

Course Opportunities: Week of January 6, 2020

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➤ **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/SrFBW6xtdepaUYo8>

➤ **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>

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

Berkeley Haas Leadership Communications
UGBA 191L



This popular MBA course is now available to all 3rd & 4th year undergraduates to develop your leadership & communication skills. Practical exercises will help you prepare for internships and interviews, and our inspirational curriculum will help you discover your personal leadership values.

"It was one of the most powerful, effective and impactful courses I have ever taken. This should be a requirement for leadership skills."

In this course you will:

- Enhance your **professional and leadership** skills through authentic communication.
- Develop your **leadership presence** — the skill set that enables an individual to motivate, inspire and connect to their audience.
- Improve your individual presentation style and **storytelling ability**, including the use of voice, body, focus, spontaneity, and energy.
- Discover how to craft and deliver **compelling Power-Point presentations** that make an impact

One unit
Mondays 2 - 4 pm
January 27 - March 30

"This course has been my favorite course of all courses taken in Berkeley. Its teaching approach is very practical and it teaches skills and offers the ability to practice which no other courses gave me."

** 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



UGBA 194
Colloquium in
Leadership

Wednesdays 10a-12p
Spring 2020 | 9 weeks only*
1 unit--P/NP

*"If your actions inspire others
to dream more, learn more,
do more and become more,
you are a leader."*
--Dolly Parton

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 EW MBA 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**

SP 2020	Earth & Planetary Science Department 						
EPS 81 Professor William Boos							
Atmospheres							
	<table border="1"><tr><th data-bbox="1036 804 1312 846">COURSE INFO</th></tr><tr><td data-bbox="1109 884 1230 926">MWF</td></tr><tr><td data-bbox="1081 961 1260 1010">2 - 3 pm</td></tr><tr><td data-bbox="987 1045 1357 1087">365 McCone Hall</td></tr><tr><td data-bbox="1097 1123 1247 1165">3 units</td></tr><tr><td data-bbox="1016 1203 1328 1245">Class #: 23986</td></tr></table>	COURSE INFO	MWF	2 - 3 pm	365 McCone Hall	3 units	Class #: 23986
COURSE INFO							
MWF							
2 - 3 pm							
365 McCone Hall							
3 units							
Class #: 23986							
<p>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, tornadoes, and Jupiter's great red spot.</p>							
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 Improve. Music majors and non-majors are both welcome.

Music 128: Now's The Time (How, When, and Why We Improve)

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.



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

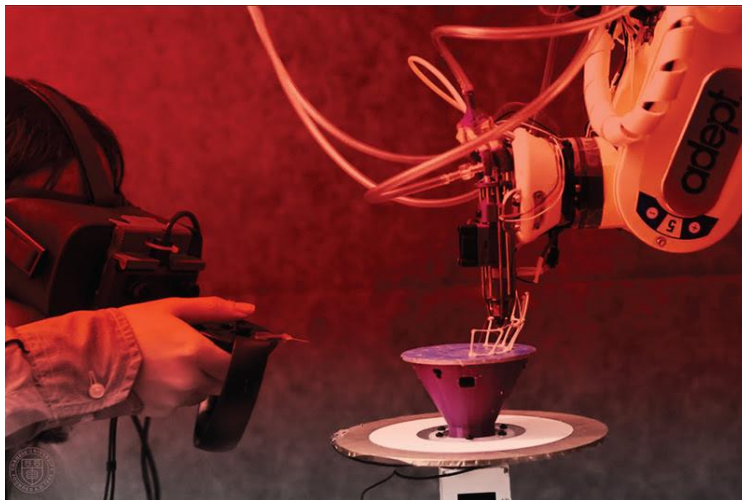
Prof. Estelle Tarica / 4 units / MWF, 3-4pm / CN: 32672

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 6, 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)



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!

Open to:

Upper Div
Undergrads and
Grad Students!

Instructors:

Rachel Dzombak, Vivek Rao

Info Sessions:

Nov 25, Monday
4 pm @ Blum B100

Dec 5, Thursday
4 pm @ Blum 330

Dec 11,
Wednesday
3 pm @ Blum 330

Class Details:

Fri 1 pm - 4pm
Class #: 27940
Units: 3

To enroll - apply here:

<http://bit.ly/idr-blum>



➤ **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.

MIGRATION, BORDER GEOGRAPHIES and DECOLONIAL MOVEMENTS

Geography 167AC

Instructor: Diana Negrín da Silva

Tu-Th 12:30-2:00

Class number #30924



Sharecropper (1952)

Elizabeth Catlett (Washington D.C. 1915-Cuernavaca, Mexico 2012)

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.

➤ **Spring 2020: American Studies 10 – “Frontiers” in American History and Culture**

This course satisfies the Historical Studies AND the Social and Behavioral Sciences L&S breadth requirements.

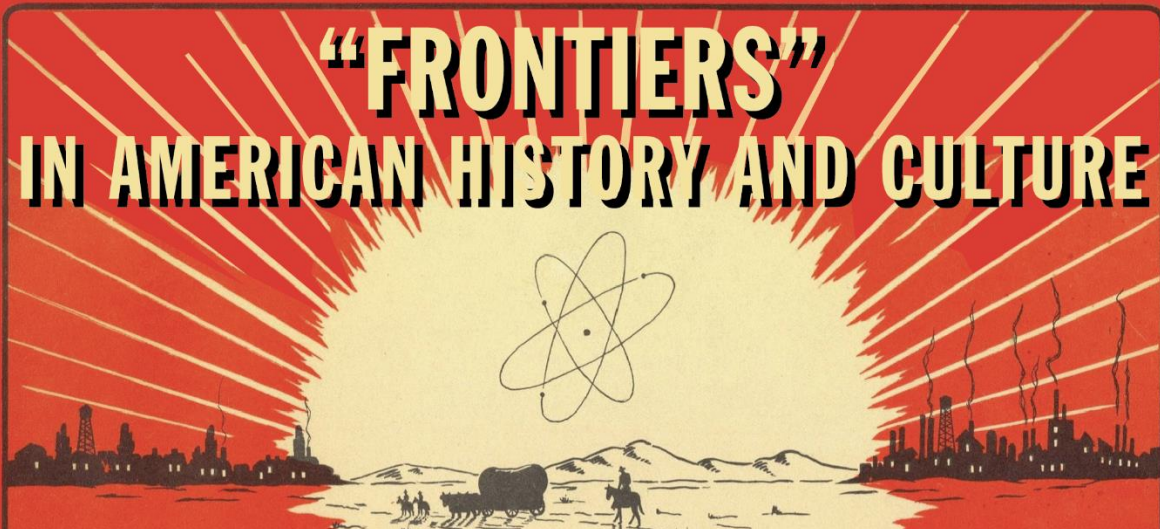
Course Opportunities: Week of January 6, 2020

TTh 9:30-11:00 am - 141 McCone; plus one one-hour discussion section per week
Instructors: C. Palmer/M. Brilliant
Class # 18860 - 4 units

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.


AMERICAN STUDIES 10

“FRONTIERS” IN AMERICAN HISTORY AND CULTURE



A NEW LIGHT ON THE OLD FRONTIER
4 UNITS • CLASS #18860 • TTH 9:30-11 • 141 MCCONE
(PLUS ONE ONE-HOUR DISCUSSION SECTION PER WEEK)
INSTRUCTORS: C. PALMER/M. BRILLIANT

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.

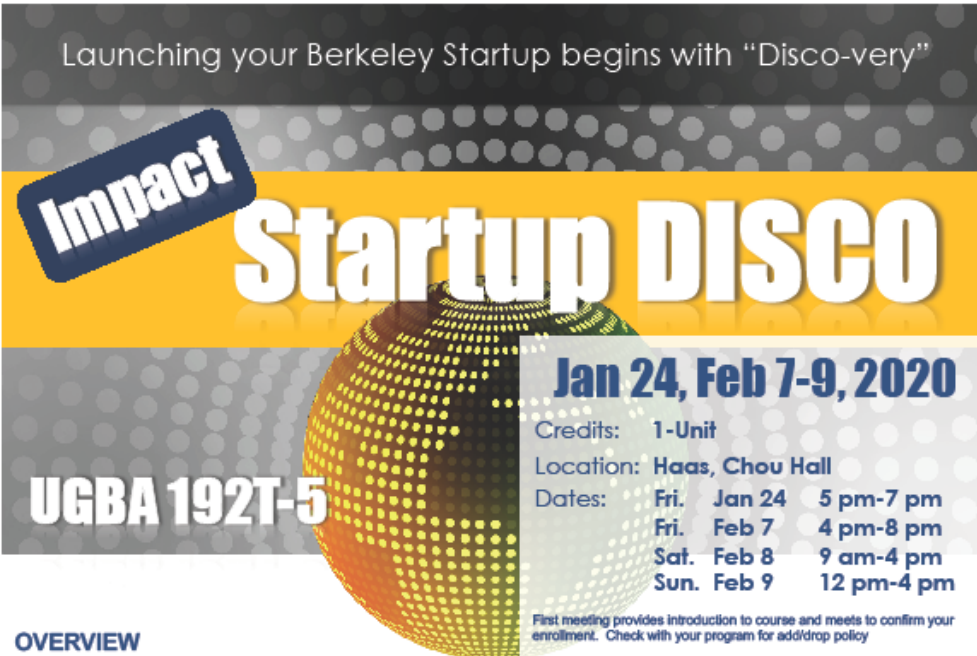
The course uses a combination of lectures, cases, and exercises.

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

UGBA 192T-5

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, single weekend course (plus one intro day) for undergraduate students who are interested in meeting other innovators and getting 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 "hackathon" 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 media content to deliver instruction.

All student participants will be asked to submit an idea during the week leading up to the class. After a peer voting activity narrows the list down 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 Eddily, a skill building and campus recruiting software platform for college students that is directly powered by employers. He previously founded and led Impact Strategy Advisors (ISA), a boutique social venture & investment design consulting firm. Jorge's practice focused on helping capital sources & operating companies transform intentional 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 author of Startup 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, Startup Disco and portions of the BIVP curricula, developed the Amp Impact Accelerator, is a Fellow within Berkeley's Institute for Business and Social Impact, was part of the faculty team for the LAUNCH accelerator, was previously the Faculty 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 paths 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 had 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.

➤ Spring 2020: UGBA 192T.6 – Financial Tools for Social Impact

BerkeleyHaas

Haas School of Business
University of California, Berkeley

Spring
2020

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.

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

EDUCATIONAL OPPORTUNITY PROGRAM

THE ROAD 2 RESILIENCY

SPRING 2020 RESOURCES FOR EOP STUDENTS EXPERIENCING ACADEMIC DIFFICULTY

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

R2R
The Road 2 Resiliency

2-Unit Academic Seminar

Monthly Workshops

Academic Counseling

PERSONAL RESILIENCE & DETERMINATION

TIME MANAGEMENT & STUDY STRATEGIES

COMMUNITY BUILDING

SELF REFLECTION & IDENTITY DEVELOPMENT

MENTAL HEALTH

UNIVERSITY OF CALIFORNIA, BERKELEY

SPRING 2020

➤ **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

Course Opportunities: Week of January 6, 2020

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.

CRISIS COMEDY IDENTITY

Italian Films of the Diaspora

SPRING 2020

ITALIAN 170

Visiting Professor **Laura Ruberto**

#23575



ITALIAN.BERKELEY.EDU | CLASSES.BERKELEY.EDU

➤ 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.

Classics 35: Greek Tragedy
Spring 2020



MWF 1:10-2:00
151 Barrows
Prof. D. Sailor

➤ 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.

CHALLENGE LAB | SPRING 2020
SportsTech & Human Performance



INDENG 185 003 - SEM 003

Instructor: Stephen D. Torres,
Kenneth Singer

Dates: Tuesday & Thursday
6:30pm - 8:29pm

Location: Dwinelle 88

Class # 28905 | Units: 4

We are looking for a talented and diverse group of students who want to work on real-world challenges that combine technology, entrepreneurship & science.

In this class, you will join a cross-disciplinary team and go on an entrepreneurial journey to foster new innovations in Sports Technology and/or Human Performance.

Challenge areas will include, but not limited to, Physical Performance & Training, Health & Recovery, Mental Wellness & Development, Fan & Venue Engagement, Scoring & Facility Technology, Data & Analytics, E-Sports & Gaming.

All majors are welcome!

Find out how to apply here:

<https://classes.berkeley.edu/content/2020-spring-indeng-185-003-sem-003>



➤ Spring 2020: Chicano Studies Artistic Production

Chicano Studies 180, Contemporary Chicanx Latinx Art Production, has plenty of open seats.

Course Opportunities: Week of January 6, 2020

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
MEDIAS 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

Course Opportunities: Week of January 6, 2020

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
MEDIAS 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.