Collins seminars are open to any student on campus, unless otherwise noted.

Residency requirements for Collins residents:
- Q199 Residential Learning Workshop is required of all incoming freshmen and strongly encouraged of sophomores (see Other Courses listing for more information).
- A 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-L 110 / Class 35210** (Gen Ed and CASE A&H) TEXT, IMAGE, SOUND – SLAM, JAZZ & BLUES: HOW SPOKEN WORD AND MUSIC SHAPE AMERICAN IDENTITY

11:15 am - 12:30 pm Tu/Th Cravens B (Lauren Hall)

Culture matters. It influences the way we live, relate to one other, understand and navigate our world. Culture can celebrate identities, assert social critiques, or even expand one’s sense of “we.” Importantly, artists can use it as a tool to help us reinterpret divisive issues with a level of humanity and emotion—unmatched by typical argument construction—such that listeners think, speak, and act differently. In this course, we will investigate nineteenth and twentieth century America through the lens of jazz, blues, and spoken word to understand the political, economic, and social context of their day in new light. Slam, blues, and jazz have particularly strong traditions in serving as pathways for marginalized voices and narratives—what Fox (2000) terms “literacies for resistance.” We will debate the role they had in shaping American identity, make links to present-day realities, and take on hard questions about race, class, power, and authenticity.

**CLLC-L 120 / Class 32446** (Gen Ed and CASE S&H) POLITICS, IDENTITY, AND RESISTANCE – THE FEMINIST SCIENTIST: WHAT'S THE PROBLEM WITH WOMEN IN SCIENCE?

2:30 – 3:45 pm M/W Cravens B (Natalie Christian)

This course will examine the historical, cultural, and academic underpinnings of the gender gap in science and related fields. In what ways is science gendered? Why have women traditionally been alienated or excluded from the sciences? Should they be? For those women that have made great accomplishments in science, are they viewed as exceptions rather than the rule? What is considered a feminist perspective on science and knowledge, and how can it be implemented? This is not necessarily a course for aspiring scientists, or a course only for women. Rather, it is a course for all students that are interested in learning about how women in the past and present have maneuvered a traditionally male-dominated field, if and how the situation is changing, and what challenges remain. More broadly, this course examines general themes in gender inequality and cultural change.

**CLLC-L 120 / Class 14512** (Gen Ed and CASE S&H) POLITICS, IDENTITY, AND RESISTANCE – WELCOME TO THE FREAK SHOW

1:25 – 2:40 pm M/W Ed Basement (Krystal Cleary)

Class limited to Collins residents only. For permission contact Yara Cluver at ycluver@indiana.edu

Conjoined twins. Bearded ladies. People big and small. Exotic ethnics. Freak shows exhibited these and many other human “freaks” for entertainment and profit at circuses, dime museums, and boardwalks all across America. Despite the freak show’s wane in popularity in the mid-20th century, the history of the extraordinary body as a public spectacle continues to shape contemporary media representations of race, gender, and disability. From TLC’s reality television show The Little Couple to FX’s recent season of American Horror Story: Freakshow, images of “freaks” continue to at once attract and repel viewers. In this class we will learn the history of the American freak show and explore its legacy in today’s pop culture landscape. We will consider how people with extraordinary bodies have been regarded as public spectacles with particular attention to intersections of disability, gender, and race and analyze how we are implicated in politics of staring.
This course will introduce students to the cross-cultural study of the intersections of sex, war and terrorism with emphasis on contemporary global issues. Drawing from an interdisciplinary literature, the course will provide a critical and sophisticated understanding of how gender and sexuality are intimately interrelated with collective violence in a diverse array of western and non-western social and political contexts.

**CLLC-L 130 / Class 32594 (Gen Ed and CASE N&M) SCIENCE AND THE UNIVERSE - CLIMATE CHANGE IN SCIENCE, HISTORY AND SOCIETY**
2:30 – 5:00 pm Tu/Th Cravens B (Poonam Giri)

**FIRST EIGHT WEEKS**
Weather and climate influence our lives at many levels, from daily life, to national and regional policy-making, to apocalyptic visions of the future. Specifically, in recent years, the role of human agency in climate change has become a central issue of confrontations in environmental and political discourse. This course introduces students to the scientific, historical, and social roots of these debates and to the interpretation of weather and climate as complex global systems. Moreover, it also addresses the role of climate change science and climate control in popular culture. Approaching this politically controversial field of scientific inquiry from an interdisciplinary perspective will allow students to better understand the issue, how science works, and how it affects public debates. Thus, the course establishes a basis for understanding the world we live in and provides pivotal critical tools to help students to analyze and better understand the role of science in society.

**CLLC L210 / Class 8528 (Gen Ed & CASE A&H) CULTURE, THE ARTS & SOCIETY – SOULS FOR SALE: FAUST IN THE ARTS**
11:15 am – 12:30 pm Tu/Th Ed Basement (Elizabeth Geballe)

In 16th century Germany, there began to be circulated tales of a successful but dissatisfied scholar who makes a pact with the devil, exchanging his soul for unlimited knowledge and worldly pleasures. The Faust legend, as it came to be called, was once a subject for ballads and puppet theater, but it has since become one of the most inspiring myths for authors, poets, playwrights, composers, directors, television script writers and even video game creators. This course will trace the legend through history and the arts, exploring the way it reflects larger questions about social systems, historical crises, and the human psyche. Students will be asked to analyze a variety of media and will discover how these works of art portray, criticize, or satirize historical realities and human passions.

**CLLC L210 / Class 14644 (Gen Ed & CASE A&H) CULTURE, THE ARTS & SOCIETY – ART AND COMMUNITY**
2:30 – 3:45 pm Tu/Th Ed Basement (Yara Clüver)

This course focuses on the relationship between art, community, and service in a didactic and experiential manner. We will look at the work of artists who focus on community, consider how decisions are made regarding location for public art and who is impacted by it, examine theories on art and cognition and the relevance of art in the K-12 educational process, and discuss the role the arts play in shaping multifarious facets of our society. For the service component, we will partner with Bloomington’s Shalom Center on a photo project with our homeless population. This does not require that students have photo skills, as the project will include a number of tasks related to promoting the project and the photo work. In the course of this class, students will gain essential knowledge and practice in shaping our local community through art. The overall goal is to discover how the interaction between creativity and service broaden and strengthen our experiences as artists, educators, and citizens, and help vitalize our community as a whole.

**CLLC L220 / Class 33838 (Gen Ed & CASE S&H) USES OF THE PAST – LITTLE RASCALS: SOCIAL JUSTICE, CHILDREN, AND CONCEPTS OF THE CHILD**
9:05 – 10:20 am M/W Ed Basement (Caitlin Howlett)

If social justice aims to bring about a different, more just, equal, or free future, what role do children play in conceiving of, and bringing about, that future? Through a critical examination of theoretical and historical concepts of the child, motivated by queer and critical race theory, this course will explore the role of the child in social justice movements in America. It aims to develop students in a thoughtful awareness and understanding of both the ways in which the child is conceived of in contemporary American society in social justice discourses, and the ways actual children and youth have, historically and contemporarily, participated in movements for social justice and happiness. Central to this possibility will be a careful examination of the ways in which each students’ interests relate to these issues and helping each student grapple with the implications of these understandings for their own future studies, careers, and lives.