

Course Opportunities: Week of December 9, 2019

Table of Contents

➤ Winter 2019: Intro to Research.....	2
➤ Spring 2020: PUB POL 190 - 005	3
➤ Spring 2020–New History of Art course: Art, Ecology, & Asia	4
➤ Spring 2020: Apply for Psych 148, Developmental Seminar	4
➤ Spring 2020: Art of Writing Courses	5
➤ Spring 2020: UGBA 127.1	6
➤ Spring 2020: UGBA 135.1 & 135.2	7
➤ Spring 2020: UGBA 194.2	8
➤ Spring 2020: UGBA 192T.2	9
➤ Spring 2020: EPS 81, Atmospheres	10
➤ Spring 2020: Music 128 – Now’s The Time	11
➤ Spring 2020: Public Policy 189 – Social Science and Crime Prevention	11
➤ Spring 2020: Music 128: Now's the Time	12
➤ Spring 2020: Spanish 142 : Spanish-American Fiction in English Translation	13
➤ Spring 2020: Arch 259 – Robotic Fabrication	13
➤ Spring 2020: DESINV 190 – Technology Design Foundations	14
➤ Spring 2020: Dev Eng 290 – Innovation in Disaster Response	14
➤ Spring 2020: Geography 167AC-Migration, Border Geographies, Decolonial Movements 16	
➤ Spring 2020: American Studies 10 – “Frontiers” in American History and Culture.....	16
➤ Spring 2020: Jewish Studies 121B – Arts & Culture of Israel	18
➤ Spring 2020: UGBA 167 – Marketing Analytics	19
➤ Spring 2020: UGBA 192T-5 – Impact Startup Disco.....	20
➤ Spring 2020: UGBA 192T.6 – Financial Tools for Social Impact	21
➤ Spring 2020: L&S Big Idea Courses – Sense and Sensibility and Science	22
➤ Spring 2020: The Road 2 Resiliency	23
➤ Spring 2020: Italian 170- Italian Films of the Diaspora	23
➤ Spring 2020: Classics 35- Greek Tragedy	25

➤ **Winter 2019: Intro to Research**

INTRODUCTION TO RESEARCH

Open to any major!

BIM 88V

Winter 2019

So, you are a student at a UC school! Have you ever wondered what it means to be at a research university? Do you know how the UC environment offers advantages to help you reach your career goals? Do you want to know more about how to do research with a faculty mentor? You need to take this class!

This class will:

- Help you understand what research means
- Take you through some self-exploration to better identify what is interesting and important to you
- Give you practice in some basic research and communication skills
- Provide guidance in how to find a research position

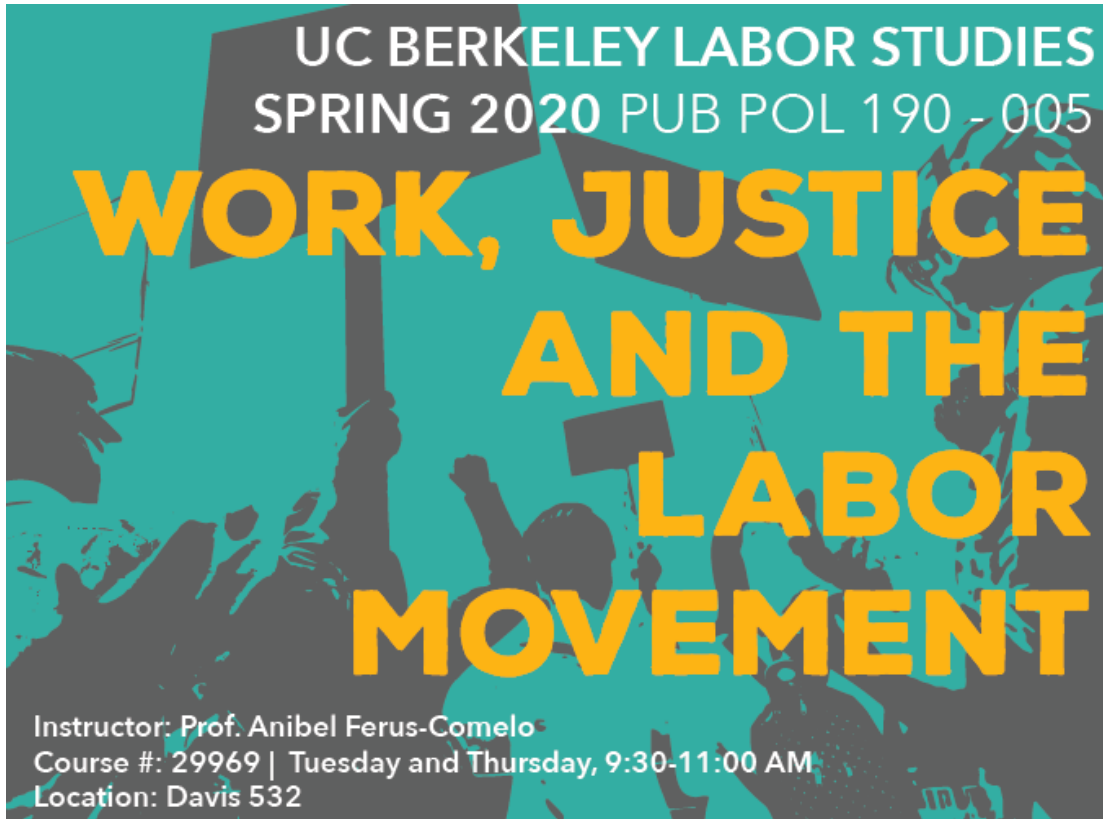
Offered fully online to students from any UC through the UCOP cross campus portal. 2 units BIM 88V

Enroll/more information here:

<https://crossenrollcourses.universityofcalifornia.edu>

Find the class under **“View All Courses”**

➤ **Spring 2020: PUB POL 190 - 005**



UC BERKELEY LABOR STUDIES
SPRING 2020 PUB POL 190 - 005

WORK, JUSTICE AND THE LABOR MOVEMENT

Instructor: Prof. Anibel Ferus-Comelo
Course #: 29969 | Tuesday and Thursday, 9:30-11:00 AM
Location: Davis 532

This course provides a broad, interdisciplinary overview of the U.S. labor movement in the fight for social and economic justice. It will introduce students to critiques of capitalism and the power dynamics inherent in paid work, while considering why and how workers form unions in response. One of the primary objectives of this course is to develop a theoretical and practical understanding of contemporary workers' experiences in the U.S. shaped by race, class, gender, sexuality, immigration status, language, religion, and other social constructs. There will be a special comparative focus on the role of structures and the space for agency and mobilization in the Latinx, Black and Asian American communities. The course will cover current challenges facing the US workforce, such as wage theft, temporary and contingent employment, corporate restructuring, the impact of technology, and globalization. Despite tremendous political and legal obstacles, millennials are organizing to build power that is transforming their communities. In 2017, 76 percent of the increase in union membership was workers under 35. Disruptive innovations in workers' rights campaigns such as the Fight for \$15 and teachers' walk-outs have led a resurgence of bargaining for the common good. The course will integrate guest speakers, films, current news, blogs, and community engagement to deepen students' appreciation of the role of unions and workers' centers in promoting intersectional equity and justice.

**For more information about the
UC Berkeley Labor Center and the
Labor Studies Program at Cal, visit:**
<http://laborcenter.berkeley.edu/labor-studies-cal/>

UC BERKELEY
LABOR
CENTER

➤ **Spring 2020—New History of Art course: Art, Ecology, & Asia**

The End of the World?

The Extinction of the human species—the entire Web of Life?

Bring together study of the arts of Asia, Ecology, and History—be part of the Ecocritical Humanities!

Enroll now in HA38 for the Spring 2020 semester.

Professor Greg Levine

[HA 38 | CCN: 32573](#)

Lectures: Tuesday, Thursday: 9:30-11:00am

Discussion Sections: Tuesday, 3, 4, 5pm

Open to all students in the humanities, interdisciplinary study, biological and planetary sciences, engineering, etc. No previous art history preparation is necessary.



➤ **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>

➤ **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>

English 166

Mon Weds | 12-1 pm

Susan Schweik, Max Stevenson, & Tara Phillips

Grant Writing, Food Writing, Food Justice

Class Number 30379

<https://classes.berkeley.edu/content/2020-spring-english-166-006-lec-006>

Integrative Biology 101

Tues Thurs | 2-3:30 pm

Paul Fine

Introduction to Scientific Writing

Class Number 23072

<https://classes.berkeley.edu/content/2020-spring-integbi-101-001-sem-001>

Environmental Science, Policy & Management 150

Tues | 1-4 pm

Seth Holmes & Levi Vonk

Social Inequality and the Body: Health, Difference, and Inequality in the Social and Natural Environment

Class Number: 26478

<https://classes.berkeley.edu/content/2020-spring-espm-150-003-lec-003>

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 127.1

UGBA 127.1: Special Topics in Accounting: *Financial Reporting and Decision Making for Real Life Success*. This is a brand new course and enrollment into this class is available exclusively to non-Haas majors including graduate and PhD students (see attached course fliers for both undergraduates and graduate students). For questions about this course, please contact the instructor, Professor Yaniv Konchitchki at yaniv@haas.berkeley.edu

EXCITING NEW COURSE OFFERING!

First Time Ever that UC Berkeley Offers:

UGBA 127: Financial Reporting and Decision Making for Real Life Success

4 units | Meets at Haas | Tues & Thurs 3:30-5:00pm | Prof. Konchitchki
(no prerequisites; available to all graduate students (including PhDs) in all years across UCB)

Q: *What is the common denominator of these business titans?*



Warren Buffett
CEO of Berkshire Hathaway



Sheryl Sandberg
COO of Facebook



Mark Cuban
"Shark Tank" Investor



Oprah Winfrey
CEO of Harpo, Inc.

A: *They all understand, focus on, and care about the financial reporting and financial health of their companies and investments.*

The course "**Financial Reporting and Decision Making for Real Life Success**" will provide you important insights and invaluable knowledge that enable success in your future career as well as in real life situations.

Gain financial expertise to maximize the ROI of your education!
ROI = Return on Investment; there's your first lesson!

Taught by award-winning **Professor Konchitchki**, a full-time tenured professor at UC Berkeley Haas School of Business and one the World's Top-40-under-40 Professors, who is known for making business accessible to all students.

You'll learn:

- how to read and understand corporate financial statements;
- key highlights in analyzing financial information;
- major topics in management accounting;
- financial tools for investing and for entrepreneurs;
- highlights from financial technology, innovation, and related decision making;
- insights from cutting-edge capital markets research for financial decision making.

"Thanks once again for a great class. We had fun, learned a lot, and it was very clear how much time and passion the professor put into the curriculum!"

"Like many of my classmates, I really enjoyed this class and the Prof's teaching style. He has given me a newfound appreciation for financial reporting!"

➤ Spring 2020: UGBA 135.1 & 135.2

UGBA 135: Personal Financial Management

SPRING 2020: FOR ALL UPPER DIVISION STUDENTS



Course Description: 2 Units: Are you concerned about your financial future in a complex world of credit cards, debit cards, student loan debt, credit reports, FICO scores, identity theft, 401(k) plans, IRAs, the best ways to buy a house or car, taxes, investing in stocks, bonds, real estate, and the soaring cost of healthcare? **Personal Financial Management** gives you a solid foundation in the subject as you prepare for your career in a world where important financial choices must be made, and mistakes can be costly.

Instructor: Fred Selinger selinger@berkeley.edu has held licenses in securities, real estate and insurance. Has served as a Corporate CEO, Managing Director of a private investment bank, and has conducted business and financial seminars.

Instructor: Terrance Odean, the Rudd Family Professor of Finance, <https://odean.berkeley.edu> & odean@berkeley.edu, has been an editor at the Review of Financial studies and an associate editor at the Journal of Finance. He researches the behavior of individual investors.

Class Format: Classes meet **Mondays**, from **2-4pm** UGBA 135.1 CCN 32622 or **4-6pm** UGBA 135.2 CCN 32623. Classes are in F295 Haas (Andersen Auditorium). Students can enroll via: calcentral.berkeley.edu

Textbook “The Missing Link: from College to Career and Beyond, **6th Edition**” by Fred Selinger, published by Pearson, (specially packaged with **your personal access code** for assignments, and **available only at the campus bookstores**).

Videos: Specially created and prepared by Professor Odean to highlight key points about spending, saving, investing, and insurance.

➤ 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 EWMBA 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



COURSE INFO
MWF
2 - 3 pm
365 McCone Hall
3 units
Class #: 23986

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.

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.

➤ **Spring 2020: Public Policy 189 – Social Science and Crime Prevention**

Are you interested in how social science can inform justice policy? Professor Skeem's "Social Science and Crime Prevention" is offered next Spring on Tuesdays from 12-2—and can fulfill a Psychology major requirement (Tier III Elective). Please consider registering.

In this interdisciplinary course students examine the relationships among social science, law, and crime prevention policy. Emphasis is placed on how psychological science (clinical, developmental, and social) can inform decisions about individuals at high risk for repeated involvement in the juvenile and criminal justice systems. Topics of focus include risk assessment, adolescent development and juvenile justice, and prevention/intervention/correctional psychology. Students will have an opportunity to master a specific problem area. Broadly, goals are for students to a) become comfortable in translating crime prevention problems into social scientific questions, and b) specifically understand how research findings can inform law and policy.

3 Units

Tuesday 12 PM – 1:59 PM

Location: GSPP 250

Class # 30079

Also offered as Social Welfare C181

➤ **Spring 2020: Music 128: Now's the Time**



SPRING 2020 | MUSIC 128
M/W 10:30 - 11:59 AM

Prof. Myra Melford + Guest Presenters
mmelford@berkeley.edu

NOW'S THE TIME
HOW, WHEN, AND
WHY WE IMPROVISE

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 December 9, 2019

- 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)



Dev Eng 290:
Innovation in Disaster Response

SPRING 2020

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!

Info Sessions:
Nov 25, Monday
4 pm @ Blum B100


Dec 5, Thursday
4 pm @ Blum 330

Dec 11,
Wednesday
3 pm @ Blum 330

Instructors:
Rachel Dzombak, Vivek Rao

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

To enroll - apply here:
<http://bit.ly/idr-blum>

 **BLUM CENTER**

➤ **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**

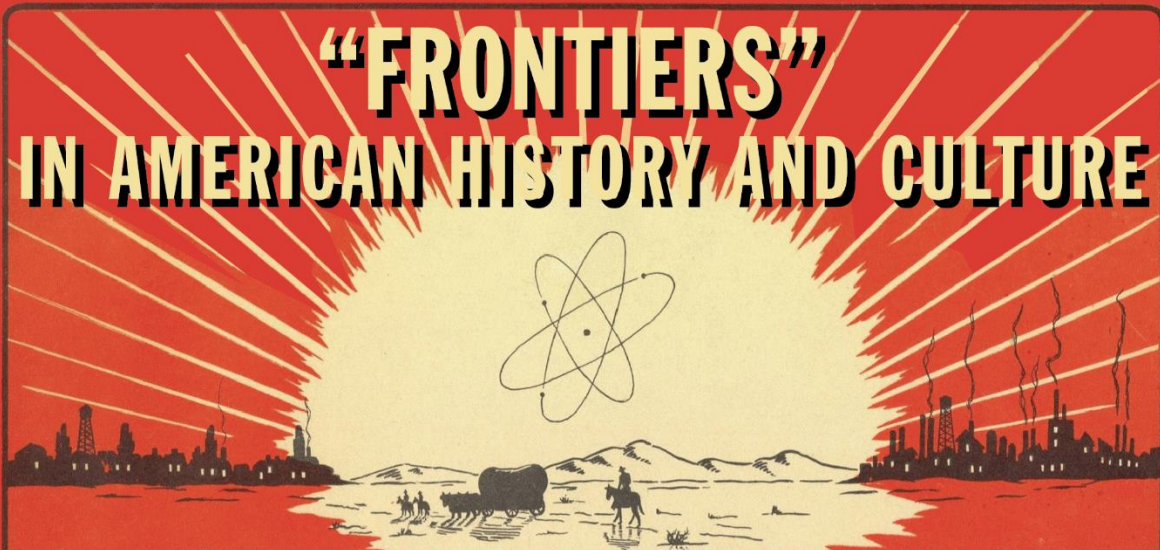
This course satisfies the Historical Studies AND the Social and Behavioral Sciences L&S breadth requirements.

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.

A M E R I C A N S T U D I E S 1 0


“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: Jewish Studies 121B – Arts & Culture of Israel



Arts & Culture in Israel

Jewish Studies 121B

MoWe 5:00 PM - 6:30 PM

Instructor: Stephanie Rotem

CN: 32128 Units: 4

Room: Barrows 174

Meets Arts and Literature, L&S Breadth

This course discusses Israeli art and culture through the examination of museums, theatre, visual art, literature and cinema, as they reflect the multi-cultural and pluralistic Israeli society. The course surveys the development of artistic works and the establishment of cultural institutions, 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.



➤ 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.

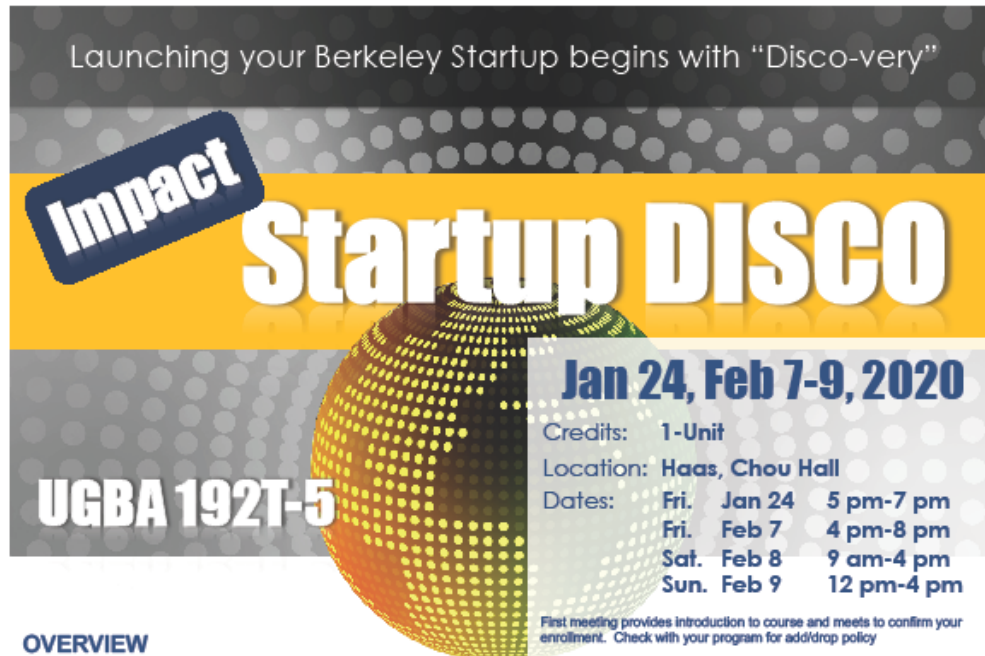
The course uses a combination of lectures, cases, and exercises.

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

A promotional poster for the 'Impact Startup Disco' course. The top section is dark grey with the text 'Launching your Berkeley Startup begins with "Disco-very"'. Below this is a yellow banner with the word 'Impact' in a blue box and 'Startup DISCO' in large white letters. A stylized globe with a grid of dots is positioned behind the text. To the left, 'UGBA 192T-5' is written in white. On the right, a white box contains the dates 'Jan 24, Feb 7-9, 2020', credits '1-Unit', location 'Haas, Chou Hall', and a table of dates and times. A small note at the bottom of the white box states: '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

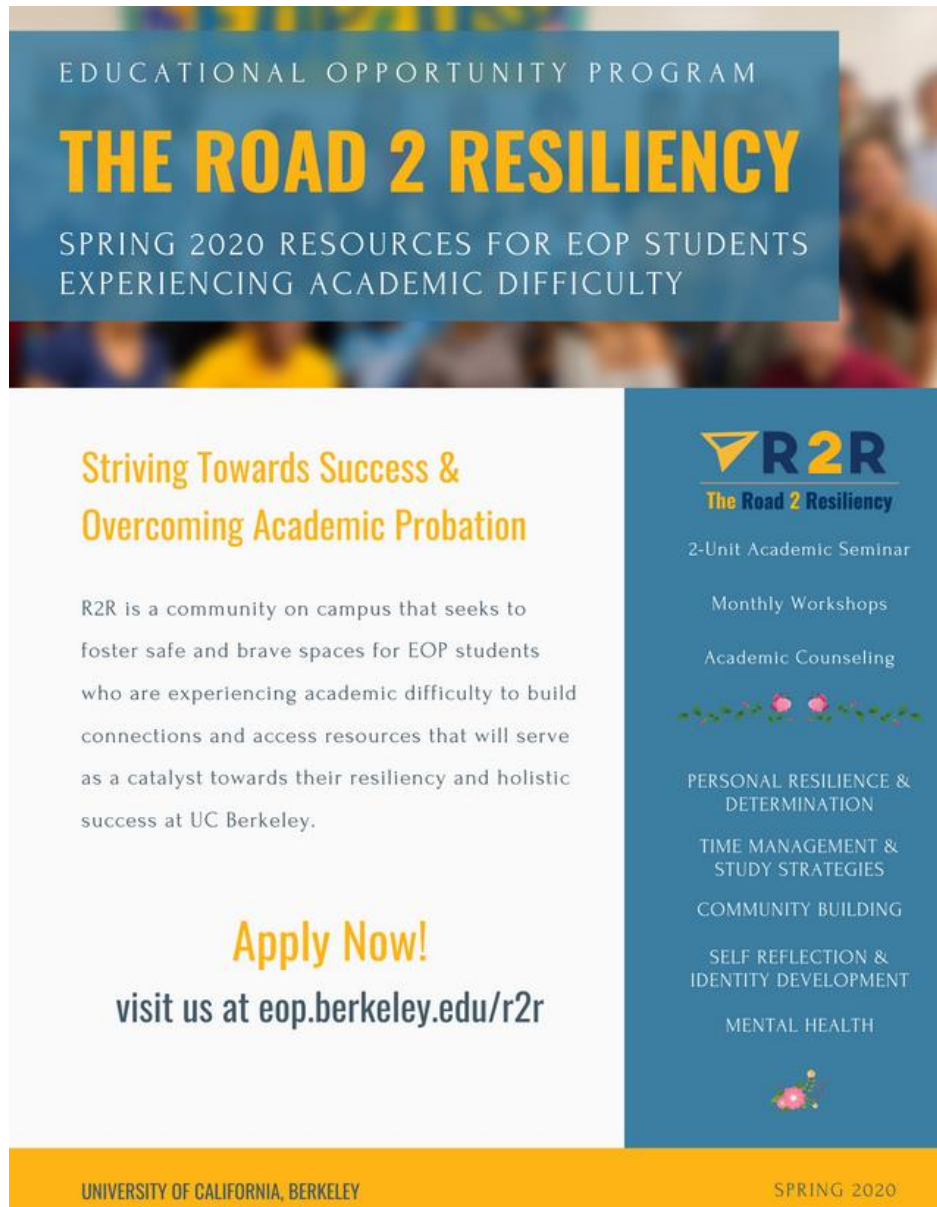
4 Units

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

The poster is for 'The Road 2 Resiliency' program. It features a blue header with the text 'EDUCATIONAL OPPORTUNITY PROGRAM' and 'THE ROAD 2 RESILIENCY' in large yellow letters. Below this, it says 'SPRING 2020 RESOURCES FOR EOP STUDENTS EXPERIENCING ACADEMIC DIFFICULTY'. The main body is split into two columns. The left column has the title 'Striving Towards Success & Overcoming Academic Probation' in orange, followed by a paragraph about R2R being a community on campus. It then says 'Apply Now!' in orange and 'visit us at eop.berkeley.edu/r2r' in black. The right column has the 'R2R' logo, 'The Road 2 Resiliency', and a list of activities: '2-Unit Academic Seminar', 'Monthly Workshops', 'Academic Counseling', 'PERSONAL RESILIENCE & DETERMINATION', 'TIME MANAGEMENT & STUDY STRATEGIES', 'COMMUNITY BUILDING', 'SELF REFLECTION & IDENTITY DEVELOPMENT', and 'MENTAL HEALTH'. There are small floral illustrations between 'Academic Counseling' and 'PERSONAL RESILIENCE', and at the bottom of the right column. The footer is orange with 'UNIVERSITY OF CALIFORNIA, BERKELEY' on the left and 'SPRING 2020' on the right.

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

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.

