

## **L&S and UGBA C12 / C196C: The *Berkeley* Changemaker™**

6 weeks // Summer 2022 // July 5 – August 12, 2022 // 2 units // Asynchronous with optional live sessions (see calendar below)

### **Instructors**

Christyna Serrano (Faculty Lead) // Alex Budak (Module Faculty)

### **Berkeley Changemaker Chats - Faculty**

Carol Christ // Chancellor of UC Berkeley & English Professor

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

Cathy Koshland // Executive Vice Chancellor and Provost & Professor of Engineering, Public Health, & Energy and Resources Group

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

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 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*<sup>™</sup> 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.

## Virtual Room Share

Classes like this one are called “room shares” because the upper division and lower division courses will share lectures. However, the assignments for each will be different. The upper division assignments will be pitched at a higher level and accelerated pace, to better serve more advanced students whose time at Berkeley is limited. The specific changes to the assignments will be described below.

The upper division course is intended for students who could not reasonably enroll in the lower division C12 version (e.g. transfer students) but would still benefit from its content, adjusted to their level of experience and maturity. For this reason, enrollment to the upper division version of the course will require the approval of the instructor.

## 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. Our live sessions this summer will be held via zoom (link to be provided on bCourses) on:

- **Friday, July 8 @ 10 - 11 am Pacific.** Course Introduction w/ Christyna Serrano
  - **Thursday, July 14 @ 1 - 2 pm Pacific.** Design Thinking Mindset w/ Mariana Somma
  - **Tuesday, July 19 @ 11 - 12 pm Pacific.** Changemaking & Innovation Storytelling w/ David Riemer
  - **Thursday, July 21 @ 9 - 10 pm Pacific.** Fireside chat w/ Course 12 Readers
  - **Tuesday, July 26 @ 12 - 1 pm Pacific.** Innovation & Entrepreneurship Opportunities at UC Berkeley w/ Laura Hassner
  - **Wednesday, August 3 @ 2 - 3 pm Pacific.** Choose Your Own Adventure w/Alex Budak
  - **Friday, August 12 @ 11 am - 12 pm Pacific.** Course Closing w/ Christyna Serrano & Alex Budak
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/readers, 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 theater. 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.

| <b>Week &amp; Session</b> | <b>Assignment</b>   | <b>Due Date (all times are 11:59pm PST)</b> | <b>Point Value</b> |
|---------------------------|---|---|--------------------|
| Prior to Course           | Academic Integrity Pledge                                 | Tuesday, July 5                             | 0                  |
| Week 1 Session 1          | Beginning of Course Changemaker Index (Upload Screenshot) | Sunday, July 10                             | 2                  |
| Week 1 Session 1          | Discussion: Introduction                                  | Friday, July 8                              | 1                  |
| Week 1                    | Discussion Comments                                       | Sunday, July 10                             | 2                  |

|                      |   |                   |    |
|----------------------|---|-------------------|----|
| Session 1            |   |                   |    |
| Week 1<br>Session 2  | 5 short reflection & application prompts on bCourses.                         | Sunday, July 10   | 5  |
| Week 1               | Week 1 Pod Connector Pre-Work (Required)                                      | Sunday, July 10   | 0  |
| Week 2<br>Session 3  | Personal reflection and observation (Not turned in / ungraded)                | N/A               | 0  |
| Week 2<br>Session 4  | Memo on Designing High Impact Teams (Group work + 1 page Individual Paper)    | Sunday, July 17   | 10 |
| Week 2<br>Session 5  | Discussion Post   | Sunday, July 17   | 5  |
| Week 3<br>Session 6  | Discussion Post   | Sunday, July 24   | 5  |
| Week 3<br>Session 7  | 5 short reflection & application prompts on bCourses.                         | Sunday, July 24   | 5  |
| Week 3<br>Session 8  | Changemaker Video   | Sunday, July 24   | 20 |
| Week 3               | Pod Connector Activity #1 + Pod Connector Activity #2                         | Sunday, July 24   | 0  |
| Week 4<br>Session 9  | Personal reflection and observation (ungraded / optional to post on bCourses) | N/A               | 0  |
| Week 4<br>Session 10 | Discussion Post (Activity & Photo)  | Sunday, July 31   | 5  |
| Week 4<br>Session 11 | Leadership Paper (2-3 pages)  | Sunday, July 31   | 20 |
| Week 5<br>Session 12 | Concept Map (posted to bCourses)  | Sunday, August 7  | 5  |
| Week 5<br>Session 13 | Berkeley Changemaker Vision Paper (2-3 pages)                                 | Sunday, August 7  | 15 |
| Week 5               | Pod Connector Activity #3   | Sunday, August 7  | 0  |
| Week 6<br>Session 14 | Discussion Post   | Friday, August 12 | 5  |
| Week 6<br>Session 15 | End of Course Changemaker Index (Upload Screenshot)                           | Friday, August 12 | 2  |
| Week 6<br>Session 15 | Changemaker Canvas  | Friday, August 12 | 23 |
| Week 6               | Pod Connector Activity #4   | Friday, August 12 | 0  |

|  |  |       |     |
|--|--|-------|-----|
|  |  | Total | 130 |
|--|--|-------|-----|

## 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 // July 5 - 11

|   |
|---|
| <b>Session 1</b>  |
| <b><u>Overview</u></b><br><br><u>Overview – What is a Changemaker?</u><br>Alex Budak<br>#Becoming<br><br>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   |
| <b><u>Media</u></b><br><br><b>Berkeley Changemaker Chat:</b> <ul style="list-style-type: none"><li>• Michael Lu, Dean of the School of Public Health</li><li>• Jennifer Johnson-Hanks, Executive Dean of the College of Letters &amp; Sciences; Professor of Demography and Sociology</li></ul>   |
| <b><u>Reading</u></b>   |

"Brooks, David. "Everyone a Changemaker." The New York Times, 8 Feb. 2018, [www.nytimes.com/2018/02/08/opinion/changemaker-social-entrepreneur.html](http://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](http://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](http://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](http://www.theguardian.com/science/2012/aug/19/thomas-kuhn-structure-scientific-revolutions).

**C12 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.

**C196C Assignment**

Your chosen or intended major is designed to prepare you for a variety of potential activities and careers. Find someone who shares your disciplinary interests, alive or dead, famous or not, who has demonstrated courage through their work, and briefly summarize their contributions. Reflect on the necessary role that courage plays in your discipline.

If you have not yet settled into a major, choose one major option that is of interest to you.

POSSIBLE POINTS: 5 total.

## 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](http://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/](http://www.scientificamerican.com/article/how-diversity-makes-us-smarter/).

### C12 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.

### C196C 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.

Give one (specific) example of how work in your chosen or intended major benefits from diversity within the discipline, or one (specific) example of how work in your discipline has suffered from a lack of diversity. Reflect on at least three specific things you will do as a member of your discipline to reduce inequities in it, in the future.

POSSIBLE POINTS: 5 total for your 2-3 paragraphs.

## 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](http://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 // July 19 - 25

## **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/](http://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/>

### **C12 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.

### **C196C Assignment**

Think about an area of change, related to your current or intended major, 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. It could be about improving your discipline from within, or applying your discipline in new and creative ways.

Have a conversation with at least one person who is working in the area of change you are interested in, and at least two other people who are studying to work in this area or change. 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, how they have acquired these skills, 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

## **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>

### **C12 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

### **C196C Assignment**

Listen to the 99% Invisible podcast episode [On Average](#). In 2-3 paragraphs, reflect on the consequences of failing to understand one's users described in the podcast, and the consequences of similar failures to understand as they relate to the changes that you are interested in pursuing.

Additionally, you will have five short reflection questions. 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](http://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](http://hbr.org/2018/12/the-secret-to-leading-organizational-change-is-empathy).

### **C12 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).

### **C196C Assignment**

VIDEO: Choose a changemaker in your discipline (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).

## 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](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. 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](http://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](https://ssir.org/articles/entry/the_most_impactful_leaders_youve_never_heard_of).

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

### C12 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

### **C196C Assignment**

ACTION: In this session we learn how to "influence without formal authority." Go put these leadership skills to use. First, identify a change effort that either you are currently part of (or plan to start), or one started by others that you admire even if you are not part of it yourself, and attempt to convince someone that this change initiative is valuable, and deserves their time and attention. Take a video of your attempt, and their response.

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 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

## **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=lmyZMtPVodo](http://www.youtube.com/watch?v=lmyZMtPVodo).

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

## **Reading**

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

## **C12 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

## **C196C Assignment**

WRITING: 3-4 page Leadership Plan (upload to bCourses)

This assignment asks you first to reflect on leadership: both your experiences with it so far, and on the leader you hope to become as a result of your time here at Berkeley.

Please combine self-reflection, analysis and synthesis of all aspects of this class (lectures, readings, exercises, discussions, media) into a plan which considers all of the following that apply to you::

- What has your experience been with the topic of leadership up until now? Both

high and low moments.

- How would you like to develop as a leader, and what resources here at Berkeley can help you (or have already helped you) meet those goals?

Conclude with a timeline of your Berkeley experience, past and future, highlighting leadership experiences and opportunities .

POSSIBLE POINTS: 20 total

## Week 5 // August 3 - 8

### 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](https://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](https://hbr.org/2020/03/why-you-should-become-an-intrapreneur).

## **C12 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

## **C196C Assignment**

Listen to the 99% Invisible podcast episode [Florence Nightingale: Data Viz Pioneer](#), read [The Defiance of Florence Nightingale](#), and consider what Changemaker skills she applied to make positive change, and the resistance to it that she was met with.

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.

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

## **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, [usalearninglab.org/lab-notes/what-thing-called-theory-change](https://usalearninglab.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](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

Week 6 // August 9 - 13

## 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

## **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/](http://time.com/5520554/guillermo-del-toro-radical-optimism/).

### **C12 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

### **C196C 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. In addition, submit a 1-2 paragraph note to yourself about specific courses or experiences here at Berkeley which can help you make your desired change a reality..

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:

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