

UGBA C12 / C196C:  
**The *Berkeley Changemaker* Gateway (BCG)**  
Fall 2024



## Course Overview

Individuals driven to make a positive impact have found a sense of belonging at UC Berkeley for generations. This course—hereafter referred to as "BCG"—is rooted in the belief that all Berkeley students are on a journey to become Berkeley Changemakers.

BCG serves as a discovery experience where students explore their authentic leadership styles, learn how to create teams, and take action to effect meaningful change.

The course emphasizes *Berkeley Changemaker's three pillars*: **critical thinking**, **collaboration**, and **communication**. It helps students envision better futures and equips them to mobilize others to bring those visions to life.

### Learning Outcomes

By actively participating in this course, you will:

1. Develop a changemaker mindset, applying innovative approaches to address complex societal issues.
2. Explore processes to transform ideas into measurable, sustainable impacts using academic frameworks, practical tools, and insights from accomplished changemakers.
3. Apply critical thinking skills across multiple disciplines to analyze and solve problems effectively.
4. Communicate clearly and persuasively, crafting messages that inspire others to take action.
5. Prepare to collaborate effectively in diverse teams by learning principles of high-performance teaming and strategies for leveraging diversity, equity, and inclusion to achieve excellence throughout your time at Berkeley.

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## Course Instructors



Dr. [Christyna Serrano](#), known to her students as Dr. C, is an accomplished educator and entrepreneur specializing in learning innovation and technology. She is a “triple bear,” having received her BA, MA, and PhD from UC Berkeley.

Dr. C holds faculty appointments at UC Berkeley's Haas School of Business, the Sutardja Center for Entrepreneurship & Technology (SCET) in the College of Engineering, and the Berkeley School of Education. She teaches several [Berkeley Changemaker Courses](#):

- [W141](#): *Exploring Digital Pedagogy* (Summer 24)
- UGBA C196C/C12: *The Berkeley Changemaker Gateway* (Fall 24, Spring 25)
- [W190](#): *Critical Studies in Education* (Fall 24, Spring 25)
- [ENGIN 183C](#): *SportsTech: Entrepreneurship & the Future of Sports* (Spring 25)

In addition to her role at UC Berkeley, Dr. C is the Director of Early Career Online Business Education at Stanford University's Graduate School of Business. She also founded Critically Conscious Design, LLC, which creates educational programming to develop change agents for entrepreneurship and the future of education and work.



[Chelsea Gregory](#), known to students as Professor G, is a multifaceted changemaker, community-engaged artist, cultural organizer, and DEIBJ (Diversity, Equity, Inclusion, Belonging, and Justice) practitioner with over two decades of experience. She specializes in creating transformative learning experiences that foster equity and belonging, weaving together methodologies such as applied theater, restorative justice, and cultural strategy.

Through her consulting work she takes on the roles of coach, social impact advisor, facilitator, curriculum writer, and program developer, and has worked in a wide range of sectors from non-profit to public education to corporate clients and governmental agencies.

Professor G is a professional faculty member at UC Berkeley, teaching at the Haas School of Business and the department of Theater, Dance, and Performance Studies. She is also a proud member of the Othering & Belonging Institute's Belonging Resident Company.

Chelsea's writing has been featured in several publications, including "Occupying Privilege" and "We Got Issues! A Young Woman's Guide to a Bold, Courageous and Empowered Life."

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## Berkeley Changemaker Chats

'Berkeley Changemaker Chats' feature videos of esteemed guest speakers, primarily from the UC Berkeley faculty, who provide insights into the nature of Changemaking within their respective disciplines. Through conversational interviews, they share what it means to be a changemaker, spanning fields from electrical engineering to theatre. This exposure will help you envision your distinctive path as a Berkeley Changemaker, regardless of your chosen study area.

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## Course Contributors

This course is uniquely exceptional due to the collaborative efforts of its founding creators and the diverse, distinguished faculty from UC Berkeley. Designed by [Alex Budak](#), author of [Becoming a Changemaker](#); [Laura Hassner](#), Executive Director, Innovation & Entrepreneurship, and the Berkeley Changemaker; [Mariana Somma](#), professional faculty, Haas; and [Dr. Brandi Pearce](#), High Impact Teams & Research, Haas. Dr. Christyna Serrano (Haas/ School of Ed/ Sutardja Center/College of Engineering) and Professor Chelsea Gregory (Haas/ Theater, Dance, and Performance Studies/ Othering & Belonging Institute Affiliate) have developed and lead the course since 2022 to adapt and update it with additional content and frameworks.

The course integrates expertise from various disciplines. Esteemed faculty members from multiple departments, including Public Health, Engineering, Social Sciences, and the Arts, have contributed their knowledge and insights, ensuring a rich and multifaceted learning experience. Their collective contributions make this course a comprehensive and inspiring journey, equipping students with the tools and perspectives needed to become impactful Berkeley Changemakers.

We extend our gratitude to the faculty whose contributions have made this course possible:

### Faculty Course Creators

- ❖ Alex Budak // Haas School of Business

- ❖ Laura Hassner // Haas School of Business
- ❖ Mariana Somma // Haas School of Business
- ❖ Dr. Brandi Pearce // Haas School of Business
- ❖ Dr. Christyna Serrano // Haas School of Business, School of Education, Sutardja Center for Entrepreneurship & Technology (SCET), College of Engineering
- ❖ Chelsea Gregory, MFA // Haas School of Business/ Department of Theater, Dance & Performance Studies (TDPS)/ Equity, Belonging & Social Impact Consultant

## Berkeley Changemaker Chats - Faculty

- ❖ Carol Christ // Former Chancellor of UC Berkeley & English Professor
- ❖ Janet Yellen // Former Chair of Federal Reserve & Business/Economics Professor
- ❖ Cathy Koshland // Engineering, Public Health, & Energy and Resources Group & Executive Vice Chancellor and Provost (former)
- ❖ Maximilian Auffhammer // Agricultural & Resource Economics & Int'l & Area Studies
- ❖ Linda Burton // Social Welfare
- ❖ Anthony Cascardi // Rhetoric, Comparative Literature, and Spanish
- ❖ Lisa García Bedolla // Education
- ❖ Ron Dahl // Public Health
- ❖ Ken Goldberg // Engineering
- ❖ Glynda Hull // Education
- ❖ Jennifer Johnson-Hanks // Demography and Sociology
- ❖ Michael Lu // Public Health
- ❖ Oliver O'Reilly // Vice Provost for Undergraduate Education & Engineering
- ❖ Jasper Rine // Molecular and Cell Biology
- ❖ Erica Bree Rosenblum // Environmental Science, Policy, and Management
- ❖ Ula Taylor // African American Studies
- ❖ Steve Weber // School of Information and Political Science
- ❖ Lisa Wymore // Theater, Dance, and Performance Studies

## Guest Speaker Videos

- ❖ 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



## Course Structure

This course is designed around weekly modules featuring interactive sessions, readings, and assignments. Each module is carefully curated to ensure a coherent and engaging learning journey that builds upon the previous week's content.

### Module Release

Modules will be released weekly by Thursday at 11:59 p.m. PT. The syllabus's Weeks-at-a-Glance section provides an overview of the learning journey and the topics covered each week.

### Pre-recorded Video Lectures

To enhance your learning experience, we provide a series of pre-recorded video lectures. These lectures, presented by Dr. C, Professor G, and other key contributors to the Berkeley Changemaker Gateway course, are divided into concise sections that dive deeper into the course material. These videos will help you connect theoretical concepts with practical applications.

### Key Topics Covered:

- **Changemaker Mindset and Leadership:** Explore what it means to be a changemaker, including how to question the status quo, cultivate a growth mindset, practice resilience, and develop modern leadership qualities such as humility, trust, collaboration, and adaptability.
- **Problem Framing:** Learn to identify and define complex problems using critical thinking frameworks that help you approach challenges systematically and creatively.
- **Persuasive Communication:** Develop the ability to articulate your ideas clearly and inspire others to take action, an essential skill for any changemaker.
- **Effective Teamwork:** Gain insights into building, participating in, and leading collaborative teams, a crucial aspect of driving meaningful change in any setting.

# AI Philosophy, Use, and Policies



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## AI Philosophy

AI technologies are not just tools but dynamic partners in the learning journey. As these technologies continue to evolve, they bring unprecedented opportunities for innovation and growth. Our approach to teaching with AI is rooted in the belief that these tools can empower you to become more effective changemakers. By engaging with AI, you are keeping pace with technological advancements and learning to harness them in ways that amplify your critical thinking, creativity, and problem-solving abilities.

This course is a launchpad where you will begin to explore how AI can support your academic and professional endeavors. We'll use AI to design, create, and iterate, but always with a mindful eye on ethical use and transparency. The future belongs to those who are not just consumers of technology but creators and innovators who can guide its development and application.

**How AI is Used in This Course** In this course, AI is woven into the fabric of your learning experience. We don't just use AI for quick answers; we use it to deepen understanding, foster creativity, and develop essential skills for the future. Here's how AI will be integrated into your coursework:

- **Lesson Planning:** AI helps design course content, ensuring it's engaging and relevant.
- **Assignment Development:** We use AI to create and refine assignments that challenge you to think critically and creatively.
- **Scaffolding Learning:** AI supports your learning journey by providing frameworks and guidance tailored to your needs.
- **Material Creation:** Instructional materials are developed with AI to enhance clarity and accessibility.
- **Grading Rubrics:** AI assists in formulating fair and consistent assessment criteria.

- **Interactive Activities:** AI helps design activities that are engaging and meaningful in developing your skills.

**Policies for Student AI Use** In this course, most assignments will incorporate AI in some way. If you choose to use AI tools, you must cite them properly. Here's how:

- **In-text Citation:** When using AI-generated content directly, mention it within your text. For example, "As suggested by ChatGPT, 'Effective leadership requires both empathy and decisive action'" (ChatGPT, 2024).
- **Reference Page/Section:** For assignments where AI has played a significant role, include a detailed section at the end of your assignment explaining how and where AI was used. For instance, "This assignment was developed with the assistance of Playlab AI, which helped generate initial ideas and refine the final output."
- **Footnotes:** Use footnotes to indicate specific instances of AI use. For example, "The analysis was informed by an AI-generated summary.<sup>^1</sup>" (Footnote Example: <sup>^1</sup>Generated by Bard AI in response to the prompt, 'What are common leadership challenges?' Bard AI, 2024).
- **Usage Reflection:** Reflect on how AI supported your work and critically analyze its effectiveness. For example, "Using AI to draft the introduction provided a solid structure, but the final product required significant refinement to meet academic standards."

For more detailed guidance, including citation examples and best practices, Dr. C has written the following article specifically to support you throughout this course: [Building Transparency in AI: Best Practices for Citing and Using AI in Higher Education](#).

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## Course Policies

In addition to the AI policies above, please review this [Course Policies](#) document for a more extensive list and overview of BCG's academic policies.

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## Assignments

 **Course Flow & Due Dates**

To maintain a consistent learning rhythm, all lectures and assignments for a given module should be completed by the stipulated due date before progressing to the next module. A new module will be released every Thursday by 11:59 PM PT, giving you a full week to review the material and prepare for the following Friday. This structure is designed to keep you on pace with the course and ensure regular engagement. Please refer to the Weeks-at-a-Glance for a quick overview of all due dates and projects.

## Engagement Activities (60% of Grade)

Engagement is central to your learning journey in this course. Each week, you will complete various activities designed to deepen your understanding and application of course concepts. These Engagement Activities are thoughtfully curated to align with the course goals for the fall term, providing you with opportunities to explore, reflect, create, and interact with your peers in meaningful ways.

### Types of Engagement Activities:

#### Engagement Activities (60%)

Each week, you will complete various engagement activities designed to deepen your understanding of and application of course concepts. These activities include:

- **Reflections:** Write brief essays that apply key concepts to personal experiences. Some reflections involve using AI tools, like Playlab AI, to enhance your thinking and engagement with course material.
- **Mini-Creative Projects:** Engage in creative tasks, such as creating slides or visual representations of changemakers and key concepts. These projects will help you synthesize and visualize the course content.
- **Surveys and Feedback:** Participate in surveys to provide input for course activities and offer feedback on course content, self-assessments, and peer evaluations.
- **Discussion Posts:** Share your work and engage with peers through structured discussions to foster meaningful dialogue and broaden your perspectives on changemaking.
- **Attendance Assignments:** Complete assignments designed to track your attendance. Each live session will include an attendance assignment worth 10 points. If you arrive late and miss the start-of-class activities, such as warm-up polls, 3 points will be deducted from your attendance score for that day. If you need to communicate an absence or late arrival, you can do so through the [Attendance Communication Form](#)



- **Start-of-Class Activities:** Engage in activities at the beginning of each class session, like warm-up polls, designed to track punctuality and prepare you for the day's topics. These activities are relevant to the session's content and vital to your overall participation grade.

These assignments will be due every Thursday by 11:59 PM PT, ensuring you stay engaged and on track with the course material. By completing these activities, you will develop broad skills essential to your growth as a changemaker.

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## Midterm Assignment: Selecting & Framing a Problem (20%)

**Due:** Oct 17, 2024

For your midterm, you will apply the **critical thinking methods** we've explored—**Systems Thinking, Design Thinking, and Participatory Action Research (PAR)**—to select and frame a problem you are passionate about addressing. This assignment represents the foundational stages of a research project, where your focus will be on defining the problem and outlining a PAR process for exploring potential solutions.

### Requirements:

1. **Problem Description:**  
Clearly define the problem, explaining its significance and why it is crucial to address. You should connect your problem to larger societal or community concerns.
2. **Importance:**  
Explain why this problem matters to both the broader context (e.g., social, cultural, environmental) and to you personally as a changemaker.
3. **Process Design (PAR):**  
Outline a **Participatory Action Research (PAR) process** for exploring potential solutions. Rather than proposing solutions at this stage, your task is to design an effective, collaborative process that will help investigate and identify potential solutions to the problem.
4. **Playlab Bots for Preparation:**  
Use your **Playlab bots** to assist in organizing and synthesizing key concepts from Systems Thinking, Design Thinking, and PAR. Your bots should help you better understand these methods and how to apply them in designing your PAR process.

### Template and Guidance:

You will receive a structured template that will guide you through the necessary components of this assignment. This template will include key questions to help ensure that your problem framing is comprehensive and compelling. Be sure to follow the template to organize your thoughts and structure your PAR process effectively.

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## Final Project: Visioning the Change (20%)

Due: Dec 11, 2024

For your final project, you will build upon your midterm work by developing a proposed solution to the problem you identified. This project will require you to use the skills, tools, and frameworks we've studied in the course to:

- **Research Process:** Present the participatory research process you designed in the midterm, including any insights or learnings that emerged from it.
- **Proposed Solution:** Develop and articulate a clear, actionable response to the problem. Your solution should reflect your unique approach to changemaking and demonstrate a deep understanding of the issue.
- **Video Presentation:** You will present your proposed solution in a video format, aiming to inspire your audience to support and engage with the change you advocate for. The video should be five minutes long (with reduced points for time over) and encapsulate your journey from identifying the problem to proposing a solution.

This final project is not just an assessment of your learning but a powerful demonstration of your transition from a passive observer to an active participant in the world of changemaking.

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## Course Sessions Overview

The course is structured into 15 weekly modules, including an orientation week (Week 1). Each module is designed to provide a comprehensive understanding of the course content. You can review the focus of each session by checking out the Weeks-at-a-Glance below

### Attendance and Participation

**Live sessions are mandatory** and will be held on Fridays from 9:10 AM to 10:30 AM via Zoom, starting promptly at 9:10 AM. Each session carries 10 points for attendance. These sessions

are crucial for deepening your understanding of the course material, expanding your skill sets, and fostering a sense of community.

### **Attendance vs. Participation:**

- **Attendance:** Showing up on time and staying for the entire class. Leaving early or not actively engaging (e.g., camera off with no interaction) will result in losing points for that day.
- **Participation:** Actively engaging with the class, minimizing distractions, and treating the online classroom as you would an in-person class. Participation will be tracked through in-class activities and bCourses quizzes, which will be updated weekly.

### **Absences and Tardiness:**

- You are allowed two excused absences without penalty. Use the provided Google Form [forthcoming] to immediately notify us of absences. Absences communicated after the session or at the end of the semester will not be excused unless there are extenuating circumstances.
- If you are late or need to leave early, inform us using the same Google Form. We understand Friday mornings can be challenging, and communication is key.

### **Camera Policy:**

- Cameras should remain on during class to foster a strong learning environment. Camera-off participation is only allowed with prior approval and in specific cases (e.g., connectivity issues, illness). Communicate any concerns via chat during the session.
- If your camera is off, especially during breakout sessions, you will lose attendance points. We will track camera presence before breakout rooms are created and adjust groups as necessary if participants are removed for non-participation.

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## Grading

- Late assignments will receive a penalty of 10% of total assignment points per day for being late.
- Anything turned in one minute or more after the deadline will count as late.
- Assignments submitted more than seven days after the due date will receive no credit.

- If you need an extension on your assignment, you must request it from your reader by 24 hours before the deadline, or late penalties will apply.
- Assignments in this course build upon each other. Therefore, submitting your assignments on time is in your best interest.

**Final grades will be based on a standard 100% scale:**

- **A:** 90%-100%
- **B:** 80%-89%
- **C:** 70%-79%
- **A-, B+, etc.:** + and – are awarded based on the upper and lower 3% of the above grade ranges (e.g., B- = 80-82.9%, B = 83-86.9%, B+ = 87-89.9%).
- Please note **that an A+ grade is not awarded** due to the large class size, making it difficult to consistently and fairly assess students' exceptional engagement levels.

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## Support

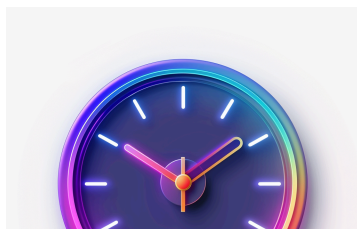
### Reader Sections

By Week 4, you will be assigned to a Course Reader and placed in their section for this course. If you join the course late, please:

- Email Head Reader Nassirah Nelson (nelson\_@berkeley.edu ) to be assigned to a Reader.
- Review this Gamma AI [BCG Onboarding for Latecomers website](#)

Your designated Reader will be responsible for grading your assignments and providing feedback. For questions, assignment clarifications, or extension requests, please direct your inquiries to your Course Reader rather than Dr. C or Professor G. They are here to support you throughout the course.

You can find your reader by going to our [bCourses] > [People] tabs > [Reader Sections] tab. A quick way to find your reader is to expand each group and use CTRL+F. Type in your name, which will be highlighted on the page – the category your name is in will be your reader for the semester!



# Office Hours

Starting in Week 4, the Course Readers will host virtual weekly office hours. Dr. C ([christynaserrano@berkeley.edu](mailto:christynaserrano@berkeley.edu)) and Professor G ([chelseagregory@berkeley.edu](mailto:chelseagregory@berkeley.edu)) will be available for office hours by appointment.

All office hours meetings will occur via Zoom, ensuring easy accessibility for remote participation. While office hours appointments typically last for 15 minutes, the duration can be extended if needed, depending on the complexity of the topic to be discussed.

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## Weeks-at-a-Glance

### **Week 1 | August 28 - 30 (Chelsea & Christyna)**

The beginning of a new semester is always an exciting time filled with possibilities. During this session, you'll be oriented to the course syllabus and learn a little about your instructors and the Berkeley Changemakers who will join our class this term.

This week we also address any glitches that arise as you learn to navigate the course, so please let us know if anything is unclear. Next week, we will be digging into more course content by exploring the question "What is a changemaker?"

**Assignments** - Changemaker Assessment to be completed by 11:59pm on 9/5

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### **Week 2 | September 2 - 6 (Christyna)**

Overview – What is a Changemaker?

We will spend much of this session discovering what changemakers do, helping you begin to see yourself as one, and considering new frames for changemaking. 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? An activist? An architect? A philosopher? An entrepreneur?

**Assignments** - Session 1 Readings, Viewings, and Engagement Assignment to be completed by 11:59pm on 9/12

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## Week 3 | September 9 - 13 (Chelsea)

### Becoming a Changemaker: Mindset

In this session, we will explore the Liberatory Consciousness Framework along with some of the traits and attributes that successful changemakers have — all of which are learnable, practicable, and applicable across diverse roles and sectors. We will also reflect on our social identities and positionality, considering how those shape our approach to changemaking. Through all of these conversations, we will expand our awareness of how changemakers can learn to question the status quo and develop a growth mindset, what resilience is, and why it matters.

**Assignments** - Session 2 Readings, Viewings, and Engagement Assignment to be completed by 11:59pm on 9/19

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## Week 4 | September 16 - 20 (Chelsea)

### Equity in Practice

Changemakers recognize that we are stronger together and that diversity — in its many forms — enables us to see new possibilities, be more innovative, and lead more effective, scalable, and sustainable change. We also center equity in this session, to clarify that diversity or inclusion is not enough if we are not also shifting the dynamics of power and privilege in the ways we make change.

**Assignments** - Session 3 Readings, Viewings, and **Changemaker Profile Video** to be completed by 11:59pm on 9/26

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## Week 5 | September 23 - 27 (Christyna)

### Critical Thinking Part 1: Systems Thinking

In this session, we will explore **systems thinking** as a framework to understand the interconnectedness of various components within complex problems. Systems thinking helps identify the relationships between different elements and locate leverage points for effective change. Students will practice mapping systems relevant to their DCP (Digital Changemaker Project) and identifying key variables that influence the problem space.

#### **Activity:**

Students will develop **Playlab bots** to assist in analyzing systems and exploring potential

interventions.

**Assignments** - Session 4 Readings, Viewings, and Engagement Assignment to be completed by 11:59pm on 10/3

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## **Week 6 | September 30 - October 4 (Christyna)**

### Critical Thinking Part 2: Design Thinking

Building on the systems thinking approach, this week we will dive into **design thinking**—a human-centered, iterative method for solving problems. You will focus on **empathy, ideation, and prototyping** to create solutions that address real user needs. Using Playlab, students will build bots that help them practice and apply design thinking concepts, from framing problems to generating ideas and testing solutions.

#### **Activity:**

Students will continue developing their **Playlab bots**, using them to frame and reframe problems identified through empathy and user feedback.

**Assignments** - Session 5 Readings, Viewings, and Engagement Assignment to be completed by 11:59pm on 10/10

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## **Week 7 | October 7 - 11 (Christyna)**

### Critical Thinking Part 3: Participatory Action Research (PAR)

This week, we will shift focus to **Participatory Action Research (PAR)**, a methodology that emphasizes collaboration with stakeholders to identify solutions. Building on your systems and design thinking insights, you will now work on mapping out a **participatory action plan** that becomes the basis for your midterm project. This approach will help you work alongside communities and co-create change.

In this session, you will:

- Learn how PAR differs from other research methods.
- Focus on the importance of **community engagement** and **co-creation**.
- Begin outlining your participatory action project.

**Assignments** - Session 6 will provide guidance and a template for your midterm project, and your **Midterm project is due by 11:59pm on 10/17**

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## **Week 8 | October 14 - 18 (Chelsea)**

### Communicating: Storytelling and Narrative Strategy (Midterm Project Due)

Making sustainable change requires you to ask for and mobilize support from others who share similar values. This starts with active and empathic listening to those you wish to engage, and effective techniques for storytelling and narrative strategy to find those who are interested in collaborating with you in your changemaking.

**Assignments** - Session 7 Readings, Viewings, and Engagement Assignment to be completed by 11:59pm on 10/24

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## **Week 9 | October 21 - 25 (Chelsea)**

### Collaboration: Designing High-Impact Teams to Power Changemaking

Changemaking is a team effort. In this session, we will learn how to design a team for sustainable impact. We create space to reflect on the importance of creating the conditions that will support you in authentic collaboration with others to make the change you envision together. We also aim to provide you with tactical practices and tools to scaffold you in your educational experience here at UC Berkeley.

**Assignments** - Session 8 Readings, Viewings, and Reflection to be completed by 11:59pm on 10/31

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## **Week 10 | October 28 - November 1 (Chelsea)**

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

The world is changing faster than ever, but 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 looks like in the 21st century, covering topics like trust, humility, collaboration, purpose, listening, and adaptability.

**Assignment** - Session 9 Readings, Viewings, and Reflection to be completed by 11:59pm on 11/7

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## **Week 11 | November 4 - 8 (Christyna)**

### Becoming a Berkeley Changemaker



Changemakers do their most important work in collaboration with others. We now know that leadership is not about superficial titles, but about recognizing moments in which you can collaborate to make a positive impact. In this session we help you reframe your view of leadership from something “other people do,” to “something I do” through an essential lesson for today’s world: how to exercise your agency without formal authority. We’ll also reflect on this as a unique form of leadership.

**Assignments** - Session 10 Readings, Viewings, and Engament Assignment to be completed by 11:59pm on 11/14

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## **Week 12 | November 11 - 15 (Chelsea)**

### Leadership: Becoming the Leader You Wish You Had

Just as this class celebrates diverse approaches to changemaking, we recognize that there is no single leadership style. Part of becoming a Berkeley Changemaker is finding your unique 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 that are true to your identity, personality, lived experience, and style — and how your leadership can encourage others to find their own leadership voice.

**Assignments** - Session 11 - 12 Readings, Viewings, and Engament Assignment to be completed by 11:59pm on 11/21

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## **Week 13 | November 18 - 22 (Christyna)**

### Intrapreneurship: Leading Positive Change from Where You Are

Though Silicon Valley often glorifies 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 from within an organization — whether a community group, arts organization, company, or hospital.

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## **Week 14 | November 25 - 29 (Holiday)**

**\*\*\*NOVEMBER BREAK\*\*\***

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## Week 15 | December 2 - 6

### From Idea to Action: Your Changemaking Toolkit + Final Project Prep (Both Dr. C & Prof G)

A doctor has a set of instruments, and a musician too. A changemaker also has a set of tools (techniques, approaches, models, frameworks) that enable them to make change. This session compiles our approaches for strategizing, communication, and collaboration for change. We will discuss ways to develop your change initiatives and help prepare you for your Final Project, a video presentation on the change initiative of your choice.

**Assignments** - Session 14 Readings, Viewings, and **Final Project** to be completed and submitted by Wednesday, 12/11

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## RRR Week | December 9 - 13

## Finals Week | December 16 - 20

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# DSP Accommodations

If you require accommodations due to a disability, please contact the Disabled Students Program (DSP) at (510) 642-0518. DSP also provides support for students experiencing significant stress, anxiety, or mental health challenges.

Please contact Dr. C at [christynaserrano@berkeley.edu](mailto:christynaserrano@berkeley.edu) or Professor G at [chelseagregory@berkeley.edu](mailto:chelseagregory@berkeley.edu) to discuss your accommodation needs. We will work collaboratively with you and your Reader as needed to ensure that the accommodations specified in your DSP letter are implemented effectively.

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## Attention

By enrolling in this course beyond the add-drop deadline, the [Berkeley Changemaker](#) Program will include you as a *Berkeley Changemaker* in our systems. Specifically, our student data record will include your Student ID, first, last, and middle name, email, registration status, and list of courses taken. We will use this information to:

1. Identify you as a *Berkeley Changemaker* so that we can share relevant courses, programs, and opportunities with you while you are enrolled as a UC Berkeley student and after you graduate.
2. Better understand the trajectory of students who enroll in Berkeley Changemaker courses so that we can continue to offer courses that our students find most relevant and interesting.

Your permission can be revoked anytime via an email request to [changemaker@berkeley.edu](mailto:changemaker@berkeley.edu).

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## Berkeley Changemaker Certificate

Once you've completed this course, you are well on your way to earning a Berkeley Changemaker Certificate of Completion. This valuable credential showcases your commitment to critical thinking, communication, and collaboration. To earn the certificate, you must complete a minimum of three approved Berkeley Changemaker courses totaling at least five units, achieving a grade of C or above in each course.

The Gateway course introduces you to the mindset of a Berkeley Changemaker. I highly recommend exploring other courses that delve deeper into changemaking topics across different disciplines. You can check out all of our Berkeley Changemaker courses [HERE](#).

This certificate enhances your resume and professional profile by highlighting your skills in leadership and changemaking, which are highly valued by employers. Additionally, it provides recognition for your dedication to effecting positive change. For more details, visit the [Berkeley Changemaker Certificate of Completion page](#).

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