

L&S and UGBA C12: The *Berkeley Changemaker*™

8 weeks // Spring 2022 // February 28 – May 1, 2022 // 2 units // Asynchronous with optional live sessions (see calendar below)

Instructors

Laura Hassner (Lead) // Alex Budak (Faculty Director) // Brandi Pearce // Mariana Somma

Berkeley Changemaker Chats - 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
Linda Burton // Social Welfare
Anthony Cascardi // Rhetoric, Comparative Literature, and Spanish
Lisa García Bedolla // Education
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 // 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

Guest Speakers

Dania Matos // Vice Chancellor of Equity and Inclusion, UC Berkeley
Shaun Carver // Executive Director of International House at UC Berkeley

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 perspective 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.

Community

While all course lectures are taught asynchronously, 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. **Live Sessions** (Optional, but highly recommended): These sections will feature live faculty Q&A; breakout groups with fellow Berkeley Changemakers to discuss course content in small groups, and a chance to meet others passionate about similar areas of change as you. There will be no new content presented during these sections, but you will have lots of opportunity to deepen your understanding and apply your learnings from the week's lectures. Unless otherwise indicated, our live sessions this semester will be held via zoom (link to be provided on bCourses) on:
 - **Thursday, January 20 at 10:00am Pacific** Course Overview with Laura Hassner
 - **Friday, March 4 at 10:00am Pacific.** Course Introduction w/ Faculty Team
 - **Wednesday, March 9 at 2:00pm Pacific.** High Impact Teaming w/ Brandi Pearce
 - **Thursday, April 14 at 3:00pm Pacific.** Innovation & Entrepreneurship Opportunities at UC Berkeley w/ Laura Hassner
 - **Friday, April 15 at 11:00am Pacific.** *Changemaker Leadership* with Alex Budak
 - **TBD** Innovation Lab In-Person Sessions w/ Mariana Somma
 - **Friday, April 22 at 10:00am Pacific.** Choose Your Own Adventure w/Alex Budak

- **Tuesday, April 25 at 5:00pm Pacific.** In-Person *Berkeley Changemaker Chat/Newton Lecture Series* with Rob Solomon, Cal grad & former CEO of GoFundMe at I-House (Date & venue pending confirmation)
 - **Thursday, April 28 at 4:00pm Pacific.** Course Closing w/ Faculty Team
 - Please note that in-person sessions will follow campus guidelines for in-person learning.
2. **Changemaker Pods:** Within each section, you will be assigned to a group of 5 Berkeley Changemakers. In addition to two assignments where you will work together and write about the experience, this group will also serve as your tight-knit community for study groups, bouncing ideas off of one another and supporting each other on your Berkeley Changemaker journey.
 3. **Discussion Forums:** Many of the assignments will ask you to submit a short personal reflection as well as to comment on your classmates' responses. Here we are looking for comments which are additive — which move our collective learning forward. While compliments are always welcomed, we ask for your comments to focus on asking insightful questions, practicing critical thinking, and making connections across course concepts.
 4. **Office Hours:** Your faculty members will hold a number of office hours throughout the course, including 1-1 sessions and small group conversations, as well as special topic office hours (e.g., a student “near-peer” panel with Berkeley Changemaker course alumni, office hours with special guest faculty, and a session on entrepreneurship and innovation resources on campus). These will be held at various times of day to be inclusive of students joining from around the world.

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.

Weekly Assignment Schedule

Week & Session	Assignment	Due Date (all times are 11:59pm PST)	Point Value
Prior to Course	Academic Integrity Pledge	Sunday, February 28	0
Week 1 Session 1	Pre-Class Berkeley Changemaker Impact Assessment (Upload Screenshot)	Sunday, March 6	2
Week 1 Session 1	Discussion: Introduction	Friday, March 4	1
Week 1 Session 1	Discussion Comments	Sunday, March 6	2
Week 1 Session 2	5 short reflection & application prompts on bCourses.	Sunday, March 6	5
Week 2 Session 3	Discussion Post	Sunday, March 13	5
Week 2 Session 4	Memo on Designing High Impact Teams (Group work + 1 page Individual Paper)	Sunday, March 13	10
Week 3 Session 5	Discussion Post	Friday, March 18	2
Week 3 Session 5	Discussion Comments	Sunday, March 20	3
Week 3 Session 6	Discussion Post	Sunday, March 20	5
ENJOY SPRING BREAK			
Week 4 Session 7	5 short reflection & application prompts on bCourses.	Sunday, April 3	5
Week 4 Session 8	Changemaker Video	Friday, April 1	15
Week 4 Session 8	Changemaker Video: Comments	Sunday, April 3	5
Week 5 Session 9	Personal reflection and observation	Sunday, April 10	5
Week 5 Session 10	Discussion Post (Activity & Photo)	Sunday, April 10	5
Week 5	Leadership Paper (2-3 pages)	Sunday, April 17	20

Session 11			
Week 6 Session 12	Concept Map (posted to bCourses)	Sunday, April 17	5
Week 7 Session 13	Berkeley Changemaker Vision Paper (2-3 pages)	Sunday, April 24	15
Week 7 Session 14	Discussion Post	Sunday, April 24	5
Week 8 Session 15	Post-Class Berkeley Changemaker Impact Assessment (Upload Screenshot)	Sunday, May 1	2
Week 8 Session 15	Changemaker Canvas	Sunday, May 1	23
		Total	140

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.
- 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.

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 instructors will have weekly 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 or in-person, at the discretion of the instructor. 1-1 Office hours appointments will typically be 20 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.

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 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 has been 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, and engage with you in the course discussions. To find out whose section you've been placed in, go to 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., "Megan's Section," "Sonali's Section," "Ibrahim'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. 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 determined as follows:

Category	Points
Short Reflections & Discussion Forums	50
Video Assignment	20
Written Assignments	45
Final Project	25

This course is taken for a letter grade.

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 has one assignment. Of the 13 assignments, there are:

- 10 prompts where you will write a short response on bCourses and in 3 instances also provide comments for your classmates. **(50 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)**
- 4 written assignments. These will all be shared *privately* and only seen by the instructor and section leaders:
 - A 1 page memo designing your own high-impact team **(10 total points)**
 - A 2-3 page essay on your development as a leader **(20 total points)**
 - A 2-3 page "Berkeley Changemaker Vision" paper **(15 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)**

Late assignments will receive a penalty of 10% per day that it is late (capped at 50%) and anything turned in one minute or more after the deadline will count as late.

Grading rubrics which detail exactly what we are looking for and how your assignments will be scored are available for every assignment. While viewing an assignment in bCourses, click on the three dots in the top right-hand corner, and then "view rubric."

Short Reflections & Discussion Forums - 50 points

Many sessions contain 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's 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 some 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.

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

In some 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 and should add to our collective learning. You may comment directly on someone's post by hitting the 'reply' button.

Course Outline

Week 1 // Week of February 28

Session 1

Overview

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?

Assignments

Media

Berkeley Changemaker Chat:

- Michael Lu, Dean of the School of Public Health
- Jennifer Johnson-Hanks, Executive Dean of the College of Letters & Sciences; Professor of Demography and Sociology

Reading

"Brooks, David. "Everyone a Changemaker." The New York Times, 8 Feb. 2018, www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html

Drayton, William. "Everyone a Changemaker." *Innovations: Technology, Governance, Globalization*, MIT Press, vol. 1, no. 1, 2006, pp. 80–96.

Assignment

BEFORE: Take the *Pre-Class Berkeley Changemaker Impact Assessment* on

bCourses.

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) 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?

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 *Pre-Class Berkeley Changemaker Impact Assessment* survey.

Session 2

Overview

Becoming a Berkeley Changemaker: Mindset

Alex Budak

#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, and what resilience is and why it matters.

Assignments

Media

Davis, Damon. "Courage Is Contagious." TED, 1 Apr. 2017, www.ted.com/talks/damon_davis_courage_is_contagious?language=en.

Berkeley Changemaker Chats:

- Carol Christ, 11th Chancellor of the University of California, Berkeley
- Jerry Luk, Co-founder & COO, firework.tv, & Liza Wang, Managing Partner, Silicon Ventures

Reading

Kelley, Tom, and David Kelley. "Reclaim Your Creative Confidence." Harvard Business Review, Dec. 2012, hbr.org/2012/12/reclaim-your-creative-confidence.

Naughton, John. "Thomas Kuhn: the Man Who Changed the Way the World Looked at Science." The Guardian, Guardian News and Media, 18 Aug. 2012, www.theguardian.com/science/2012/aug/19/thomas-kuhn-structure-scientific-revolutions.

Assignment

There's no better time than right now to start developing your changemaker mindset. So, this assignment asks you to reflect on the videos from this session and consider how you might apply the lessons to your own changemaker efforts.

You will have five short reflection questions, each worth 1 point each. For each reflection question, you must write a minimum of 15 words, which thoughtfully connect the course concepts to your own development as a changemaker.

POSSIBLE POINTS: 5 total.

Week 2 // Week of March 7

Session 3

Overview

Collaboration: Diversity as an Asset

Dania Matos, Shaun Carver, and Other TBD Special Guest Speakers

#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.

Assignments

Media

Maber, Trevor. "Rethinking Thinking." TED.com, 1 Oct. 2012, www.ted.com/talks/trevor_maber_rethinking_thinking.

Berkeley Changemaker Chat:

- Linda Burton, Dean of Berkeley Social Welfare; Eugene and Rose Kleiner Chair for the Study of Processes, Practices and Policies in Aging
- Leigh Steinberg // Chairman, Steinberg Sports

Reading

Phillips, Katherine W. "How Diversity Makes Us Smarter." Scientific American, Scientific American, 1 Oct. 2014,
www.scientificamerican.com/article/how-diversity-makes-us-smarter/.

Assignment

By most measures, our communities and country 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 the role you see diversity playing in your Berkeley experience and three specific things you will do to include diversity, equity and inclusion principles in your change efforts.

POSSIBLE POINTS: 5 total for your paragraph.

Session 4**Overview**

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 on Wednesday, you will have an opportunity to practice the HIT Value Mapping Technique that you can experiment with in your next pod meeting.

Assignments

Media

Berkeley Changemaker Chat: Bob Jacobsen, Professor of Physics

Reading

Duhigg, Charles. "What Google Learned From Its Quest to Build the Perfect Team." The New York Times, The New York Times, 25 Feb. 2016, www.nytimes.com/2016/02/28/magazine/what-google-learned-from-its-quest-to-build-the-perfect-team.html.

Pearce, B.M. "Note on Developing Your Team Goals for Alignment."

Assignment

You will be randomly assigned to a Changemaker Pod this semester. Your pod will serve as a close-knit group of changemakers with whom you can discuss course concepts, share feedback, and support one another in becoming changemakers.

For this assignment, you will meet in your Changemaker Pod for at least 30 minutes (virtually via Zoom or in-person, to be arranged yourselves).

During your meeting, you will complete an exercise designed to help you engage in a structured discussion to align on your pod's joint goals. The purpose of this exercise is to put into practice some of the ideas from this week's lessons. By the end of your pod meeting, you will know more about each other, understand your individual aims, and align on 1-2 team goals that will support you in working together as you support each other in impacting the change you strive to make.

Each student will turn in a completed Team Goal Development Memo for this exercise. The memo will outline the team goals your pod crafted, along with a 1-2 paragraph reflection on your team "pod" experience. Please be sure to link your reflection back to at least one lecture concept from this week.

POSSIBLE POINTS: 10 total

Week 3 // Week of March 14

Session 5

Overview

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.

Assignments

Media

Fadell, Tony. “The First Secret of Design Is ... Noticing.” TED, 1 Mar. 2015, www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing/

Berkeley Changemaker Chat:

- Ula Taylor, H. Michael and Jeanne Williams Department Chair; Professor of African American Studies
- Terry Johnson, Teaching Professor, Bioengineering

Reading

Vallée, Manuel. “Critical Reading in the Social Sciences.” GSI Teaching Resource Center, UC Berkeley, 2011, <http://gsi.berkeley.edu/gsi-guide-contents/critical-reading-intro/social-science/>

Vendetti, Jann. “Critical Reading in the Natural Sciences.” GSI Teaching Resource Center, UC Berkeley, 2011, <https://gsi.berkeley.edu/gsi-guide-contents/critical-reading-intro/natural-sciences/>

Johnson, Terry, “How to Read a Scientific Paper”, <https://www.youtube.com/watch?v=0nwFSCAacWk>

UC Berkeley Graduate Division. "Critical Reading in the Humanities." GSI Teaching Resource Center, UC Berkeley, 2011,
<https://gsi.berkeley.edu/gsi-guide-contents/critical-reading-intro/humanities/>

Assignment

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. This might be a social cause you'd like to explore, a new product you'd like to create, a scientific or artistic endeavor you hope to make a reality, or a business you're thinking about starting.

Have a conversation with at least one person who is working in the area or change you are interested in. You are not interviewing them, but having a conversation to learn more about their path to that line of work, the skills they use often, and what some of their needs are doing this work.

Use the following mindsets as you explore:

The "beginner's mind"
Curiosity over judgement
Empathy

Post 2 paragraphs reflecting on this experience on bCourses and leave thoughtful comments for at least 5 peers. Your insights will be crucial for the Session 6 assignment.

Note: Your final project for this course is a "Changemaker Project" where you will create an action strategy for leading a positive change you identify (starting this week). We encourage you to work on the same change concept throughout the semester, but you are not required to do so and may change topics at any time.

Session 6

Overview

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.

Assignments

Media

TBD

Berkeley Changemaker Chat:

- Lisa Wymore, Professor and Department Chair, Modern Dance Technique, Choreography
- Maximilian Auffhammer, Regional Associate Dean, Letters & Sciences; George Pardee Professor of International Sustainable Development and Associate Dean of Interdisciplinary Studies

Reading

Conder, Kim, “Three Methods for Solving the Right Problem.” InMotionNow.com, June, 2019.

<https://www.inmotionnow.com/project-workflow/three-methods-for-solving-the-right-problems/>

(Optional)

Cantero-Gomez, Paloma. “How to Frame a Problem to Find the Right Solution.” Forbes, April 2019.

<https://www.forbes.com/sites/palomacanterogomez/2019/04/10/how-to-frame-a-problem-to-find-the-right-solution/#3335d43f5993>

(Optional)

Spradlin, Dwayne, “Are You Solving the Right Problem?” Harvard Business Review, Sept. 2012.

<https://hbr.org/2012/09/are-you-solving-the-right-problem>

Assignment

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?

Meet with your changemaker pod for 1 hour and ensure that each person has a chance to share their change concept with the group. Help each other practice the approaches you learned in this session (thinking like a journalist; empathize and experiment; channel your inner five-year-old) as you frame and reframe the problem you hope to address throughout the course.

Write a minimum 2-paragraph post on bCourses in which you discuss how you framed and

reframed the problem using the approaches you learned in this session as well as what insights you gained from working collaboratively on this in your Changemaker Pod.

POSSIBLE POINTS: 5 total

Enjoy Spring Break // Week of March 21

Week 4 // Week of March 28

Session 7

Overview

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. 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.

Assignments

Media

TBD

Berkeley Changemaker Chat: Lisa García Bedolla, Vice Provost for Graduate Studies and Dean of the Graduate Division

Reading

(Optional)

Brown, Jennifer Leigh, "Empathy Mapping: A Guide to Getting Inside a Users' Head."

UXBooth.com, June, 2018.

<https://www.uxbooth.com/articles/empathy-mapping-a-guide-to-getting-inside-a-users-head/>

(Optional)

Friis Dam, Rikke, and Teo, Yu Saiang, "Empathy Map - Why and How to Use It." Interaction Design Foundation, January, 2020.
<https://www.interaction-design.org/literature/article/empathy-map-why-and-how-to-use-it>
(sections on persona and empathy)

(Optional)

"Transcript of President Abraham Lincoln's Second Inaugural Address (1865)." Edited by National Archives and Records Administration, 2000,
<https://www.ourdocuments.gov/doc.php?flash=false&doc=38&page=transcript>

Assignment

Based on the tools you learned in this session, how might you apply a problem-solving mindset and leverage new insights to solve the "right" problem?

You will have five short reflection questions, each worth 1 point. For each reflection question, you must write a minimum of 15 words, which thoughtfully connect the course concepts to your own changes you are interested in pursuing.

POSSIBLE POINTS: 5 total

Session 8

Overview

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.

Assignments

Media

Lifebuoy. Help a Child Reach Five - Tree of Life, YouTube, 30 Apr. 2014,
www.youtube.com/watch?v=GCwgKFttQ7M.

Berkeley Changemaker Chat: Oliver O'Reilly, Interim Vice Provost of Undergraduate Education; Professor of Mechanical Engineering

Reading

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.

Assignment

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.

POSSIBLE POINTS: 20 total. 15 points for your video, and 5 points for responding to your classmates' videos (one point for each response).

Week 5 // Week of April 4

Session 9

Overview

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.

Assignments

Media

Botsman, Rachel. The Currency of the New Economy Is Trust. TED, 2012.

https://www.ted.com/talks/rachel_botsman_the_currency_of_the_new_economy_is_trust

Berkeley Changemaker Chat: Ken Goldberg, William S. Floyd Jr. Distinguished Chair in Engineering, UC Berkeley; Professor, Industrial Engineering and Operations Research

Reading

Collins, Jim. "Level 5 Leadership: The Triumph of Humility and Fierce Resolve." Harvard

Business Review, 2001,
<https://hbr.org/2001/01/level-5-leadership-the-triumph-of-humility-and-fierce-resolve-2>

Assignment

REFLECTION:

Reflect on the type of leader that you hope to become. Which of the lecture topics, readings, and insights from the *Berkeley Changemaker Chats* most resonate with you and your leadership goals? How might leadership traits like humility, trust and collaboration help you to be a more inclusive leader? Write a minimum 2-paragraph long reflection bCourses addressing the above points.

Your insights and reflections will be necessary to inform your leadership paper assignment.

Session 10

Overview

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.

Assignments

Media

Dudley, Drew. “Everyday Leadership.” TED, 2010,
www.ted.com/talks/drew_dudley_everyday_leadership.

Berkeley Changemaker Chat: Steven Weber, Associate Dean and Head of School; Faculty Director, Center for Long-Term Cybersecurity; Professor in the I School and the Department of Political Science

Reading

Wei-Skillern, Jane, David Ehrlichman, & David Sawyer. The Most Impactful Leaders You’ve Never Heard Of. 2015, Stanford Social Innovation Review.

https://ssir.org/articles/entry/the_most_impactful_leaders_youve_never_heard_of.

Budak, Alex. "Microleadership," <https://alexbudak.com/changemaker-blog/microleadership>

Assignment

ACTION: In this session we learn how to "influence without formal authority." Go put these leadership skills to use by trying to convince someone to be in a photo or video while acting/posing like a California Golden Bear. The interpretation is up to them — they might put up growling paws, or they might get on all fours like a real bear. There's lots of room for them to be creative, as long as it's clear what they are doing. It's a funny thing to ask for, so you will need to try out and use your new influence super powers you learned in this session to make this happen!

Fine print: You may not tell participants that this is for a class (until after they have posed for the photo/video), but you can use any/all of the influence techniques we learn. The person you choose may not be a family member. Post your photo/video to bCourses (if your participant is willing) and write 1 paragraph about which influence techniques you attempted (be sure to use specific approaches you learned in lecture) and the efficacy of each. With their permission, you are also welcome to post it on Instagram, just be sure to tag us @UCBChangemaker

POSSIBLE POINTS: 5 total

Week 6 // Week of April 11

Session 11

Overview

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.

Assignments

Media

Sinek, Simon. Why Good Leaders Make You Feel Safe | Simon Sinek. TED, 19 May 2014, www.youtube.com/watch?v=ImyZMtPVodo.

Berkeley Changemaker Chat: Ron Hassner, Chancellor's Professor of Political Science; Helen Diller Family Chair in Israel Studies

Reading

Coleman, Daniel. "Leadership That Gets Results." Harvard Business Review. March-April 2000. pp. 2-17

Assignment

WRITING: 2-3 page Leadership Essay (upload to bCourses)

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:

- 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?
- How has this class changed your perspective on leadership?
- Imagine it is 10 years from today: what type of leader do you hope to become and how will you get yourself there?
- 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?
- What leadership advice would you give to your younger self?

POSSIBLE POINTS: 20 total

Session 12

Overview

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.

Assignments

Media

Williams, Autumn. "The Physics of Changemaking." YouTube, TEDx Crenshaw, 14 Nov. 2018, www.youtube.com/watch?v=yF450gYUv9I.

Berkeley Changemaker Chat: Glynda Hull, Elizabeth H. and Eugene A. Shurtleff Chair in Undergraduate Education

Reading

Chamorro-Premuzic, Tomas. "Why You Should Become an 'Intrapreneur.'" Harvard Business Review, 26 Mar. 2020, hbr.org/2020/03/why-you-should-become-an-intrapreneur.

Assignment

REFLECTION: No matter your academic discipline, you can be a Berkeley Changemaker. The Berkeley Changemaker Chats (the featured interviews with faculty and entrepreneurs) have shown how different disciplines approach changemaking in different ways. This assignment asks you to make connections and find similarities and differences among these different changemaker approaches you've learned in these changemaker chats.

CONCEPT MAP / MIND MAP: You will create a [concept map](#) in which you visually display the relationship between the varied approaches to changemaking. The format and style are up to you, but be sure to include at least 12 different terms/ideas/concepts derived from the Berkeley Changemaker Chats. You might choose to compare a couple of specific videos, or you might pull out more universal themes from across many. Be sure to make references to specific videos in your map, e.g. you might put "'Don't be afraid to change direction' — Steve Weber" on one of your concepts.

DISCUSSION: Post your concept map image on bCourses. You may draw your map by hand on paper and take a photo; use digital tools like Google Slides or Photoshop; or even online templates like [Mindmeister](#).

POSSIBLE POINTS: 5 total

Week 7 // Week of April 18

Session 13

Overview

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 initiatives.

Assignments

Media

Stevenson, Bryan. "Do Some Uncomfortable and Inconvenient Things," June 27, 2018.
<http://amp.timeinc.net/fortune/2018/06/26/bryan-stevenson-ceo-initiative>

Berkeley Changemaker Chat:

- Anthony Cascardi, Dean, Arts and Humanities; Sidney and Margaret Ancker Distinguished Professor of Rhetoric, Comparative Literature, and Spanish

Reading

USAID Learning Lab. What Is This Thing Called 'Theory of Change'? USAID, 17 Jan. 2018, usaidealarninglab.org/lab-notes/what-thing-called-theory-change.

(Optional)

Gertler, Paul et. al. Impact Evaluation in Practice. The World Bank, 2011. Chapters 1, 2, 10.
https://siteresources.worldbank.org/EXTHDOFFICE/Resources/5485726-1295455628620/Impact_Evaluation_in_Practice.pdf

Assignment

Berkeley Changemaker Vision Paper:

Close your eyes and imagine that it's your graduation day from UC Berkeley.

(Okay, now open your eyes so you can read the rest of the assignment).

This paper asks you to paint a picture for your time at UC Berkeley (whether that's 1, 2, 3, or 4 years from now), and detail what you will do between now and then as a Berkeley Changemaker based on what you've learned in this course.

What lessons from this class will you apply to your time on campus (for instance Prof. Pearce's lessons on teaming, or Prof. Taylor's advice for creatively overcoming setbacks) in your work both inside and outside the classroom as a Berkeley Changemaker? What are

your goals and aspirations? And how will your newly-developed Berkeley changemaker identity and skills help make those goals achievable for you?

Write a letter of advice to yourself right now from your future self (the Cal graduate you will become), advising yourself on achieving those goals by applying Berkeley Changemaker lessons from the class.

Write a 2-3 page (double-spaced) letter describing your dreams and goals during your time at Cal, and identify and explain how a minimum of 4 specific lessons from class (more are welcome) will help you achieve them.

POSSIBLE POINTS: 15 total

Session 14

Overview

From Idea to Action: Your Changemaking Toolkit

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 how to start making real change happen.

Assignments

Media

Berkeley Changemaker Chats:

- Jasper Rine, Richard and Rhoda Goldman Professor of Genetics and Development
- Nanxi Liu, CEO, Enplug & Co-Founder, Nanoly Bioscience

Reading

Ibarra, Hermina. Act Like a Leader, Think Like a Leader. Harvard Business Review Press, 2015. Chapters 1, 5.

Blank, Steve. Why The Lean Start-Up Changes Everything. Harvard Business Review, 2013.

Assignment

REFLECTION: Whether or not we are an entrepreneur, we can all think and act entrepreneurially. As this session's lectures and Steve Blank's article teach us, the Lean Startup methodology — which itself is rooted in the scientific method — can be applied to change initiatives of all kinds. Write 1 paragraph where you apply insights on how the lean startup model can help you turn your own change initiative idea into action.

POSSIBLE POINTS: 5 total

Week 8 // Week of April 25

Session 15

Overview

Your Berkeley Changemaker Journey

Alex Budak & Rich Lyons

#Becoming

In our final session, we briefly look back at all that we've learned during these eight 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:

- 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

Assignments

Media

Berkeley Changemaker Chat: Janet Yellen, United States Secretary of the Treasury and Eugene E. and Catherine M. Trefethen Professor Emeritus of Business Administration

Reading

Toro, Guillermo del. "Why Being Optimistic Is a Radical Choice." Time, 7 Feb. 2019, time.com/5520554/guillermo-del-toro-radical-optimism/.

Assignment

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 [Changemaker Canvas](#) 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.

THEN: Take the "Post-Class Berkeley Changemaker Impact Assessment" end-of-class survey.

POSSIBLE POINTS: 25 total

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. 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

Please notify your GSI 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.

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.