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Course Opportunities: Week of January 13, 2020

➢ **Spring 2020: Apply for Psych 148, Developmental Seminar**

Psychological Research on Children of Immigrant Families
Th 2-5pm
VLSB 2030
Professor: Qing Zhou
https://forms.gle/SrFBW6xtdtepaUYo8

➢ **Summer 2020: Apply for Archaeological Field School Abroad in Greece – Deadline 2/3/20**

The Nemea Center for Classical Archaeology
ARCHAEOLOGICAL FIELD SCHOOL IN: NEMEA and AIDONIA, GREECE (Classics N172A)
SUMMER 2020

The program will run from **mid June to late July** at the Sanctuary of Zeus, Nemea and the Late Bronze Age cemetery at Aidonia (Petsas House, Mycenae time permitting). Work in the museum and/or on site will be 5 or 6 days a week, app. 7:00 am to 3:00 pm. Time will be spent in the museum on cleaning, conservation, and cataloguing of artifacts, and some afternoon hours may be necessary. Fieldwork may include survey, site planning, and conservation. **Optional** afternoon and weekend trips may be organized to areas of both archaeological and cultural interest. Costs will include airfare (from SFO = c. $1500-1800), food and lodging (c. $1500) and a participation fee (c. $1000). 4-6 units of summer session credit from UCB will be obtained by registering for N172A at additional cost for tuition, etc.

No prerequisites. The application, unofficial transcript, and one letter of recommendation emailed directly to Dr. Kim Shelton.

sheltonk@berkeley.edu for an application and more information.
Course Opportunities: Week of January 13, 2020

Spring 2020: Art of Writing Courses

SPRING 2020 ART of WRITING COURSES
Enrollment Now Open for Undergraduates

Art of Writing courses teach UC Berkeley undergraduates to write clearly and eloquently in a variety of forms. These intimate courses develop advanced skills in close reading and artful writing, and provide students with intensive feedback on their work. Enrollment in Spring 2020 courses listed below is now open.

- **Comparative Literature 190**
  Tues Thurs | 9:30-11 am
  Timothy Hampton & Kathryn Crim
  Writing About Words and Music
  Class Number 18544
  [https://classes.berkeley.edu/content/2020-spring-comlit-190-001-lec-001](https://classes.berkeley.edu/content/2020-spring-comlit-190-001-lec-001)

- **College Writing 175**
Tues Thurs | 2-3:30 pm
Michael Larkin & Ryan Sloan
Players, Spectators, and Fanatics: Writing on the Cultures of Sports
Class Number 30357
https://classes.berkeley.edu/content/2020-spring-colwrit-175-001-sem-001

Rhetoric 189 | English 165
Weds | 3-6 pm
Linda Kinstler & Ismail Muhammad
On Lies, Lying, and Liars: A Reading- and Writing-Intensive Investigation
Class Number:
Rhetoric: 24323
English: 22742

➤ **Spring 2020: UGBA 155 – Leadership**

*Prof. Edward Kass | 3 units | TuTh, 2:00-3:30 pm*

The purpose of this course is for the students to develop understanding of the theory and practice of leadership in various organizational settings. It is designed to allow students the opportunity to develop leadership skills through experiential exercises, behavioral and self-assessments, case studies, class discussions, and lectures.

➤ **Spring 2020: UGBA 191L – Leadership Communication**

*Prof. Suzanne Houlihan | 1 unit | M, 2:00-4:00 pm | Jan. 27 – March 30*
* This class will meet for a total of 8 Mondays, 2:00PM-4:00PM (Instructional Dates are as follows: January 27, February 3, February 10, February 24, March 2, March 9, March 16, and March 30).
Spring 2020: UGBA 194.2

One way to define leadership is the ability to mobilize others toward a shared vision or goal. This course will be a weekly speaker series of CEOs and other high-profile leaders in business, social action, the arts and beyond telling a first-person story of how they accomplished the challenge of getting others to think and act differently.

Through their stories, and the answers to your questions, these leaders will demonstrate the diversity of techniques, skills, strategies, tactics and attitudes it takes to successfully motivate people and lead them forward to a common purpose.

INSTRUCTORS:
Doug Leeds is a Cal grad and a member of BerkeleyHaas’ Professional Faculty. He is currently CEO of EAT Club, the largest B2B meal delivery service in California. Previously he was CEO of IAC Publishing, a portfolio of online media companies including The Daily Beast, Investopedia, Dictionary.com, Ask.com, Ask.fm and About.com.

Bill Collins graduated with honors from the BerkeleyHaas EWBMA program. He is currently a consultant and coach with Future State in Oakland. A certified executive coach, he also trains other aspiring coaches and lectures on leadership and design thinking at BerkeleyHaas.

Previous Speakers

Steve Huffman, CEO and co-founder of Reddit, on returning years after selling Reddit to Conde Nast and reestablishing a positive culture at the company.

Kara Goldin, CEO and co-founder of Hint, on how she convinced her first investors and employees that adding natural fruit to shelf-stable water was feasible and marketable.

Jim Lanzone, CEO of CBS Interactive and Chief Digital Officer of CBS Corp., on persuading CBS to launch an iPad app when the network was dismissive of streaming.

Liz McMillan, CEO of Dictionary.com, on dissuading her marketing team from continuing their popular campaign of trolling Pres. Trump on Twitter, while confidentially selling the company to a Trump supporter.

*Instruction will be from January 22 through March 11 only. The final exam will be on March 18 during class. The course will be fully completed prior to Spring Break. As a 1 unit course, P/NP is the only grading option.*
Spring 2020: UGBA 192T.2

UGBA 192T.2: Special Topics in Corporate Social Responsibility: *Edible Education*

**How do you become a food systems changemaker?**
*(Learn from those who are!)*

**EDIBLE EDUCATION 101**

UGBA192T.2 (2 units) and MBA292T.8 (3 units)
Wednesday Evenings 6-8pm, begins January 23, 2020

A cross-disciplinary course open to all undergraduate and graduate students

This special course, now in its ninth year, explores the future of food, its diverse systems and movements. Edible Education 101 is a weekly lecture series that brings renowned food systems changemakers to campus to share their visions, research, and experiences about food and its critical role in our culture, well-being and survival. Past guests make up a "who's who" of the food movement including Michael Pollan, Dan Barber, Marion Nestle, Raj Patel, and Samin Nosrat. Chef José Andrés will be one of our special guests this spring.

The food system is a complex web of interconnected relationships and disciplines and is estimated to be a $12 trillion business. The way food tastes, is produced, distributed and eaten has everything to do with our personal-planetary health and sustainability. Changes to the food system that directly address climate change are within our personal and collective reach and power. Edible Education 101 helps you understand your role in the food system, teaches you systems thinking and equips you with useful tools and practices to become a food systems changemaker. All students attend weekly lectures and submit weekly assignments. Graduate students also participate in a weekly discussion section. This course qualifies for the Berkeley Food Institute Graduate Food Systems Certificate.

About the course leaders:

Alice Waters is a 1967 graduate of UC Berkeley and the founder of Chez Panisse and The Edible Schoolyard Project. She is respected as one of the most influential people in the world of food in the past 50 years and is a recipient of many honors including the 2014 National Humanities Medal, presented by President Barack Obama.

Will Rosenzweig is a Fellow at the Institute for Business and Social Impact at Berkeley Haas where he has taught Social Entrepreneurship courses since 1999. He is the recipient of the 2010 Oslo Business for Peace Award and in 2016 was named one of seven people shaping the future of food by Bon Appétit magazine.
Spring 2020: EPS 81, Atmospheres

An introductory survey of the atmospheres of Earth and other planets, spanning diverse phenomena such as hurricanes, drought, Martian dust storms, and the exotic winds on planets orbiting other stars. This course introduces the basics of planetary weather and climate, showing through exploration of a diverse set of atmospheres and paleoclimates that the world around us need not always be the way we currently observe it. Topics include atmospheric composition and structure, planetary orbits and radiation, habitability, global patterns of wind, clouds and precipitation, prediction of weather, chaos theory, and vortices such as tropical cyclones, tornados, and Jupiter’s great red spot.

Satisfies Physical Science Breadth Requirement  www.eps.berkeley.edu
Spring 2020: Music 128 – Now’s The Time

The Music Department is offering the Spring 2020 course Music 128: Now’s the Time: How, When, and Why We Improvise. Music majors and non-majors are both welcome.

Music 128: Now’s The Time (How, When, and Why We Improvise)
MW 10:30-11:59am
Prof. Myra Melford + Guest Presenters
mmelford@berkeley.edu

Why do we improvise? When do we improvise? How do we improvise? What kinds of skills does it take to improvise? How might consciously cultivating the skills of an improviser be useful to us regardless of what field we may pursue?

In this course, we will study the complex and often mysterious phenomenon of improvisation as it applies to creative jazz and other improvised musics, as well as more diverse fields of study and to our daily lives.

Music majors and non-majors welcome.
Course Opportunities: Week of January 13, 2020

**Spring 2020: Spanish 142 : Spanish-American Fiction in English Translation**

*Prof. Estelle Tarica | 4 units | MWF, 3-4pm | CN: 32672*

This course will be devoted to reading and analysis of modern and contemporary fiction by Spanish-American authors. We will read novels by Alejandro Zambra, Roberto Bolaño, Horacio Castellanos Moya, Rodrigo Rey Rosa, Yuri Herrera, Valeria Luiselli and Julián Herbert. We will approach these works as windows onto the past and present of the region and discuss themes of memory, human rights, national and ethnic identities, globalization, and the pathways of political change. The course will explore the diverse practices of reading and critical analysis that these literary works may demand. Secondary readings will provide historical, literary-historical and political context and will be an important part of our discussion. These readings will also help us hone in on a key question that has been central to the tradition of Spanish-American literary critique: how do fictional texts dialogue with other kinds of texts, literary and non-literary?

The course will be conducted in English and all readings will be provided in English. Students wishing to take this class to fulfill course requirements for the Spanish Major or Minor will be expected to read all primary sources in the original Spanish and to complete all written work (homework, papers, exam) in Spanish.

**Spring 2020: Arch 259 – Robotic Fabrication**

*Prof. Simon Schleicher | 3 units | MW, 10:30-11:59 am | CN: 32807*

The emergence of robotics in creative sectors has sparked an entirely new movement of collective making that is inextricably open and future-oriented. Challenged by increasingly complex technological and environmental problems, architects, designers, and engineers are seeking novel practices of collaboration that go far beyond traditional disciplinary boundaries. This collective approach to working with robots is not only revolutionizing how things are designed and made, but is fundamentally transforming the culture, politics, and economics of the
creative industries as a whole. Unlike most other CNC devices, today’s robotic arms are not restricted to any particular application but can readily be customized and programmed to suit a wide range of specific intentions, both at the material and conceptual level. This versatility has shifted the perception of robots as mechanistic, utilitarian devices suited to standard serial production, toward understanding them as creative tools for exploring, designing, and realizing physical objects and the built environment. The goal of this class is to investigate the unique possibilities of robotic manufacturing and combining it with emerging technologies such as AR/VR, 3D scanning, and data-driven 3D printing for the development of new and creative building processes. Working together as one team, the students in the class are given the task to envision a novel workflow for smart fabrication and human-robot interaction that could fundamentally change how we are going to produce, assemble, and operate our built environment in the future. This class is open to graduate students from the fields of architecture, electrical engineering, and computer science. Prior experience in robot programming, AR/VR, 3D printing, 3D scanning, and design programs such as Rhinoceros and Grasshopper would be beneficial.

- **Spring 2020: DESINV 190 – Technology Design Foundations**

  *Profs. Vivek Rao, Adam Patrick Hutz | 3 units | F, 10:00-11:59 am | CN: 32663*

  This course is a fast-paced introduction to a suite of foundational design, prototyping, communication, and technical skills that are essential to a successful career within the design of emerging technologies. It introduces students to design thinking and the basic practices of interaction design. It follows a human-centered design process that includes research, concept generation, prototyping, and refinement. Students will become familiar with design methodologies such as sketching, storyboarding, wireframing, prototyping, etc. It also develops fluency across a range of core technologies and how to operationalize them within a design context. Students must work effectively as individuals and in small teams to design a range of interactive experiences using various technologies.

- **Spring 2020: Dev Eng 290 – Innovation in Disaster Response**

  In this class, students will leverage technology toolkits (e.g. machine learning, IoT, AR/VR) to work on challenges related to Disaster Response. Students will learn methods from design and systems thinking to create a technology-based intervention that addresses specific needs identified by problem partners (including Google.org and the World Bank). Interventions will be designed for specific use cases, tested and presented to a committee of external stakeholders for feedback at the end of the course. All disciplinary backgrounds welcome - no technical experience is required!

  Information sessions:

  - Monday Nov 25, 4 pm, Blum Hall B100
  - Thursday Dec 5, 4 pm, Blum Hall 330
Course Opportunities: Week of January 13, 2020

- Wednesday Dec 11, 3 pm Blum Hall 330

Course details and application link:

DevEng 290: Innovation in Disaster Response
Class # 27940
Friday 1-4pm

Apply here: bit.ly/idr-blum

Have questions? Reach out to Rachel Dzombak (dzombak@berkeley.edu)
Course Opportunities: Week of January 13, 2020

➢ Spring 2020: Geography 167AC-Migration, Border Geographies, Decolonial Movements

Berkeley Geography is offering a timely new course for spring 2020 that also happens to satisfy AC requirements for L&S. Non-majors are welcome.

This course examines how today’s Latinx geographies were shaped by racialized and regionalized discourse and practice, setting the foundation for contemporary struggles over political, economic and social borders and identities along and across the Latin American diaspora. Specifically, the course incorporates the study of the United States’ relationship with Mexico, Central America, and the Caribbean in order to understand how these histories map onto the productions of borders, regimes of migration and citizenship, and movements that increasingly articulate a decolonial turn in intellectual thought and within political and social action. We begin by exploring Mesoamerica and the Caribbean as physical and human spaces that were profoundly reshaped by European colonization and the imposition of new, yet distinct forms of racial and ethnic identifications. We will then survey how land ownership, political and economic power, and social movements shaped these places and countries. These histories will be read alongside the U.S.’s rise as a regional imperial power in order to understand how the immigration of heterogeneous peoples from these countries to the U.S. reflects a troubled relationship manifested in today’s migration policies and binary identities. We conclude with an examination of the emergence of decolonial intellectual, political and social movements both south of the U.S. border as well as within Latinx communities in the United States, paying close attention to the ways blackness, indigeneity and Latinidad intersect and diverge through space, identity and place.


This course satisfies the Historical Studies AND the Social and Behavioral Sciences L&S breadth requirements.
Few, if any, concepts in American history and culture resonate more powerfully and reverberate more persistently than the “frontier.” This course will explore multiple manifestations of the frontier in United States history and culture, from the nineteenth century western frontier, to the early twentieth century overseas frontier associated with U.S. expansion abroad, to the mid-twentieth century’s “crabgrass” (or, suburban), “atomic,” and “final” (space) frontiers, to the late twentieth century’s “digital” / “electronic” frontier. Each of these frontiers will serve as a lens through which we will introduce students to the concepts and methods of American Studies.
Spring 2020: UGBA 167 – Marketing Analytics

UGBA 167 – Marketing Analytics – 3 units
Giovanni Compiani

Marketing is evolving from an art to a science. Many firms have extensive information about consumers' choices and how they react to marketing campaigns, but few firms have the expertise to intelligently act on such information.

In this course, students will learn the scientific approach to marketing with hands-on use of technologies such as databases, analytics and computing systems to collect, analyze, and act on customer information. While students will employ quantitative methods in the course, the goal is not to produce experts in statistics; rather, the focus is on applying a range of methods to answer key questions in marketing.

After finishing the class you will be able to use software to execute typical data-science tasks, such as, forecasting, targeting, experiment design, and campaign evaluation.

The course uses a combination of lectures, cases, and exercises.

Topics covered include:

- Prospecting, targeting and developing customers
- Churn management
- Randomized experiments
- Web analytics
- Mobile analytics

Giovanni Compiani is an Assistant Professor at Haas with the marketing group. He earned a PhD in economics from Yale in 2018 and does research in economics and quantitative marketing.
Spring 2020: UGBA 192T-5 – Impact Startup Disco

Launching your Berkeley Startup begins with “Disco-very”

Impact

Startup DISCO

Jan 24, Feb 7-9, 2020

Credits: 1-Unit
Location: Haas, Chou Hall
Dates: Fri. Jan 24 5 pm-7 pm
       Fri. Feb 7 4 pm-8 pm
       Sat. Feb 8 9 am-4 pm
       Sun. Feb 9 12 pm-4 pm

First meeting provides introduction to course and meets to confirm your enrollment. Check with your program for add/drop policy.

OVERVIEW
This is a high-octane, fun, intense weekend course (plus one intro day) for undergraduate students who are interested in learning about startups and get hands-on experience developing a new impact startup concept. All “social and environmental” impact themes are welcome.

The pace and mindset is inspired by other “hackathons” and startup weekend formats. A structured roadmap is used to help guide students through a sprint formation and ideation process. Impact Startup Disco uses activity-based lectures, readings, and flipped classroom strategy content to delivery instruction.

All student participants will be asked to submit an idea during the week leading up to the class. After a peer voting process, the list is narrowed to a manageable number of top ideas, teams are organically formed during the first session. At the end of the course, each team will present their validated concepts and their next steps plan to a panel of impact venture experts.

INSTRUCTOR
Jorge is a career entrepreneur, management consultant, venture investment professional & educator. Mr. Calderon is the founder and CEO of Eddy, a social venture and design consulting firm. Jorge’s practice focused on helping early stage & operating companies transform intangible social purpose into economic & positive impact value. Mr. Calderon has broad expertise in a variety of social themes, including education, economic development, diversity/inclusion, job creation, poverty alleviation, access to food, technology for change and the field of impact investing. Jorge is the co-founder of Impact Discovery Method and Purpose-Centered Design frameworks. He has been a Professional Faculty member at the Berkeley Haas School of Business since 2014 where he has built the Impact Startup LaunchPad. Impact Disco and portions of the BVP curriculum developed the Amp Impact Accelerator, is a Fellow within Berkeley’s Institute for Business and Social Impact, part of the faculty team for the LAUNCH accelerator, was previously the Director for the GSVC, and is actively involved with campus based inclusive innovation programs. Jorge recently founded Berkeley Impact Venture Partners at Haas to provide capital and coaching to student-led Berkeley social impact venture teams. Through Berkeley Haas, he received the Richard H. Holton Teaching Fellow (2015-2016) Award and 2016 Berkeley Haas Best Case Award. Mr. Calderon previously founded SpringWorks, a program lab that was committed to developing pathways for women and minorities in innovation related careers. Earlier he was the founding Director for the West Coast office of a tech focused seed stage venture capital firm and has held roles in top tier management consulting, banking and technology companies. Mr. Calderon is a University of Michigan graduate and received his MBA from the Kellogg School of Management at Northwestern University.

UGBA 192T.6 - 3 Units
Financial Tools for Social Impact

Course Overview

An effective social sector leader must be able to analyze and act upon financial information as part of an overall approach to achieving social impact. This course will focus on teaching students the application of core financial tools and functions in social impact organizations with an emphasis on using financial information in decision-making. This course will equip students to increase their contributions to social sector enterprises and prepare them for senior roles within these organizations.

Learning Goals

Students will learn the tools and techniques for effective financial management, including pricing, program analyses, budgeting, forecasting and overall business model sustainability. This course will also address the role of philanthropy as it pertains to business model sustainability.

The course is designed to develop and make use of key financial approaches, including:

- pricing
- business line analyses
- financial modeling
- responding to grant requests
- use of financial reports to effectively communicate financial data

We will address the real challenges, problems and opportunities of financial management in social impact organizations.

About The Instructor

Brent Copen is dedicated to strengthening the sector by helping social sector businesses develop more robust financial management practices. He has presented hundreds of workshops and training nationally to CEO’s, board members, funders and emerging leaders.

Copen brings more than 20 years of executive management and leadership experience, including senior finance roles in technology, health care, management consulting, and community development finance. He was awarded 2018 Bay Area CFO of the Year by the San Francisco Business Times.

Copen currently holds four teaching positions at U.C. Berkeley. He co-authored The Nonprofit Business Plan, a practical guide to help nonprofit leaders establish a sustainable, results-driven business plan. He received a Master in Public Administration degree from Columbia University’s School of International and Public Affairs.
Spring 2020: L&S Big Idea Courses – Sense and Sensibility and Science

Students have to fill out a form to apply, but the professors are looking for a diverse group so even freshmen in the humanities (for instance) have a good shot at getting in. The course is listed as L&S 22, and it fulfills PV, PS or SBS breadth. Details are here.

Letters and Science 22 (class number 30578)
Professors: Saul Perlmutter (Physics), John Campbell (Philosophy), Alison Gopnik (Psychology)
MW 10:00 AM - 12:00 PM
150 Goldman School of Public Policy
4 Units
Breadth: Philosophy and Values, Physical Science, Social and Behavioral Sciences

We’re facing a world that seems to struggle with rational democratic decision making. How can we take into account our values, fears, and aspirations while also grappling with and evaluating facts about our world? We make decisions as individuals, as groups, and as a society; we find this challenge everywhere we turn. Over the centuries, science has developed open-minded yet rigorous ways of thinking about the world that can help us address this universal and pressing concern. This course explores and directly engages with some of the most useful tools of scientific-style critical thinking, such as communicating and working with uncertainty or making group decisions that factor in both values and evidence. Sense and Sensibility and Science is a course for anyone who wants to learn about how we can use scientific-style critical thinking to deliberate better together in any situation - and, ideally, help each other build a better world.

Co-taught by faculty from Physics (Saul Perlmutter), Philosophy (John Campbell), and Psychology (Alison Gopnik), L&S 22 satisfies the Philosophy and Values, Physical Science, or Social and Behavioral Sciences breadth requirement in the College of Letters & Science. We are seeking a balance of students from the humanities, social sciences, and natural sciences. For those who are interested, we will also be considering offering one discussion section that relates scientific-style critical thinking to the practice of data science.
Course Opportunities: Week of January 13, 2020

➤ **Spring 2020: The Road 2 Resiliency**

![Image](image_url)

**Striving Towards Success & Overcoming Academic Probation**

R2R is a community on campus that seeks to foster safe and brave spaces for EOP students who are experiencing academic difficulty to build connections and access resources that will serve as a catalyst towards their resiliency and holistic success at UC Berkeley.

**Apply Now!**

visit us at eop.berkeley.edu/r2r

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➤ **Spring 2020: Italian 170- Italian Films of the Diaspora**

**Italian 170:** Crisis, Comedy, Identity: Italian Films of the Diaspora

#23575

TuTh 2-3:30 + screening section, Tu 6-9pm

Laura Ruberto, visiting professor

4 units
L&S breadth: Arts & Literature

This course takes a look at some of the dramatic, ironic, and comedic films about Italian ethnic identity. Studying films from the silent era to the present, we will consider how filmmakers represent an Italian identity outside of Italy. Our approach to these films will be on the interplay between cinematic style/formal structure and narrative/representation. Our study will mostly focus on examples from Italy and the United States (given the wealth of examples from those two national cinematic traditions) but we will also consider film from other parts of the Italian diaspora (e.g., Argentina, Switzerland). Films we will consider include: The Black Hand, Emigrantes, Rocco and His Brothers, Wild is the Wind, A View from the Bridge, Mafioso, The Godfather, Bread and Chocolate, True Love, Big Night, Mean Streets, Goodfellas, My Cousin Vinny, Do the Right Thing, Lamerica, Nuovomondo (Golden Door), My Name is Tanino, and The True Legend of Tony Vilar.

No prerequisites; taught in English with readings in English.
Spring 2020: Classics 35- Greek Tragedy

The department of Classics is pleased to announce, Professor Dylan Sailor has added Classics 35, Greek Tragedy, to our lower division course offerings this year. This course meets the L&S Breadth Requirement in Arts & Literature.

In this class we will read and seek to understand some powerful and absorbing tragic plays by the ancient Greek dramatists Aeschylus, Sophocles, and Euripides. By way of background, we will deal with matters of social and historical context, of performance context and of dramaturgy, and of the history of tragic performance. In our discussions in class, we will try to reach interpretations of the plays and to confront questions they raise, including questions about the nature of political community, about gender, about justice, about family, about the gods and fate, about communication, about violence and vengeance, and about the situation of human beings in the universe. The plays we will read are gripping, unsettling, challenging, moving, and will leave you thinking about them long after you have finished reading them.

As we go along, we will look both to come to know each of these dramas on its own terms and to try to understand what interest and value tragedy, as a genre of performance, held for audiences in the ancient Greek world; as part of that effort, at the end of the semester we will also read two very different and very influential Greek reactions to tragedy, one a comic play by Aristophanes called the Frogs, the other the treatise of Aristotle entitled the Poetics.

In addition to participation in class discussion, the overall grade will be based on an in-class midterm, an in-class final, three short (350-500 word) response papers based on pre-circulated reading questions, and a somewhat larger (1400-2000 word) final essay.
Course Opportunities: Week of January 13, 2020

➢ Spring 2020: Challenge Lab – Sports Tech

We at SCET are excited to announce that our SportsTech & Human Performance course is back this spring 2020!

The course is interdisciplinary, and in the Challenge Lab format, meaning students will be creating entrepreneurial venture projects in the area of sports technology and human performance with topics such as Physical Performance & Training, Health & Recovery, Mental Wellness & Development, Fan & Venue Engagement, Scoring & Facility Technology, Data & Analytics, and E-Sports & Gaming.

➢ Spring 2020: Chicano Studies Artistic Production

Chicano Studies 180, Contemporary Chicanx Latinx Art Production, has plenty of open seats.
This course examines contemporary Xicanx/Latinx artistic production, from early-1980s to the 2010s, through an examination of the historical, aesthetic and philosophical foundations of these artistic movements. Tracing the inspirations of contemporary Xicanx and Latinx art from the Chicana/o Art Movement and Latin American Contemporary Art to understand how the development of these movements were part of a political, cultural, and social revolution. Students will have the opportunity to take what they learn from lecture and discussion and work on an art project on campus.

CHICANO 180, 003
Monday, 3-6PM
Class # 19257
4 Units

Spring 2020: JS121B, Arts and Culture in Israel

JS121B Arts and Culture in Israel
MonWed 5:00-6:30pm
Stephanie Rotem CN: 32128, Units 4
Room: Barrows 174
Meets Arts and Literature, L&S Breadth
Meets International Studies, L&S Breadth

This course discusses Israeli art and culture through the examination of museums, theatre, visual art, literature and cinema from the time of pre-State Israel in the early 1900s, until the present. Students will be introduced to artworks including short stories, poems and popular songs; architecture and design; paintings, sculpture, and video art; theatre and dance; fictional and documentary film. The analysis of these art works and their institutions will be studied in relation to the political and historical events that shape Israeli culture.

Visiting professor and architect, Stephanie Shosh Rotem is a graduate of Tel Aviv University. She received in PhD in 2010 in the Program for Interdisciplinary Arts, and her doctorate was published in 2013, as “Constructing Memory: Architectural Narratives of Holocaust Museums.” From 2011 to 2017, Rotem was Head of the Museum Studies Program at Tel Aviv University. She also taught graduate courses in Tel Aviv’s Faculty of the Arts and in the International Program for Holocaust Studies at the University of Haifa. In 2018-19 she was a visiting professor for Israel Studies at the University of Virginia. Rotem lectures and publishes on architectural history, museum history and architecture, and Holocaust museums.

Spring 2020: Media Studies Courses with Open Seats

Special Topics in Media Studies: Beauty Inequality, Gendered Nationalism and Intersectionality
MEDIAST 190-001 (#30400 M/W 12:00-2:00pm)

The aim of the course is to explore the changing meanings of beauty through different geopolitical, historical and cultural contexts. This course introduces students to central concepts and theories in the multidisciplinary field of feminist cultural studies. Beauty is an integral part of our value system, and shapes our desires, identifications, and aspirations. Beauty cultures
integrate local, transnational, and international characteristics derived from fashion, media, advertising and national and global beauty discourses. Because of this, beauty is a useful analytical tool with which to investigate intersection cultural power relations at different levels: the personal, the national and the global. We will examine the beauty pageant industry, the skin lightening and the cosmetic surgery industry in a number of societies around the globe (China, USA and India).

**Special Topics in Media Studies: Living at the Speed of Light: Historical & Theoretical Approaches to the Social Effects of Electronic Media**

**MEDIAST 190-002 (#30401 T/TH 2:00-3:30pm)**

The advent of the telegraph meant humans could interact instantaneously at great distance for the first time. While many celebrated the "annihilation of space and time" and looked forward to an age of world peace and global community, others feared this new technology heralded a dark, lonely, and industrialized future. Such hyperbolic reactions appear each time a new form of modern communication arrives on the market, begging the question: what is electronic media doing to our world, our communities, and our minds? In this course, we will explore, analyze, and compare elite and popular interpretations of electronic media technologies such as the telegraph, radio, television, and digital computing. We will pay special attention to histories and theories concerning the social, cultural, and psychological effects of electronic media.

**Spring 2020: Physics for Modern Citizens**

**Physics for Modern Citizens**

**Physics C10 (#22343) also listed as L&S C70V (#30644)**

**Instructor: Na Ji**

**Tu Th 9:30-11 AM - 3 Units**

We are citizens of the modern world, surrounded by advanced technologies, many of which came from Physics—the scientific discipline that aims to understand natural phenomena such as energy, motion, and matter. To understand the world and our place in it, to make informed decisions in our daily life, to demand changes and find solutions to the most pressing problems of our day, we as modern citizens need to have a basic understanding of physics and the many roles it plays in our life. And that is what this course is about.

**Spring 2020: Deplastifying the Planet**

Dear students,

The Sutardja Center for Entrepreneurship & Technology course Deplastifying the Planet (INDENG 190E - 002) is back for spring 2020! (Undergrad section, Grad section)

In this 2-unit course, you will have the chance to form entrepreneurial teams and work with real companies to re-design and re-engineer products to use less plastic. Through this work, you will learn innovation skills such as prototyping, design thinking, business models and more.

All majors are welcome and the course will count toward the SCET Certificate in Entrepreneurship & Technology.
Course Opportunities: Week of January 13, 2020

For enrollment questions, please contact Michelle Lee <Lee.2293@berkeley.edu>. For programmatic questions about the course, please contact David Law <dlaw@berkeley.edu>.

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Advanced Topics in Industrial Engineering and Operations Research: Entrepreneurship & Innovation

Deplastifying the Planet

SPRING 2020

INDENG 190E 002
- SEM 002

Gert Christen

Friday
10:00 am - 11:59 am

400 Montgomery St.
Suite 1100
San Francisco, CA

Class #: 29191
Units: 2

Deplastifying the Planet is a project-based course designed to provide students with the opportunity to work alongside corporate partners to explore sustainable solutions for reducing plastic use (reduction, replacement, recycling, optimization).

Students will be assigned to an open innovation challenge posed by our corporate partners. We will make every effort to allow students to choose projects, however team diversity is key and the instructor reserves the right to insure teams have the proper balance of skills.

We will cover ethnographic interviewing, design thinking, ideation tools, prototyping, idea validation, and business modeling.

All majors are welcome!

Find out how to apply here: http://bit.ly/INDENG190E

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➤ Spring 2020: Berkeley Connect Courses Available

Openings in African American Studies, Architecture, Comparative Literature, English, ESPM (Enviromental Science, Policy & Management), Philosophy, and Physics still available.

Berkeley Connect is a mentoring program that is open to all undergraduates at Berkeley, regardless of major or year. Students participate by enrolling in a section of 98BC or 198BC (a one-unit course offered P/NP) through one of 14 participating academic departments.