

The Berkeley Changemaker

L&S C12 / UGBA C12

Dates, Units & Grading

Course Meeting Dates and Times:

- Completely asynchronous course lectures;
- Optional synchronous remote discussion section, Fridays, 10am-11am.

8 Weeks

March 1 - May 2, 2021

2 units, Pass / No Pass

Instructors:

Alex Budak (Lead faculty, alexbudak@berkeley.edu) // Laura Paxton Hassner // Rich Lyons // Brandi Pearce // David Porter // Mariana Somma

Berkeley Changemaker Faculty Interviews

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

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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.

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. **Discussion Sections** (Optional, but highly recommended): Fridays from 10-11am. 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.
2. **Changemaker Pods:** Within each section, you will be assigned to a group of ~4 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 panel with Berkeley Changemaker alumni and a session on entrepreneurship and innovation

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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.

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Weekly Assignment Schedule

Week & Session	Assignment	Due Date (all times are 11:59pm PST)	Point Value
Prior to Course	Academic Integrity Pledge	March 1	0
Week 1 Session 1	Beginning of Course Changemaker Index (Upload Screenshot)	March 5	2
Week 1 Session 1	Discussion: Introduction	March 5	1
Week 1 Session 1	Discussion Comments	March 7	2
Week 1 Session 2	Reflection Paper on Smart Risks (2 pages double spaced)	March 5	10
Week 2 Session 3	Discussion: Reflection	March 12	5
Week 2 Session 4	Paper on Designing High Impact Teams (Group work + 1 page Individual Paper)	March 12	10
Week 3 Session 5	Paper on reframing problems (Group work + 1-2 page Individual Paper)	March 19	10
Week 3 Session 6	Discussion Post	March 19	3
Week 4 Session 7	Discussion Post	April 2	3
Week 4 Session 7	Discussion Comments	April 4	2
Week 4 Session 8	Discussion Post	April 2	5
Week 5 Session 9	Changemaker Video	April 9	20
Week 5 Session 10	Discussion Post (Activity & Photo)	April 9	5
Week 6	Leadership Paper (2-3 pages)	April 16	20

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Session 11			
Week 6 Session 12	Discussion Post	April 16	5
Week 7 Session 13	Discussion Post	April 23	3
Week 7 Session 13	Discussion Comments	April 25	2
Week 7 Session 14	Berkeley Changemaker Vision Paper (2-3 pages)	April 23	15
Week 8 Session 15	Changemaker Canvas	May 2	25
		Total	150

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.

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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. 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

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If you are having technical difficulties please alert one of the GSIs immediately. However, understand that neither the GSIs, 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 GSIs and placed within their section. Your particular GSI 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 calculated as follows:

Category	Points
Short Reflections & Discussion Forums	40
Video Assignment	20
Written Assignments	65

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Final Project	25
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This course is only offered pass/no pass.

To pass this course you must receive 105 or more total points, complete the pre- and post-class Changemaker Index survey and you must pass the final project (13+ points received on it).

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 15 assignments, there are:

- 8 prompts where you will write a short response on bCourses and in 3 instances also provide comments for your classmates. These will all be shared *publicly* with fellow students in your section. **(40 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)**
- 6 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 and the lessons you have learned from taking it **(10 total points)**
 - A 1 page paper on designing a high-impact team **(10 total points)**
 - A 1-2 page paper on reframing a problem **(10 total points)**
 - A 2-3 page essay on the topic of leadership **(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 and anything turned in one minute or more after the deadline will count as late.

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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 - 40 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 GSI 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 8 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 and should add to our collective learning. You may comment directly on someone's post by hitting the 'reply' button.

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Course Outline

Week 1 // March 1-7

Overview	Assignments	
Session 1	Media	<p>BEFORE: Take the "Changemaker Index" survey.</p> <p>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?</p> <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.</p>
<u>Overview - What is a Changemaker</u>	N/A	
Alex Budak	Faculty Interview	
#Becoming	Michael Lu, Dean of the School of Public Health	
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?	<p>Reading</p> <p>"Brooks, David. "Everyone a Changemaker." The New York Times, 8 Feb. 2018, www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html</p> <p>Drayton, William. "Everyone a Changemaker." Innovations: Technology, Governance, Globalization, MIT Press, vol. 1, no. 1, 2006, pp. 80–96. "</p>	

Overview	Assignments	
Session 2	Media	<p>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.</p> <p>Reflect on a smart risk you took, ideally one which has resulted in change in some way. What enabled you to take this risk and what lessons might you apply from it as you take</p>
<u>Becoming a Berkeley Changemaker: Mindset</u>	Davis, Damon. "Courage Is Contagious." TED, 1 Apr. 2017, www.ted.com/talks/damon_davis_courage_is_contagious?language=en .	
Alex Budak	Faculty Interview	
#Becoming	Ken Goldberg, William S. Floyd Jr. Distinguished Chair	

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	<p>in Engineering, UC Berkeley; Professor, Industrial Engineering and Operations Research</p>	<p>more smart risks as a Berkeley Changemaker?</p>
<p>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.</p>	<p>Reading</p> <p>Kelley, Tom, and David Kelley. "Reclaim Your Creative Confidence." Harvard Business Review, Dec. 2012, hbr.org/2012/12/reclaim-your-creative-confidence.</p> <p>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.</p>	<p>Write a 2 page double-spaced paper on this smart risk, bringing in concepts from lectures, readings and videos.</p> <p>POSSIBLE POINTS: 10 total.</p>

Week 2 // March 8-14

Overview	Assignments	
Session 3	Media	<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. 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 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 on bCourses:</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, www.ted.com/talks/tony_fadell_the_first_secret_of_design_is_noticing/.</p>	
<p>Mariana Somma</p>	Faculty Interview	
<p>#Discovering</p>	<p>Carol Christ, 11th Chancellor of the University of California, Berkeley</p>	
<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>Reading</p> <p>Vallée, Manuel. "Critical Reading in the Social Sciences." GSI Teaching Resource Center, UC Berkeley, 2011, http://gsi.berkeley.edu/gsi-guide-co</p>	

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<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 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>ntents/critical-reading-intro/social-science/.</p> <p>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/</p> <p>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/</p>	<ul style="list-style-type: none"> ● How are you looking broader at the problem/situation? ● How are you looking closer at the problem/situation? ● What questions do you have when you look at the problem/situation through the lens of the "beginner's mind"? <p>POSSIBLE POINTS: 5 total for your answers to these questions.</p>
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Overview	Assignments	
Session 4	Media	<p>Meet in your Changemaker Pod for at least 30 minutes and apply lessons learned in this session and discuss how you plan to work together throughout the course. Discuss how you will create a collaborative team climate. Then work together to develop your team goals for your pod.</p> <p>Each student will turn in a 1 page paper which includes the team goals you have all decided on, as well as a 1-2 paragraph reflection on the experience.</p> <p>POSSIBLE POINTS: 10 total</p>
<p><u>Collaboration: Designing High Impact Teams to Power Changemaking</u></p>	N/A	
Brandi Pearce	Faculty Interview	
#Becoming	<p>Anthony Cascardi, Dean, Arts and Humanities; Sidney and Margaret Ancker Distinguished Professor of Rhetoric, Comparative Literature, and Spanish</p>	
<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</p>	Reading	
	<p>Duhigg, Charles. "What Google Learned From Its Quest to Build the Perfect Team." The New York Times,</p>	

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<p>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"> ● Launching a High Impact Team to Power Change ● Crafting Team Goals with Purpose ● Coordinating Knowledge to foster inclusive and creative solutions ● Creating shared team values and dynamics that support out of the box thinking and a positive team climate ● Developing our teams over time 	<p>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.</p> <p>Pearce, B.M. "Note & Tool: Launching a Team for High Impact to Power Changemaking."</p>	
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Week 3 // March 15-21

Overview	Assignments	
Session 5	Media	<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?</p>
<p><u>Critical Thinking: How to Select and Frame a Problem</u></p>	<p>TBD</p>	
<p>Mariana Somma</p>	Faculty Interview	<p>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.</p>
<p>#Discovering</p>	<p>Lisa Wymore, Professor and Department Chair, Modern Dance Technique, Choreography</p>	
<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</p>	Reading	<p>Write a 1-2 page double-spaced paper 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</p>
	<p>Conder, Kim, "Three Methods for Solving the Right Problem." InMotionNow.com, June, 2019. https://www.inmotionnow.com/project-workflow/three-m</p>	

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<p>way that opens possibilities for innovative solutions, new concepts that you will want to test.</p>	<p>ethods-for-solving-the-right-problems/</p> <p>(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</p> <p>(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</p>	<p>collaboratively on this in your Changemaker Pod.</p> <p>POSSIBLE POINTS: 10 total</p>
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Overview	Assignments	
Session 6	Media	<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"> 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". 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. <p>POSSIBLE POINTS: 5 total for completing the template</p>
<u>Critical Thinking: How to Craft an Appropriate Solution</u>	TBD	
Mariana Somma	Faculty Interview	
#Discovering	Lisa García Bedolla, Vice Provost for Graduate Studies and Dean of the Graduate Division	
<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,</p>	Reading	
	<p>(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/</p> <p>(Optional)</p>	

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<p>and designing an alternative future – making change.</p>	<p>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)</p> <p>(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</p>	
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Week 4 // March 29 - April 4

Overview	Assignments	
Session 7	Media	<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, share the advice you would give to a leader you know to help them become a level five leader.</p> <p>POSSIBLE POINTS: 5 total (3 for your paragraph; 1 each for two comments on others' posts)</p>
<p><u>From Team Member to Team Leader: Humility, Trust, Collaboration</u></p>	<p>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</p>	
<p>Alex Budak</p>	Faculty Interview	
<p>#Becoming</p>	<p>Ula Taylor, H. Michael and Jeanne Williams Department Chair; Professor of African American Studies</p>	
<p>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</p>	Reading	
	<p>Collins, Jim. "Level 5 Leadership: The Triumph Of Humility And Fierce Resolve".</p>	

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explore what effective and inspiring leadership actually looks like in the 21st century, covering crucial topics like trust, humility, collaboration, purpose, listening and adaptability	Harvard Business Review, 2001, https://hbr.org/2001/01/level-5-leadership-the-triumph-of-humility-and-fierce-resolve-2	
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Overview	Assignments	
Session 8	Media	<p>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.</p> <p>POSSIBLE POINTS: 5 total for your paragraph.</p>
<u>Collaboration: Diversity as an Asset</u>	Maber, Trevor. "Rethinking Thinking." TED.com, 1 Oct. 2012, www.ted.com/talks/trevor_maber_rethinking_thinking .	
David Porter	Faculty Interview	
#Becoming	Maximilian Auffhammer, Regional Associate Dean, Letters & Sciences; George Pardee Professor of International Sustainable Development and Associate Dean of Interdisciplinary Studies	
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.	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/ .	

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Week 5 // April 5- 11

Overview	Assignments	
Session 9	Media	<p>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.</p> <p>POSSIBLE POINTS: 20 total. 15 points for your video, and 5 points for responding to your classmates' videos (one point for each response).</p>
<u>Communicating: Persuasion and Storytelling</u>	<p>One story of your choice from This American Life or The Moth</p> <p>Lifebuoy. Help a Child Reach Five - Tree of Life, YouTube, 30 Apr. 2014, www.youtube.com/watch?v=GCwGKFttQ7M.</p>	
Mariana Somma	Faculty Interview	
#Discovering	Oliver O'Reilly, Chair, Academic Senate; Professor of Mechanical Engineering	
Finding a situation 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.	Reading	
	<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>	

Overview	Assignments	
Session 10	Media	Assignment if sheltering-in-place:
<u>You are a Berkeley Changemaker: See Yourself Leading People</u>	<p>Dudley, Drew. "Everyday Leadership." TED, 2010, www.ted.com/talks/drew_dudley_everyday_leadership.</p>	
Alex Budak	Faculty Interview	
#Becoming	Steven Weber, Associate Dean and Head of School;	
		<p>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 send you a photo or video of them 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</p>

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	Faculty Director, Center for Long-Term Cybersecurity; Professor in the I School and the Department. of Political Science	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!
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.	<p>Reading</p> <p>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_you_ouve_never_heard_of.</p> <p>Budak, Alex. “Microleadership,” https://alexbudak.com/changemaker-blog/microleadership</p>	<p>Fine print: You may not tell participants that this is for a class (until after they have sent you their 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 and the efficacy of each.</p> <p>POSSIBLE POINTS: 5 total</p>

Week 6 // April 12 - 18

Overview	Assignments	
Session 11	Media	WRITING: 2-3 page Leadership Essay (upload to bCourses)
<u>Become the Leader You Wish You Had</u>	Sinek, Simon. Why Good Leaders Make You Feel Safe Simon Sinek. TED, 19 May 2014, www.youtube.com/watch?v=myZMtPVodo .	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:
Alex Budak	Faculty Interview	
#Becoming	Bob Jacobsen, Dean, Undergraduate Studies, College of Letters & Sciences; Professor of Physics	<ul style="list-style-type: none"> ● What has your experience been with the topic of leadership up until now?

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<p>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.</p>	<p>Reading</p> <p>Goleman, Daniel. "Leadership That Gets Results." Harvard Business Review. March-April 2000. pp. 2-17</p>	<p>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?</p> <ul style="list-style-type: none"> • 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? <p>POSSIBLE POINTS: 20 total</p>
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Overview	Assignments	
Session 12	Media	<p>REFLECTION: No matter your academic discipline, you can be a Berkeley Changemaker. The Berkeley Changemaker Faculty Interviews have shown how different disciplines approach changemaking in different ways. Compare and contrast two disciplines' approaches to changemaking which you discovered in these video interviews, and share 1-2 takeaways for your own Berkeley Changemaker journey.</p> <p>DISCUSSION: Write 1-2 paragraphs on bCourses reflecting on diverse approaches to changemaking.</p> <p>POSSIBLE POINTS: 5 total</p>
<p><u>Intrapreneurship: Leading positive change from where you are</u></p>	<p>Williams, Autumn. "The Physics of Changemaking." YouTube, TEDx Crenshaw, 14 Nov. 2018, www.youtube.com/watch?v=yF450gYUv9I.</p>	
<p>Alex Budak</p>	Faculty Interview	
<p>#Discovering</p>	<p>Glynda Hull, Elizabeth H. and Eugene A. Shurtleff Chair in Undergraduate Education</p>	
<p>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</p>	Reading	
	<p>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.</p>	

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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.		
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Week 7 // April 19 - 25

Overview	Assignments	
Session 13	Media	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 (3 for your paragraph; 1 each for two comments on others' posts)
<u>From Idea to Action: Changemaking and the Art of Agency</u>	Duckworth, Angela. "Grit: The power of passion and perseverance." TED, 2013, https://www.ted.com/talks/angel_a_lee_duckworth_grit_the_power_of_passion_and_perseverance/d	
Alex Budak	Faculty Interview	
#Discovering	Jasper Rine, Richard and Rhoda Goldman Professor of Genetics and Development	
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.	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.	

Overview	Assignments	
Session 14	Media	Berkeley Changemaker Vision Paper:
<u>Your Changemaker Toolkit</u>	Stevenson, Bryan. "Do Some	Close your eyes and imagine that it's your

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	Uncomfortable and Inconvenient Things," June 27, 2018. http://amp.timeinc.net/fortune/2018/06/26/bryan-stevenson-ceo-initiative	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.
Alex Budak	Faculty Interview	
#Discovering	Ron Hassner, Chancellor's Professor of Political Science; Helen Diller Family Chair in Israel Studies	
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.	Reading	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?
	USAID Learning Lab. What Is This Thing Called 'Theory of Change'? USAID, 17 Jan. 2018, usaidlearninglab.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	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 space) 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

Week 8 // April 26 - May 2

Overview	Assignments	
Session 15	Media	FINAL: Now that you have identified a positive change you would like to make on campus, in

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<p><u>Your Berkeley Changemaker Journey</u></p>	<p>N/A</p>	<p>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.</p> <p>THEN: Take the "Changemaker Index" end-of-class survey.</p> <p>POSSIBLE POINTS: 25 total</p>
<p>Alex Budak & Rich Lyons</p>	<p>Faculty Interview</p>	
<p>#Becoming</p>	<p>Janet Yellen, Eugene E. and Catherine M. Trefethen Professor Emeritus of Business Administration; Distinguished Fellow in Residence - Economic Studies, The Hutchins Center on Fiscal and Monetary Policy at the Brookings Institute</p>	
<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"> ● 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 	<p>Reading</p>	
	<p>Toro, Guillermo del. "Why Being Optimistic Is a Radical Choice." Time, 7 Feb. 2019, time.com/5520554/guillermo-del-toro-radical-optimism/.</p>	

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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](#)

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[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.

Students with Disabilities

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.

- Request your Disabled Student Program Specialist to send the instructor a formal request before the official course start date by email.
- In addition, notify the instructor and your Online Learning Support Specialist, which accommodations you would like to use.

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- o Your Online Learning Support Specialist is Tracie Allen and her email is summer_online_support@berkeley.edu

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.