www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing/">www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing/</a>.</p>	
<p>Mariana Somma</p>	<b>Faculty Interview</b>	
<p>#Discovering</p>	TBD	
<p>In the next three sessions of the class, we introduce four elements of critical thinking that Changemakers need to learn in order to imagine and design alternative futures.</p> <p>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</p>	<p><b>Reading</b></p> <p>Vallée, Manuel. "Critical Reading in the Social Sciences." Reader Teaching Resource Center, UC Berkeley, 2011, <a href="http://Reader.berkeley.edu/Reader-guide-contents/critical-reading-intro/social-science/">http://Reader.berkeley.edu/Reader-guide-contents/critical-reading-intro/social-science/</a>.</p> <p>Vendetti, Jann. "Critical Reading in the Natural Sciences." Reader</p>	

<p>get a sense of some of the dominant approaches).</p> <p>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.</p>	<p>Teaching Resource Center, UC Berkeley, 2011, <a href="https://Reader.berkeley.edu/Reader-guide-contents/critical-reading-intro/natural-sciences/">https://Reader.berkeley.edu/Reader-guide-contents/critical-reading-intro/natural-sciences/</a></p> <p>UC Berkeley Graduate Division. “Critical Reading in the Humanities.” Reader Teaching Resource Center, UC Berkeley, 2011, <a href="https://Reader.berkeley.edu/Reader-guide-contents/critical-reading-intro/humanities/">https://Reader.berkeley.edu/Reader-guide-contents/critical-reading-intro/humanities/</a></p>	
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Overview	Assignments	
<b>Session 4</b>	<b>Media</b>	<p>Based on the readings from Kim Conder and your learning from the session, how might we frame and reframe the problem you are looking at with a new perspective? Fill out the template and write one paragraph on bCourses about how you can apply one or more of the following to the problem area you identified:</p> <ul style="list-style-type: none"> <li>• Think like a journalist - how are you thinking about every angle and perspective? What are they?</li> <li>• Empathize and experiment - put yourself in the shoes of the user and experiment through their “lens” or “perspective” - what would that look like specific to the problem you identified?</li> <li>• Channel your inner five-year-old - think about the problem through the eyes of a novice and curious mind? Are there aspects you have overlooked? Is there a way to explore without judgement?</li> </ul>
<u>Critical Thinking: How to Select and Frame a Problem</u>	TBD	
Mariana Somma	<b>Faculty Interview</b>	
#Discovering	TBD	
<p>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.</p>	<p><b>Reading</b></p> <p>Conder, Kim, “Three Methods for Solving the Right Problem.” InMotionNow.com, June, 2019. <a href="https://www.inmotionnow.com/project-workflow/three-methods-for-solving-the-right-problems/">https://www.inmotionnow.com/project-workflow/three-methods-for-solving-the-right-problems/</a></p>	

	<p>(optional) Cantero-Gomez, Paloma. "How to Frame a Problem to Find The Right Solution." Forbes, April 2019. <a href="https://www.forbes.com/sites/palomacanterogomez/2019/04/10/how-to-frame-a-problem-to-find-the-right-solution/#3335d43f5993">https://www.forbes.com/sites/palomacanterogomez/2019/04/10/how-to-frame-a-problem-to-find-the-right-solution/#3335d43f5993</a></p> <p>(optional) Spradlin, Dwayne, "Are You Solving the Right Problem?" Harvard Business Review, Sept. 2012. <a href="https://hbr.org/2012/09/are-you-solving-the-right-problem">https://hbr.org/2012/09/are-you-solving-the-right-problem</a></p>	<p>POSSIBLE POINTS: 5 total</p>
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Overview	Assignments	
<b>Session 5</b>	<b>Media</b>	<p>Based on the tools you learned in this session, how might you look deeper at the user and their needs and design a better future for them? Complete one of the following templates provided in bCourses:</p> <ul style="list-style-type: none"> <li>• Persona Template - dive deeper in painting a picture of your user - what are their needs, wants and aspirations? Complete the template and think about their "day-in-the-life".</li> <li>• Future State Map - now think about how you can improve the "future state" of the user with the ideas you have. Remember to think about the personas you created and the journey/experience maps.</li> </ul> <p>POSSIBLE POINTS: 5 total for completing the template</p>
<u>Critical Thinking: How to Craft an Appropriate Solution</u>	TBD	
Mariana Somma	<b>Faculty Interview</b>	
#Discovering	TBD	
<p>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. 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</p>	<p><b>Reading</b></p> <p>(Optional) Brown, Jennifer Leigh, "Empathy Mapping: A Guide to Getting Inside a Users' Head." UXBooth.com, June, 2018. <a href="https://www.uxbooth.com/articles/empathy-mapping-a-guide-to-getting-inside-a-users-head/">https://www.uxbooth.com/articles/empathy-mapping-a-guide-to-getting-inside-a-users-head/</a></p> <p>(Optional) Friis Dam, Rikke, and Teo, Yu</p>	

<p>- making change.</p>	<p>Saiang, "Empathy Map - Why and How to Use It." Interaction Design Foundation, January, 2020. <a href="https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it">https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it</a> (sections on persona and empathy)</p> <p>(Optional) "Transcript of President Abraham Lincoln's Second Inaugural Address (1865)." Edited by National Archives and Records Administration, 2000, <a href="https://www.ourdocuments.gov/doc.php?flash=false&amp;doc=38&amp;page=transcript">https://www.ourdocuments.gov/doc.php?flash=false&amp;doc=38&amp;page=transcript</a></p>	
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Overview	Assignments	
Session 6	<b>Media</b>	VIDEO: choose a changemaker (alive or dead; famous or not) and film a three minute (maximum) video of yourself in which you use your critical thinking and communication skills to make a persuasive argument for why this person is a changemaker. Do not spend more than 1 minute on biographical details; spend the majority of your video showing us how this person embodies concepts we have learned in class and what has made them successful in leading change.
<u>Communicating: Persuasion and Storytelling</u>	One story of your choice from This American Life or The Moth  Lifebuoy. Help a Child Reach Five - Tree of Life, YouTube, 30 Apr. 2014, <a href="http://www.youtube.com/watch?v=GCwgKFttQ7M">www.youtube.com/watch?v=GCwgKFttQ7M</a> .	
Mariana Somma	<b>Faculty Interview</b>	
#Discovering	TBD	
Finding a situation you want to	<b>Reading</b>	POSSIBLE POINTS: 20 total. 15 points for your video, and 5 points for responding to your classmates' videos (one point for

<p>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.</p>	<p>Sanchez, Patti. "The Secret to Leading Organizational Change Is Empathy." Harvard Business Review, 20 Dec. 2018, hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy.</p>	<p>each response).</p>
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Part 3- Changemaking Together

Overview	Assignments	
<b>Session 7</b>	<b>Media</b>	<p>Think for a moment about a time when you worked as part of a team where you felt inspired to contribute, execute, reflect, actively debate ideas, and perhaps take interpersonal risks. What do you think helped to promote this team environment? Briefly describe the team and then write a paragraph that shares 2-3 factors that you think supported the team in creating these conditions and the impact it had on you as a member of the team.</p> <p>POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)</p>
<p><u><a href="#">Collaboration: Designing High Impact Teams to Power Changemaking</a></u></p>	TBD	
Brandi Pearce	<b>Faculty Interview</b>	
#Becoming	TBD	
<p>Changemaking is a team sport. In this session, we will learn how to launch and develop a high impact team over time. 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. 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:</p> <ul style="list-style-type: none"> <li>• Launching a High Impact Team to Power Change</li> </ul>	<p><b>Reading</b></p> <p>Duhigg, Charles. "What Google Learned From Its Quest to Build the Perfect Team." The New York Times, The New York Times, 25 Feb. 2016, <a href="http://www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html">www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html</a>.</p> <p>Pearce, B.M. "Note &amp; Tool: Launching a Team for High Impact to Power</p>	

<ul style="list-style-type: none"> <li>• Crafting Team Goals with Purpose</li> <li>• Coordinating Knowledge to foster inclusive and creative solutions</li> <li>• Creating shared team values and dynamics that support out of the box thinking and a positive team climate</li> <li>• Developing our teams over time</li> </ul>	<p>Changemaking.”</p>	
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Overview	Assignments	
<p><b>Session 8</b></p>	<p><b>Media</b></p>	<p>Though by most measures our communities and country right now are becoming more polarized, not less, your time at Berkeley provides you with an incredible opportunity to engage with new ideas and people who may be quite different from you on many fronts. Write one paragraph on bCourses reflecting on what role you see diversity playing in your Berkeley experience and how you might employ the lenses of equity and inclusion in your change efforts.</p> <p>POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)</p>
<p><u>Collaboration: Diversity as an Asset</u></p>	<p>Maber, Trevor. “Rethinking Thinking.” TED.com, 1 Oct. 2012, <a href="http://www.ted.com/talks/trevor_maber_rethinking_thinking">www.ted.com/talks/trevor_maber_rethinking_thinking</a>.</p>	
<p>David Porter</p>	<p><b>Faculty Interview</b></p>	
<p>#Becoming</p>	<p>TBD</p>	
<p>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.</p>	<p><b>Reading</b></p> <p>Phillips, Katherine W. “How Diversity Makes Us Smarter.” Scientific American, Scientific American, 1 Oct. 2014, <a href="http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/">www.scientificamerican.com/article/how-diversity-makes-us-smarter/</a>.</p>	

Overview	Assignments
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<b>Session 9</b>	<b>Media</b>	<p>Have you ever worked with a leader whose characteristics meet what Jim Collins terms a "Level Five Leader?" If so, write one paragraph on bCourses describing what made them a "level five leader." If not, write about the person who came the closest, and describe what they could have done differently to meet this definition.</p> <p>POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)</p>
<u>From Team Member to Team Leader: Humility, Trust, Collaboration</u>	Botsman, Rachel. The Currency of the New Economy Is Trust. TED, 2012. <a href="https://www.ted.com/talks/rachel_botsman_the_currency_of_the_new_economy_is_trust">https://www.ted.com/talks/rachel_botsman_the_currency_of_the_new_economy_is_trust</a>	
Alex Budak	<b>Faculty Interview</b>	
#Becoming	TBD	
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	<b>Reading</b>	
	Collins, Jim. "Level 5 Leadership: The Triumph Of Humility And Fierce Resolve". Harvard Business Review, 2001, <a href="https://hbr.org/2001/01/level-5-leadership-the-triumph-of-humility-and-fierce-resolve">https://hbr.org/2001/01/level-5-leadership-the-triumph-of-humility-and-fierce-resolve</a> -2	

Overview	Assignments	
<b>Session 10</b>	<b>Media</b>	<p>ACTION: In this session we learn how to "influence without formal authority." Go put these leadership skills to use by trying to convince as many people as possible to take a selfie with you. Fine print: this is one single photo with as many people joining you in it as possible, not multiple selfies. You may not tell participants that this is for a class, but you can use any of the influence techniques we learn. Post your photo to bCourses and write 1 paragraph about which influence techniques you attempted and the efficacy of each.</p> <p>POSSIBLE POINTS: 5 total (5 bonus points if you get the most people in your selfie among</p>
<u>You are a Berkeley Changemaker: See Yourself Leading People</u>	Dudley, Drew. "Everyday Leadership." TED, 2010, <a href="http://www.ted.com/talks/drew_dudley_everyday_leadership">www.ted.com/talks/drew_dudley_everyday_leadership</a> .	
Alex Budak	<b>Faculty Interview</b>	
#Becoming	TBD	
Berkeley Changemakers do their	<b>Reading</b>	

<p>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.</p>	<p>Wei-Skillern, Jane, David Ehrlichman, &amp; David Sawyer. The Most Impactful Leaders You’ve Never Heard Of. 2015, Stanford Social Innovation Review. <a href="https://ssir.org/articles/entry/the_most_impactful_leaders_you_ouve_never_heard_of">https://ssir.org/articles/entry/the_most_impactful_leaders_ouve_never_heard_of</a>.</p> <p>Budak, Alex. “Microleadership,” <a href="https://alexbudak.com/changemaker-blog/microleadership">https://alexbudak.com/changemaker-blog/microleadership</a></p>	<p>students in your section).</p>
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Overview	Assignments	
Session 11	Media	WRITING: 2-3 page Leadership Essay (upload to bCourses)
<a href="#">Become the Leader You Wish You Had</a>	Sinek, Simon. Why Good Leaders Make You Feel Safe   Simon Sinek. TED, 19 May 2014, <a href="http://www.youtube.com/watch?v=ImyZMtPVodo">www.youtube.com/watch?v=ImyZMtPVodo</a> .	<p>This assignment asks you to reflect on leadership: both your experiences with it so far, and on the leader you hope to become as a result of this class. Please combine self reflection, analysis and synthesis of all aspects of this class (lectures, readings, exercises, discussions, media) into a thoughtful essay which answers one or more (your choice) of the following topics:</p> <ul style="list-style-type: none"> <li>• What has your experience been with the topic of leadership up until now? Whom have you looked to as leadership role models and how have you developed your own leadership style? How do these approaches fit with what we’ve been discussing?</li> <li>• How has this class changed your perspective on leadership?</li> <li>• Imagine it is 10 years from today: what type of leader do you hope to become</li> </ul>
Alex Budak	Faculty Interview	
#Becoming	N/A	
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	<p><b>Reading</b></p> <p>Goleman, Daniel. “Leadership That Gets Results.” Harvard Business Review. March-April 2000. pp. 2-17</p>	

<p>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.</p>		<p>and how will you get yourself there?</p> <ul style="list-style-type: none"> <li>• Why does it seem the world is filled with so many people who appear to not be fulfilling their leadership potential? What could be done about this?</li> <li>• What leadership advice would you give to your younger self?</li> </ul> <p>POSSIBLE POINTS: 20 total</p>
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Part 4- Changemaking in Practice

Overview	Assignments	
<b>Session 12</b>	<b>Media</b>	CONVERSATION: Reach out to two people whom you admire and who work in careers you consider interesting. Ask them about what it takes to lead change in their organizations, if/how they have led change themselves, and what they see as the greatest opportunities for change in their field.
<u>Intrapreneurship: Leading positive change from where you are</u>	Williams, Autumn. "The Physics of Changemaking." YouTube, TEDx Crenshaw, 14 Nov. 2018, <a href="http://www.youtube.com/watch?v=yF450gYUv9I">www.youtube.com/watch?v=yF450gYUv9I</a> .	DISCUSSION: Write 1 paragraph on bCourses sharing what you learned
Alex Budak	<b>Faculty Interview</b>	POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)
#Discovering	TBD	
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	<b>Reading</b>  Chamorro-Premuzic, Tomas. "Why You Should Become an 'Intrapreneur.'" Harvard Business Review, 26 Mar. 2020, <a href="http://hbr.org/2020/03/why-you-should-become-an-intrapreneur">hbr.org/2020/03/why-you-should-become-an-intrapreneur</a> .	

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.		
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Overview	Assignments	
<b>Session 13</b>	<b>Media</b>	<p>REFLECTION: Angela Duckworth defines "grit" as "passion and perseverance for a goal." Write 1 paragraph on bCourses on what role grit has played in your life up until now, and project into the future what practicing grit might look like for your specific Berkeley Changemaker goals.</p> <p>POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)</p>
<u><a href="#">From Idea to Action: Changemaking and the Art of Agency</a></u>	Duckworth, Angela. "Grit: The power of passion and perseverance." TED, 2013, <a href="https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance/discussion">https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance/discussion</a>	
Alex Budak	<b>Faculty Interview</b>	
#Discovering	TBD	
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 how to start making real change happen.	<p><b>Reading</b></p> <p>Ibarra, Hermina. Act Like a Leader, Think Like a Leader. Harvard Business Review Press, 2015. Chapters 1, 5.</p> <p>Blank, Steve. Why The Lean Start-Up Changes Everything. Harvard Business Review, 2013.</p>	

Overview	Assignments	
<b>Session 14</b>	<b>Media</b>	CONVERSATION: Go speak with three

<p><u>Your Changemaker Toolkit</u></p>	<p>Stevenson, Bryan. "Do Some Uncomfortable and Inconvenient Things," June 27, 2018. <a href="http://amp.timeinc.net/fortune/2018/06/26/bryan-stevenson-ceo-initiative">http://amp.timeinc.net/fortune/2018/06/26/bryan-stevenson-ceo-initiative</a></p>	<p>people who are / would be directly affected by the change you seek to create. Practice empathy and listening skills as you hear their perspective on this potential change. Don't try to convince them that your solution is correct; simply try to learn as much as you can about their perspective and experience. Write 1 paragraph on bCourses sharing what you've learned.</p>
<p>Alex Budak</p>	<p><b>Faculty Interview</b></p>	
<p>#Discovering</p>	<p>N/A</p>	
<p>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 initiatives.</p>	<p><b>Reading</b></p> <p>USAID Learning Lab. What Is This Thing Called 'Theory of Change'? USAID, 17 Jan. 2018, <a href="https://learninglab.org/lab-notes/what-thing-called-theory-change">usaidlearninglab.org/lab-notes/what-thing-called-theory-change</a>.</p> <p>(Optional) Gertler, Paul et. al. Impact Evaluation in Practice. The World Bank, 2011. Chapters 1, 2, 10. <a href="https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf">https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf</a></p>	<p>POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)</p>

Overview	Assignments	
<p>Session 15</p>	<p><b>Media</b></p>	<p>FINAL: Now that you have identified a positive change you would like to make on campus, in your community, or beyond, create an action plan. You will use the <a href="#">Changemaker Canvas</a></p>
<p><u>Your Berkeley Changemaker Journey</u></p>	<p>N/A</p>	

Alex Budak & Rich Lyons	<b>Faculty Interview</b>	as a tool to help you outline a strategy for taking action. Upload a completed canvas which details the change you hope to lead and the strategies/tactics specified in the model which will help you achieve your changemaker goal.
#Becoming	N/A	
<p>In our final session we briefly look back at all that we've learned during these three weeks 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:</p> <ul style="list-style-type: none"> <li>● Catalyzing Change through Culture</li> <li>● Opportunities to be a Berkeley Changemaker on campus</li> <li>● Opportunities to be a Changemaker beyond campus</li> <li>● Advice from fellow Berkeley Changemakers (Changemaker Advisory Board members).</li> <li>● Closing</li> </ul>	<b>Reading</b>	<p>THEN: Take the "Changemaker Index" end-of-class survey.</p> <p>POSSIBLE POINTS: 25 total</p>
	<p>Toro, Guillermo del. "Why Being Optimistic Is a Radical Choice." Time, 7 Feb. 2019, <a href="http://time.com/5520554/guillermo-del-toro-radical-optimism/">time.com/5520554/guillermo-del-toro-radical-optimism/</a>.</p>	

## Course Policies

### Promptness

Homework assignments and discussion forum postings 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. Email submissions 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**

Attendance and Tardiness Policy:

If students miss class for any reason, the burden is on the students to make up the work and to make a decision whether they can continue in the course. Please notify your 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](#)

[Reader 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.

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 Reader 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.

### **Students with Disabilities**

The fundamental principles of nondiscrimination and accommodation in academic programs establish that students may not, on the basis of their disabilities, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any University program or activity. If you require academic accommodations for this course, you need

to obtain a Letter of Accommodation from the Disabled Students' Program (see: <https://dsp.berkeley.edu/students/accommodations-and-services>). Once you receive your Letter of Accommodation, please make an appointment with me to confirm.

### **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](https://tinyurl.com/UCB-BNC-C19).

### **Safety and Emergency Preparedness**

Emergency Numbers: Dial 9-1-1 from any phone, on or off campus

UC Berkeley Police (from cell phone): 510-642-3333

City of Berkeley Police/Fire (from cell phone): 510-981-5911

Campus Emergency Information line: 800-705-9998

### **End of Course Evaluations**

The Fall Program for Freshmen at UC Berkeley is committed to improving its courses and instruction. At the end of the semester students will be invited to participate in the Course Evaluation. Your candid feedback will help to plan for the future and make improvements.

- Evaluation invitations are emailed to students
- The identity of all respondents remains confidential.
- Evaluation results aren't shared with instructors until after final grades are due.

### **Online and Remote Engagement**

Outside events (e.g. public health emergencies, campus safety directives, or temporary power outages) may require changes to the modes of engagement that will be available to students to complete the course requirements. If events occur at any point during the semester that require these changes, students will receive formal notification from the administration and the instructors. The details of the specific changes or adaptations made to the course will be communicated via email and bCourses. Students may receive an amended syllabus.

bCourses will continue to be students' main point of remote entry for class meetings, even if lectures, discussion sections, and office hours will be administered using third-party software, such as Zoom or Adobe Connect.

Students will continue to use their CalNet ID login and berkeley.edu address to access content within bCourses as well as within the bSuite (gmail, calendar, google docs). In the event a student is required to download or update specific software for home use in order to access the course materials, or if students need specific technical assistance setting up their remote access, please use <https://software.berkeley.edu/>

**Disclaimer**

The syllabus and schedule are subject to change. Please refer to bCourses for the most up-to-date versions.