Residency requirements for Collins residents:
• Q199 Residential Learning Workshop is required of all incoming freshmen and strongly encouraged of sophomores.
• One 3 credit hour Collins seminar is required of all freshmen and sophomores each year (fall or spring).

Collins Seminars: Selected by Board of Educational Programming (BOEP) - 3 credit hours

CLLC L110 / Class 30554 (Gen Ed and CASE A&H) TEXT IMAGE SOUND – MUSIC AND ANIMATION
1:00 – 2:15 pm Tu/Th Ed Basement (Ruthie Chase)
Film screenings: 7:00–9:00 pm W, Collins Cinema
Students will study issues of music and animation to develop critical thinking skills, to examine a unique perspective on popular culture, and to discover a creative lens through which to examine cultural change and political satire, as well as issues of gender, race, and class. Students will read a variety of scholarly literature that deals with music and animation, from fields such as ethnomusicology, popular music studies, musicology, music theory, cultural studies, and film music studies. Students will also watch, reflect on, and critique a variety of different types of animated films with a view toward understanding how the music that accompanies animation affects perception and experience. Students will have the option of creating animated cartoons with music for their final project. Alternately, students will write a term paper discussing a film or a group of films from the perspective of their choice.

CLLC L120 / Class 15189 (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – SUSTAINING SPACESHIP EARTH
11:15 am – 12:30 pm M/W Ed Basement (Paul Schneller)
“Sustaining Spaceship Earth” is about our home, a planet moving rapidly in a relatively fixed orbit in space, in a galaxy within the infinite universe. It is, as far as we know, singular. And we are endangering it. It is becoming clear to more and more people around the world that human actions are creating a spaceship-wide crisis. If Spaceship Earth is to survive in a way that continues to support anything resembling its current array of life forms, we humans are now faced with our most difficult task ever: we must become broadly aware of the status of the spaceship's natural environment, we must critically assess our role in what is happening, we must determine how to sustain Spaceship Earth for the longest-term future, and then we must act to foster environmental sustainability everywhere on board. And we must do it in time, even though we are not sure how much time we have. If you choose to respond to that challenge, this course will help you.

CLLC-L 210 / Class 33004 (Gen Ed and A&B) CULTURE, THE ARTS & SOCIETY – AMERICAN SPIRITS: THE HISTORY AND CULTURE OF ALCOHOL IN THE UNITED STATES
11:15 am - 12:30 pm M/W Cravens B (Jim Seaver)
Alcohol. Few substances have been as loved, hated, celebrated, feared, distributed widely, and banned entirely during the past four centuries of American history. Just about every American has had an opinion on it, and even today it continues to conjure up strong emotions within each of us, whether we choose to drink or not. In this course we will examine how alcohol has influenced American culture—and vice versa—from colonial times through the present, addressing topics like the temperance movement, Prohibition, cocktail mixology, youth culture and the role of alcohol on college campuses, issues surrounding alcohol abuse, and the treatment of alcoholism. We will also learn about the art of bartending and tour a nearby microbrewery, winery, and bourbon distilleries. While we will NOT be consuming any alcoholic beverages in conjunction with this class, we will learn a lot about the important and conflicted role they play in our society.
CLLC L210 / Class 12520 (Gen Ed and CASE A&H) POLITICS, IDENTITY & RESISTANCE – HOME(LESSNESS), WANDERLUST, AND WHITE PICKET FENCES: THE POLITICS OF HOME SPACE IN CONTEMPORARY AMERICA
11:15 am – 12:30 pm Tu/Th Ed Basement (Kirstin Wagner)
This course investigates the “home” as a site of personal, rhetorical, and cultural significance, and challenges the myth of the home as a fixed geographical location. We will ask how “home” can be individually invented, culturally imposed, socially constructed, and performatively produced, while exploring the places and the people that have constituted our own “homes,” and striving to create new home spaces. We’ll do this in the classroom through creative and critical writing and hands-on material projects, and we’ll also venture outside and contemplate what it means to find “home” in unexpected everyday spaces. We will read scholarship emerging from rhetorical studies, feminist theory, cultural studies, sociology, anthropology, and creative ethnography, as well as engage popular culture texts including films, television, and contemporary memoir. We will write, remember, forget, refashion, explore, build by hand, and forge metaphorical and literal paths in an effort to answer: what/who makes a home?

CLLC L210 / Class 13814 (Gen Ed and CASE A&H) POLITICS, IDENTITY & RESISTANCE – PLAYWRITING: A WRITING COMMUNITY
6:00 – 8:15 pm Wed Ed Basement (Deborah Yarchun)
This course will introduce you to the fundamentals of playwriting, including Character, Structure, Action, Language, Thought, and Theatricality. More than a class and a classroom, we will approach the craft of playwriting as a writing community: regularly giving each other structured feedback, and exploring ways of receiving feedback that serve your developing script. Students will be challenged to write beyond superficialities: to be brave and imaginative, to take risks, and to let their characters lead them. By the end of the semester students are expected to complete and perform a ten-minute play. Jewish Studies credit given upon permission by Jewish Studies DUS.

CLLC L220 / Class 16239 (Gen Ed and CASE S&H) USES OF THE PAST: FROM THE PLANTATION TO YOUR PLATE: BANANAS AND SUGAR IN THE AMERICAS
2:30 – 3:45 pm M/W Ed Basement (Sarah Foss)
Sugar and bananas are predominant staples in our diets. But do we think about where these commodities came from? Do we think about the people who grew and harvested them, what their lives are like, how their landscapes have been changed by this production? Did you know that the CIA and foreign mercenaries have intervened on behalf of these industries? Inexpensive and abundant, and seemingly harmless, these two tropical commodities have drastically shaped the producing societies, and they’ve created huge industries and food cultures in the consuming countries. Our focus will be on the U.S. and Latin America, and we’ll tackle topics such as fair trade, environmental issues, slavery, migration, marketing and culture, foreign policy, and capitalism. Our sources include declassified CIA documents, 1920s advertisements, historical photographs, first hand narratives, and documentary film. By the semester’s end, you’ll be a more informed consumer of these delicious commodities!

Peer Instruction: Where students are teachers

CLLC Q199 RESIDENTIAL LEARNING WORKSHOP (1 cr) See OneStart for course schedules
1st eight weeks
For Collins residents only
Q199 challenges you to broaden your horizons through open dialogue facilitated by an experienced peer instructor who is also a Collins resident. It helps you integrate into the Collins, IU, and Bloomington communities. You’ll learn to take advantage of resources and opportunities through engaging hands-on experiences, including a community project of your own. Through Q199, you’ll make new friends and learn the survival skills necessary to thrive in your first year of college.

CLLC Q299 / Class 7131 PEER INSTRUCTOR WORKSHOP (2 cr)
4:00 – 5:30 pm Tu/Th Ed Basement (Yara Clüver)
2nd eight weeks
For Collins residents only; to schedule an interview for participation contact Yara Clüver at ycluver@indiana.edu
This course prepares current Collins residents to teach Q199 the following fall. Students must demonstrate a broad understanding of the CLLC as well as be familiar with resources and opportunities for students at IU and in the wider Bloomington community. Preference is given to students who have attended IU for at least two years and have lived at Collins for at least one year prior to the semester they will be teaching. Students must be planning to live at Collins the following fall in order to teach. Enrollment is by permission of instructor only.