Course Opportunities: Week of February 10, 2020

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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: 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 Negrin da Silva
Tu-Th 12:10-2:00
Class number #30924

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 Mc Cone; 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.
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 adding 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 narrow 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 Eddy, 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 BVP 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 GSV’s 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 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.

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.
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➢ **Spring 2020: Challenge Lab – Sports Tech**

We at SCET are excited to announce that our [SportsTech & Human Performance course](https://classes.berkeley.edu/content/2020-spring-indeng-185-003-sem-003) 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.

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**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.

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: 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.
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- **Spring 2020: Berkeley Connect Courses Available**

  Openings in African American Studies, Architecture, Comparative Literature, English, ESPM (Environmental 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.

- **Spring 2020: Berkeley Connect Courses Available**

  Seats available in African American Studies, Architecture, Comparative Literature, English, ESPM (Environmental Science, Policy & Management), Philosophy, and Physics. To find available sections, search the Schedule of Classes for 98BC (for freshmen and sophomores) or 198BC (for juniors and seniors).

  In Berkeley Connect, there are no homework assignments, papers, or tests. When you sign up, you are assigned a graduate student as your personal mentor for the semester, and placed in a small group of students who share your academic interests. You will participate in one-on-one advising sessions, small-group discussions, special events with professors and alumni/ae, and field trips to explore campus resources. More information about the program is available at berkeleyconnect.berkeley.edu, or you can contact the Berkeley Connect office at berkeleyconnect@berkeley.edu or (510)664-4182.

- **Spring 2020: Slavic 46 - Twentieth-Century Russian Literature**

  Slavic 46 - Twentieth-Century Russian Literature: Utopias and Dystopias of the Russian Revolution

  Units: 4

  #21683

  The Russian Revolution of 1917 inaugurated an unprecedented attempt to construct a new kind of society. It also occurred in a culture with a strong tradition of connecting literature to social change, where a vibrant artistic avant-garde advocated for the power of art to transform life. This course explores 20th-century Russian literature through the prism of utopia, understood as the ambition to create an ideal society. How did the drive to build a new, revolutionary society react to the legacies of the cultural past? How did utopian notions of perfecting society intersect with Soviet socialism’s embrace of technology and industrial civilization? In answering these questions, we will read 20th-century Russian literature as a reflection of the utopian experiments of the Soviet period, but also as a participant in those experiments: literature called upon to play its role in the construction of the new human being.
At the same time, we will use the lens of “dystopia” to consider those works of 20th-century Russian literature that criticized the theoretical ideals and practical outcomes of the Soviet experiment. Ranging from science fiction and satire to the literature of the Soviet prison camp (Gulag), these works cast doubt on the perfectibility of human society and question the relationship between the ideals of the revolution and the reality of the society it created. At the end of the course, we will consider some texts written around the fall of the Soviet Union in 1991 that look back at the utopian experiments of the 20th century.

**Spring 2020: L&S 198 – An Introduction to the Research University for Transfers**

This Spring 2020, the Transfer Student Center is offering three sections of **L&S 198: An Introduction to the Research University for Transfers**. This 1 unit, pass/not pass transition course is a great introduction to student life, academic expectations, enrichment opportunities, and campus resources. The course addresses the unique experience and perspective transfer students bring as they prepare to launch into upper division coursework. One key goal of this course is to provide transfer students with the support and information they will need to thrive at Cal.

You can find more information regarding our courses and services below or by visiting our website at [transfers.berkeley.edu/transitioncourses](http://transfers.berkeley.edu/transitioncourses)

**Spring 2020: Rhetoric 24 – How to Write without the Help of Emojis**

In this seminar we will be looking at the openings of many essays, poems, novels and other works to see how they instruct us in reading. There is no reading list, but each week students will be required to discuss and post about short parts of different written works, for example, the famous opening of the first chapter of Moby-Dick, “Call me Ishmael . . .” I hope that this seminar will appeal to those who want to improve their paranoid reading skills (“how did that author do that to me?”)

1 Unit / Wed 10am-11am / Location: 7415 Dwinelle
Instructor: Daniel Melia


This seminar will examine the rise of political conservatism in the United States, with emphasis on conservatism in the US electorate. Topics to be covered include the changing meaning and political significance of conservatism, the relationship of conservatism to other elements of American culture and society such as religion, social status, regional factors, economic forces and the changing nature of the economy. The seminar will emphasize how changes in politics
and society over the past four or five decades have shaped contemporary American political conservatism and been changed by it.

Instructors: John Ellwood and Joel D. Aberbach. Tuesdays 4-7PM, GSPP 355
Graduate Students: PP 290-010, Class #29919
Undergraduate Students: PP 190-006, Class #29970

**Undergraduate students will require instructor's approval to enroll and have to enroll through PP 190-006 and Graduate students must enroll through PP 290-010**

➢ Spring 2020: Arch 98 – A Designer’s Guide to Chicago

Inspired by new cities? Interested in the history of the skyscraper? Want to learn more about American vs. International building styles?

A Designer’s Guide to Chicago, a new DeCal course, is being offered for the first time in Spring 2020. The course goes through the history of the world’s first skyscraper city, from the Native American societies to Frank Lloyd Wright to contemporary architecture today. This is an interdisciplinary approach to how mid-century architecture became a dominant style across the globe.

Enroll today:
Course #33336 | 1 Unit | Th 5:30-7:30pm | Lectures start Thursday, February 13
Spring 2020: Economics Courses with Open Seats

Economics 134 Macroeconomic Policy from the Great Depression to Today
https://classes.berkeley.edu/content/2020-spring-econ-134-001-lec-001
Class # 31292
Instructor: Yuriy Gorodnichenko
This course will analyze the macroeconomic challenges and policy responses in the United States over the past century. Among the key topics studied are the Great Depression and the New Deal; boom and bust monetary and fiscal policy in the early post-World War II period; the Volcker disinflation and the Great Moderation; and the 2008 financial crisis and the Great Recession.

Economics 135 Economic Growth in Historical Perspective
https://classes.berkeley.edu/content/2020-spring-econ-135-001-lec-001
Class # 31293
Instructor: James DeLong
This course examines the idea and reality of economic growth in historical perspective, beginning with the divergence between human ancestors and other primates and continuing through with forecasts for the 21st century and beyond. Topics covered include human
speciation, language, and sociability; the discovery of agriculture and the domestication of animals; the origins and maintenance of gross inequality; Malthusian economies; the Commercial and Industrial Revolutions; modern economic growth; international prosperity differentials; OECD convergence and East Asian miracles; the political economy of growth and stagnation; and the stubborn persistence of poverty.


MUSIC 39M. SOUND AND RESISTANCE IN SOUTH AFRICAN MUSIC
Rm 242 Morrison, F 1:00P-3:59P Spring 2020
Professor James Q. Davies

This freshman/sophomore seminar will be an introduction to political questions in selected musics of South Africa. We will watch documentaries, listen to stories told in music, and study academic writings about revolutionary song, kwaiot, mbaqanga, amakwaya, maskanda, and other identified forms. We be particularly interested in the mediation and representation of the power of musical expression under and after apartheid. It is often assumed that sound and sounding expression naturally act in ways that counter the status quo, even though, historically in South Africa, forms of sounding have also been responsible for oppressive projects of racialization and stereotyping. We will ask this question: does sound always resist?

We’ll be interested in the politics of how sound and resistance has been mediated historically, both within South Africa and from without, in particular on sound recording and multinational film projects. We’ll interrogate narratives of resistance and courage, struggle and heroism, thinking with and against the apartheid optic.

**Summer Session C 2020: New Media R1B – Robots in Global Perspective**

NWMEDIA R1B-001, 4 units
Robots in Global Perspective
**Juliana Friend**
Summer Session C | MTWR 2-4pm | 340 Moffitt Undergraduate Library

Robots will replace us. Robots will care for us in our old age. Robots are mere projections of the humans that make them. Each of these narratives has had a profound impact on how humans view themselves and their relationships with others. This course examines understandings of human-robot relations in a global perspective. By analyzing diverse social and political contexts, we will gain deeper insight into how worldviews get programmed into robots, and how robots shape our worldview.

We will explore a range of media from around the world, including:

A fiction story about a music-loving robot guarding oil fields in Nigeria
Contemporary films like *Ex Machina* and *I am Mother*

An anthropological study of social robots and nationalism in Japan

Case studies of humanoid robots built to improve road safety in Democratic Republic of Congo

Tours of robotics research at UC Berkeley

Anthropological studies of prosthesis

Maga

Contemporary artists pushing the boundaries of our imagination

Critical examinations of robots, racism, and sexism

To think about human-robot relations, we must question taken-for-granted assumptions about “the human” itself. We often assume “the human” to be unchanging, universal, and clearly demarcated from the “non-human.” Can we assume a strict boundary between human and machine, given prosthesis, medical devices, and myriad other ways in which fleshy bodies intertwine with diverse materials? If not, how might this change our vision of social interactions?

At the end of the course, students will choose between writing a traditional paper or writing a plan for a robot they would like to see in the world. How might you design a robot that fights racism in artificial intelligence systems? Or one that combats disinformation campaigns? How will this robot co-exist with, or reshape, "the human"?

Artists, engineers, and scholars often fall somewhere between two poles; robots are creatures, not things. Or robots are things, not creatures. By the end of this course, students will better understand both of these perspectives. However, we also ask, is it possible to sidestep this polarity as we envision alternative possible worlds?