Berkeley Changemaker

Note: This document is updated frequently by course faculty and Berkeley Changemaker program managers. Course syllabus begins on Page 3.

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

Operations Links, FAQs + Spring 2025 Syllabus

Course Operations Links:

- Reader Assignments
  - *This is where to find the name/ email of the Reader who will grade you, track attendance, be <u>FIRST point of contact for all questions.</u> **You are responsible for knowing who your Reader is** and being in contact with them as needed. Instructors should only be contacted if you are unable to resolve a concern with your Reader.*

- Attendance/ Lateness Communication Form
  - *This is the form you should use any time you will be absent or late to class, or if you were absent or late unexpectedly due to extenuating circumstances. **<u>If you have attendance-related questions, please contact your Reader,</u>** not the course instructors. Instructors should only be contacted if you are unable to resolve a concern with your Reader.*

- Assignment Extension Request Form
  - *This is the form to use any time you may need an extension on an assignment. You must request an extension beforehand, only in extenuating circumstances are extensions granted after the due date. **<u>If you have any extension-related questions please contact your Reader,</u>***

not course instructors. Instructors should only be contacted if you are unable to resolve a concern with your Reader.

FAQs:

1. Is attendance required for the live Zoom sessions?

Yes, attendance is mandatory for the live Zoom sessions held every Friday from 9:10 AM (Berkeley Time) to 10:30 AM. These sessions are integral to the course and will include attendance assignments contributing to your grade. Please ensure there are no scheduling conflicts, as the course cannot be taken asynchronously in fall or spring.

2. Can I repeat this course for credit under a different designation?

No, this course is not repeatable for credit. Lower-division students should enroll in **C12**, while Upper-division students should enroll in **C196C**. Completing the course under one designation means you cannot receive additional credit by taking it under the other in a different term (including the summer when it is only two units).

3. How are assignments graded, and who should I contact for questions?

Given the large class size, assignments are graded by assigned readers. Once you have been assigned your Reader, they are your first point of contact for ALL questions related to grading and attendance so please clarify who your Reader is.

- **Reader Assignment Timeline:** Readers will be assigned to all students after the drop/ add deadline (around Week 4).

- **Primary Contact:** For questions about grading, assignment extensions, or related concerns, contact your assigned reader first.

- **Escalation:** If your reader is unresponsive, you may escalate the issue by CC'ing the instructors in your communication with the Reader.

4. What is the focus of the Berkeley Changemaker Gateway course?

This introductory course exposes students to the three pillars of the Berkeley Changemaker and more:

- Three Pillars: Critical thinking, Collaboration, and Communication.

- Introduction to mindsets and best practices for changemakers in this time.

- Introduction to AI tools that will support your growth as a changemaker.

- Connecting students to broader Berkeley Changemaker opportunities and Berkeley Changemaker role models across disciplines.

This course is designed as a gateway to these concepts, encouraging deeper exploration in future courses and experiences.

5. How is the course structured with two instructors?

The course is co-taught by **Dr. Christyna Serrano (Dr. C)** and **Professor Chelsea Gregory (Professor G)**.

- Each instructor leads different types of sessions, bringing their own unique teaching styles and expertise.

- **Zoom Links:** Ensure you use the correct Zoom link for each instructor, which is always available on the bCourses site in the course's left-hand navigation bar.

6. What role does AI play in this course?

AI integration is a key feature of this course.

- Students are introduced to various AI tools like Playlab AI, Gamma AI, and Perplexity AI, among many others.

- Dr. C tends to heavily incorporate AI tools in assignments, while Professor G prefers to provide non-AI-based assignments, which is one of the benefits of having two instructors with equally valuable pedagogical approaches.

Note: Developing AI skills is encouraged, as they are essential for participating in today's rapidly evolving workforce. While AI use is optional, opting out may limit opportunities to engage with tools that could be useful to you in the future. If you have specific questions or concerns about how best to engage with AI in a way that works for you, please contact both course instructors via email to discuss this further.

7. How can I maximize my learning in this course?

To fully benefit from the Berkeley Changemaker Gateway course:

- Engage actively in the live zoom sessions and attendance assignments.

- Take ownership of your learning by delving deeper into topics that interest you.

- Search for and explore the many other Berkeley Changemaker course offerings aligned with your major or interests.

- View this course as a starting point—a kind of "passport" to applying changemaker principles throughout your Berkeley experience and beyond.

UGBA C12 / C196C:
The *Berkeley Changemaker* Gateway (BCG)
Spring 2025

Course Overview

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

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

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

💡 Learning Outcomes

By actively participating in this course, you will:

1. Develop a changemaker mindset, applying both time-tested and innovative approaches to address complex societal issues.

2. Explore processes to transform ideas into measurable, sustainable impacts using academic frameworks, practical tools, and insights from accomplished changemakers.

3. Apply critical thinking skills derived from across multiple disciplines to analyze and solve problems effectively.

4. Communicate clearly and persuasively, crafting narratives and messages that inspire others to take action.

5. Prepare to collaborate effectively in diverse teams by learning the principles of high-impact teaming and strategies for leveraging diversity, equity, and inclusion to achieve excellence throughout your time at Berkeley.

Course Instructors

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

Dr. C holds faculty appointments at UC Berkeley's Haas School of Business, the Sutardja Center for Entrepreneurship & Technology (SCET) in the College of Engineering, and the Berkeley School of Education.

She teaches several Berkeley Changemaker Courses:

- **UGBA C196C/C12:** *The Berkeley Changemaker Gateway* (Spring 25, Summer 25)

- **W190A:** *Critical Studies in Education* (Spring 25)

- **ENGIN 183C:** *SportsTech: Entrepreneurship & the Future of Sports* (Spring 25)

- **W141:** *Exploring Digital Pedagogy* (Summer 25)

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

[Chelsea Gregory](#) MFA, known to students as Professor G, is a multifaceted changemaker, community-engaged creative, cultural strategist, social impact advisor and restorative justice practitioner with over two decades of experience. She specializes in creating transformative learning experiences that foster equity and belonging, weaving together methodologies such as popular education, participatory research, and narrative strategy.

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

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

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

🗣️Berkeley Changemaker Chats

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

✨ Course Contributors

This course is uniquely exceptional due to the collaborative efforts of its founding creators and the diverse, distinguished faculty from UC Berkeley. The course was originally designed by [Alex Budak](#), author of _Becoming a Changemaker_; [Laura Hassner](#), Executive Director, Innovation & Entrepreneurship, and the Berkeley Changemaker; [Mariana Somma](#), professional faculty, Haas; and [Dr. Brandi Pearce](#), High Impact Teams & Research, Haas. Since 2022, Dr. Christyna Serrano (Haas/ School of Ed/ Sutardja Center/College of Engineering) and Professor Chelsea Gregory MFA (Haas/ Theater, Dance, and Performance Studies/ Othering & Belonging Institute

Affiliate) have developed and lead the course, adapting, refining, and updating the content so that it can continue to meet the demands of a rapidly changing world.

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

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

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

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

Guest Speaker Videos
- ❖ Dania Matos // Former Vice Chancellor of Equity and Inclusion, UC Berkeley
- ❖ Shaun Carver // Executive Director of International House at UC Berkeley

Berkeley Changemaker Chats - Alumni & Special Guests

❖ Nanxi Liu // CEO, Enplug & Co-Founder, Nanoly Bioscience
❖ Jerry Luk // Co-founder & COO, firework.tv
❖ Olufemi Ogundele // Assoc. Vice Chancellor Enrollment, UC Berkeley
❖ Rob Solomon // Board Director & Former CEO, GoFundMe

Course Structure

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

Module Release

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

🎥 Pre-recorded Video Lectures

To enhance your learning experience, we provide a series of pre-recorded video lectures. These lectures, curated by Dr. C, Professor G, and other key contributors to the Berkeley Changemaker Gateway course, are assigned to modules based on content. These videos will help you connect theoretical concepts with their practical applications to changemaking.

Key Topics Covered:

● **Changemaker Mindset and Leadership:** Explore what it means to be a changemaker, including how to question the status quo, cultivate a growth mindset, practice resilience, and develop modern leadership qualities such as humility, trust, collaboration, and adaptability.

● **Problem Framing:** Learn to identify and define complex problems using critical thinking frameworks that help you approach challenges systematically and creatively.

● **Persuasive Communication:** Develop the ability to articulate your ideas clearly and inspire others to take action, an essential skill for any changemaker.

- **Effective Teamwork:** Gain insights into building, participating in, and leading collaborative teams, a crucial aspect of driving meaningful change in any setting.

Berkeley Changemaker Gateway Course Agreements:

In this time, the dynamics of polarization and division are pervasive, so we must be intentional about how we communicate and relate to each other. In this course, topics may arise that students understand or interpret in different ways, and it is essential that we maintain a respectful and psychologically safe space for everyone.

*Below are a set of **BCG Community Agreements** proposed by previous Berkeley Changemakers who took this course, and we welcome any adaptations or additions you'd like to make as we move through the semester together...*

1. ***Listen for Understanding/ Move forward, move back:*** Listen for understanding rather than preparing your response, so you can learn from perspectives different from your own. Try to speak more if you tend to be quiet, or speak less if you tend to talk a lot.
2. ***Embrace the Power of Collaboration:*** Work collaboratively with your peers in ways that encourage learning and growth, allowing our changemaker community to leverage the diverse strengths and forms of expertise we all bring to changemaking.
3. ***Connect through Respect:*** Reach out with kindness to those who may hold different identities and experiences than your own, be curious about each other's experiences and perspectives, and engage in respectful ways to maintain psychological safety.
4. ***Show Up & Be an Ally:*** Be willing to reflect openly on power and privilege, stay with discomfort when it supports your growth, be open to diverse perspectives and worldviews, and show up as best you can when peers may need support.
5. ***Generative Response to Conflict:*** Practice openness rather than defensiveness, remembering that our experiences of conflict or tension can actually help us grow in ways we will not otherwise. If it is necessary, give feedback and/or make requests of

each other, Readers, or instructors in respectful ways. <mark>If tension or conflict leads to harm between students or you feel unsafe in class, **please inform instructors ASAP.**</mark>

AI Philosophy: Technology as Your Changemaker Toolkit

AI technologies are not just tools—they're catalysts for transformative impact. The [World Economic Forum 2025 Jobs Report](#) highlights that two-fifths of today's skills will need updating by 2030, with AI literacy, data fluency, and creative thinking becoming essential for changemakers. The launch of [The Stargate Project](#)—a historic $500 billion AI infrastructure collaboration—signals we're entering an era where AI capabilities will fundamentally transform how we approach societal challenges.

Why AI in Berkeley Changemaker Gateway?

As future changemakers, you'll operate in a world where technology and human agency intersect in unprecedented ways. This course integrates AI to help you:

- Frame complex societal challenges using critical thinking frameworks

- Develop innovative solutions through participatory research

- Enhance your ability to communicate and inspire action

- Lead change initiatives that leverage both human insight and technological capabilities

AI in Practice

The course weaves AI throughout your learning journey:

- Tools like Playlab AI and others will support your development as a changemaker

- Assignments integrate AI to strengthen your critical thinking and collaborative capabilities

- Dual instruction from Dr. C and Professor G provides balanced perspectives on technology-enhanced changemaking

- Focus remains on developing your authentic leadership while mastering tools that will shape the future

This 'Policies For Student AI Use' document contains specific AI citation and use policies.

Course Policies

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

Assignments

📅 Course Flow & Due Dates

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

📚 Engagement Activities (60% of Grade)

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

Types of Engagement Activities:

📚 **Engagement Activities (60%)**

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

- **Reflections**: Write brief essays that apply key concepts to personal experiences. Some reflections involve using AI tools, like Playlab AI, to enhance your thinking and engagement with course material.

- **Mini-Creative Projects**: Engage in creative tasks, such as creating slides or visual representations of changemakers and key concepts. These projects will help you synthesize and visualize the course content.

- **Surveys and Feedback**: Participate in surveys to provide input for course activities and offer feedback on course content, self-assessments, and peer evaluations.

- **Discussion Posts**: Share your work and engage with peers through structured discussions to foster meaningful dialogue and broaden your perspectives on changemaking.

- **Attendance Assignments**: Complete assignments designed to track your attendance. Each live session will include an attendance assignment worth 10 points. If you arrive late and miss the start-of-class activities, such as warm-up polls, 3 points will be deducted from your attendance score for that day. If you need to communicate an absence or late arrival, you can do so through the **[Attendance Communication Form.](#)** **Please review the [Attendance Policy](#) below.**

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

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

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

Due:

For your midterm, you will apply the **critical thinking methods** we've explored—**Systems Thinking**, **Design Thinking**, and **Participatory Action Research (PAR)**—to select and frame a problem you are passionate about addressing. This assignment represents the foundational

stages of a research project, where your focus will be on defining the problem and outlining a PAR process for exploring potential solutions.

Requirements:

1. **Problem Description**:
   Clearly define the problem, explaining its significance and why it is crucial to address. You should analyze the problem using tools from systems thinking and design thinking, and apply those along with the Liberatory Consciousness Framework to connect your problem to larger societal or community concerns.

2. **PAR Process Design**:
   Outline a **Participatory Action Research (PAR) process** for exploring potential solutions. Rather than proposing solutions at this stage, your task is to design an effective, inclusive, collaborative PAR process that will help you to investigate and identify potential solutions to the problem.

3. **Optional Playlab Bot Assistance**:
   You have the option of using your **Playlab bots** to assist in organizing and synthesizing key concepts from Systems Thinking and Design Thinking. Your Playlab bots can help you to better understand these methods and how to apply them to your topic.

Template and Guidance:

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

🎥 Final Project: Visioning the Change (20%)

Due:

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

- **Research Process:** Present the participatory research process you designed in the midterm, including any insights or learnings that emerged from it.

- **Proposed Solution:** Engage your mini-PAR research collective to develop and articulate a clear, actionable response to the problem. Your solution should reflect your unique approach to changemaking and demonstrate a deep understanding of the issue.

- **Video Presentation:** You will present your proposed solution in a video format, using storytelling to inform your audience and inspire them to engage in the change you are advocating for. The video should be no more than five minutes long ==(with reduced points for time over)== and encapsulate your journey from analyzing the problem to working collaboratively with your mini-PAR collective to propose a solution.

This final project is not only an assessment of your learning, but a demonstration of your transition from a passive observer to an active participant in the work of changemaking. It will be recorded as a video presentation, but you must also submit a script for accuracy in grading.

Course Sessions Overview

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

🕐 Attendance and Participation

Live sessions are mandatory and will be held on Fridays from 9:10 AM to 10:30 AM via Zoom, starting promptly at 9:10 AM. Each session carries 10 points for attendance. These sessions are crucial for deepening your understanding of the course material, expanding your skill sets, and fostering a sense of community.

Attendance vs. Participation:

- **Attendance**: Showing up on time and staying for the entire Friday zoom session. Leaving the class early, being away from the device, or not actively engaging (e.g., camera off with no interaction otherwise) will result in losing points for that day.

- **Participation**: Actively engaging with the class, minimizing distractions, and treating the online classroom as you would an in-person class. Participation will be tracked through in-class activities and discussion posts, which will be updated weekly.

Camera Policy:

- Cameras should remain on during class to foster a strong learning environment. Camera-off participation is only allowed in extenuating circumstances (e.g. wifi connectivity issues, illness). Communicate any concerns via chat during the session.

- If your camera is off, especially during breakout sessions, you will lose attendance points. We will track camera presence before breakout rooms are created and adjust groups as necessary if participants are removed for non-participation.

Attendance Policy

Friday Zoom sessions are mandatory for all students. This policy outlines the process for requesting excused absences and managing attendance-related matters.

Requesting Excused Absences

1. **All Absences Must Be Reported**

   - Every absence requires submission of the [Attendance Form](#) (regardless of reason or number of previous absences)

2. **Excused Absence Guidelines**

   - Up to two (2) absences may be excused without requiring documentation

   - Three or more absences require documentation and explanation to be considered for excusal

   - Documentation for these excessive absences must be uploaded to a student-created Google folder and linked to the attendance form

3. **Documentation Requirements**

   - For absences beyond two:

     - Create a Google folder with appropriate documentation

     - Set folder permissions to "Anyone with link can view."

     - Include the folder link in your form submission

     - Documentation may include medical notes or letters from a medical provider, event confirmations, travel documentation, etc.

4. **Important Notes**

- An excused absence exempts you only from attendance points

- You are still responsible for all assignments and coursework for that week

- Assignment extensions must be requested separately through your reader

Attendance Communication Protocol

1. **Standard Absences**

   - Use ONLY the Attendance Form for all absence-related communication

   - <u>Do not email instructors or readers</u> about routine absences

   - All absence requests will be evaluated at the end of the semester

2. **Extenuating Circumstances**

   - Contact your reader ONLY if you experience a significant disruption that may affect your entire semester.

   - Examples: extended illness, family emergency, or other severe circumstances.

   - These discussions may include options such as course accommodations or incomplete grades.

🎓 Grading

- Late assignments will receive a penalty of 10% of total assignment points per day for being late.

- Anything turned in one minute or more after the deadline will count as late.

- Assignments submitted more than seven days after the due date will receive no credit.

- If you need an extension on your assignment, you must request it from your reader by 24 hours before the deadline, or late penalties will apply.

- Assignments in this course build upon each other. Therefore, submitting your assignments on time is in your best interest.

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

- **A:** 90%-100%

- **B:** 80%-89%

- **C:** 70%-79%

- **A-, B+, etc.:** + and – are awarded based on the upper and lower 3% of the above grade ranges (e.g., B- = 80-82.9%, B = 83-86.9%, B+ = 87-89.9%).

- Please note **that an A+ grade is not awarded** due to the large class size, making it difficult to consistently and fairly assess students' exceptional engagement levels.

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⚙️ Course Support

Reader Sections

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

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

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

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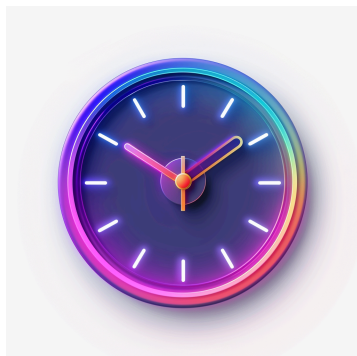
Office Hours

Starting in Week 4, the Course Readers will host virtual weekly office hours. Dr. C (christynaserrano@berkeley.edu) and Professor

G (chelseagregory@berkeley.edu) are available for office hours by appointment for needs that Readers cannot address.

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

Weeks-at-a-Glance

Week 1 | January 21 - 24

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

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

Friday 1/24 Class 9:10-10:30 AM (Professor G & Dr. C)

Week 2 | January 27 - 31

What is a Changemaker?

We will spend much of this session discovering what changemakers do and considering new frames for changemaking and mindsets such as collectivism and individualism, and solidarity vs charity. Does the world need more changemakers? What kinds of change are needed in this time? Are changemakers born or made? How can you create positive change from where you are? Think expansively and creatively: might you pursue change through science? Through the arts? Are you an inventor? An activist? An architect? A philosopher? An entrepreneur?

Friday 1/31 Class 9:10-10:30 AM (Dr. C)

Week 3 | February 3 - 7

Becoming a Changemaker: Mindset

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

Friday 2/7 Class 9:10-10:30 AM (Dr. C)

Week 4 | February 10 - 14

Equity in Practice

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

Friday 2/14 Class 9:10-10:30 AM (Professor G)

Week 5 | February 17 - 21

Collaboration: Designing High-Impact Teams to Power Changemaking

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

Friday 2/21 Class 9:10-10:30 AM (Professor G)

Week 6 | February 24 - 28

Critical Thinking Part 1: Participatory Action Research (PAR)

This week, we will shift focus to Participatory Action Research (PAR), a methodology that emphasizes collaboration with stakeholders to identify solutions. You will start to consider a participatory action research plan that becomes the basis for your midterm and final project. This approach will help you work with communities and co-create change.

Friday 2/28 Class 9:10-10:30 AM (Prof G)

Week 7 | March 3 - 7

Critical Thinking Part 2: Systems Thinking

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

Friday 3/7 Class 9:10-10:30 AM (Dr. C)

Week 8 | March 10 - 14

Critical Thinking Part 3: Design Thinking

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

Friday 3/14 Class 9:10-10:30 AM (Dr. C)

Week 9 | March 17 - 21

Communication: Storytelling and Narrative Strategy

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

Friday 3/21 Class 9:10-10:30 AM (Professor G)

Week 10 | **Spring Recess** | March 24 - 28

Week 11 | March 31 - April 4

Power With: Humility, Trust, Collaboration

The world is changing faster than ever, but many of the popular narratives of what it means to be a leader today are still stuck in the 20th century. In this session, we dig deep into the distinction between power over and power with, as a way of understanding approaches to changemaking. We also explore effective leadership for the 21st century, covering topics like trust, humility, collaboration, followership, purpose, listening, and adaptability.

Friday 4/4 Class 9:10 - 10:30 AM (Professor G)

Week 12 | April 7 - 11 (Midterm Project Due)

Becoming a Berkeley Changemaker

Changemakers do their most important work in collaboration with others. We now know that leadership is not about superficial titles, but about recognizing moments in which you can collaborate to make a positive impact. In this session we help you reframe your view of leadership from something "other people do," to "something I do" through an essential lesson

for today's world: how to exercise your agency without formal authority. We'll also reflect on this as a unique form of leadership.

Friday 4/11 Class 9:10-10:30 AM (Dr. C)

Week 13 | April 14 - 18

Leadership: Becoming the Leader You Wish You Had

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

Friday 4/18 Class 9:10-10:30 AM (Prof G)

Week 14 | April 21 - 25

Intrapreneurship: Leading Positive Change from Where You Are

Though Silicon Valley often glorifies the lone entrepreneur, the solo innovator, the single changemaker, the truth is that real change takes all of us pursuing meaningful change in our own way. Often, this means leading from within an organization — whether a community group, arts organization, company, or hospital.

Friday 4/18 Class 9:10-10:30 AM (Dr. C)

Week 15 | April 28 - May 2

From Idea to Action: Your Changemaking Toolkit + Final Project Prep

A doctor has a set of instruments, and a musician too. A changemaker also has a set of tools (techniques, approaches, models, frameworks) that enable them to make change. This session weaves together our approaches to critical thinking, communication, and collaboration for

changemaking. We will discuss ways to develop your approach to changemaking and prepare you for your Final Project, a video presentation on the change initiative of your choice.

Friday 5/2 Class 9:10-10:30 AM (Professor G + Dr. C)

RRR Week | May 5 - 9

Finals Week | May 12 - 16

DSP Accommodations

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

Please contact your Reader to inform them of your accommodation needs in relation to attendance or assignments, and if you have any questions or concerns about that you may contact Dr. C at christynaserrano@berkeley.edu or Professor G at chelseagregory@berkeley.edu. We will work with you and your Reader as needed to ensure that the accommodations specified in your DSP letter are implemented effectively.

Basic Needs

If you or someone you know is experiencing financial, food, housing, or other basic needs challenges, search support and services by visiting https://basicneeds.berkeley.edu/. If you do not find what you need there, you may also visit the university's Supportal found at https://supportal.berkeley.edu/home.

📣 Attention

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

1. Identify you as a *Berkeley Changemaker* so that we can share relevant courses, programs, and opportunities with you while you are enrolled as a UC Berkeley student and after you graduate.

2. Better understand the trajectory of students who enroll in Berkeley Changemaker courses so that we can continue to offer courses that our students find most relevant and interesting.

Your permission can be revoked anytime via an email request to changemaker@berkeley.edu.

🚀 Berkeley Changemaker Certificate

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

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

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