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 L120 / Class 34969 (Gen Ed and S&H) POLITICS, IDENTITY & RESISTANCE – Eatable Education 101**
6:00 - 8:30 pm W Ed Basement (Carl Ipsen)
Sponsored by the Edible Schoolyard Project, Michael Pollan and Raj Patel held a semester long course at UC Berkeley under this title. The course is available on-line in 13 episodes and covers topic from industrial agriculture to food wars to genetic engineering. We will watch these episodes and conduct our own discussion on these topics. The course will meet on Wednesday evenings 6-8:30 at Collins LLC. The Berkeley videos will be supplemented with relevant reading and several written assignments.

**CLLC L210 / Class 15288 (Gen Ed and A&H) CULTURE, THE ARTS & SOCIETY – ART & 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 examine artists whose work centers on community and the impact of public art, consider art and cognition and theories on education and the arts, and discuss the role the arts play in shaping our society. For the service component, we will partner with children at Fairview Elementary School (close to IU) and help them hone their visual and literacy skills through book making projects that focus on community. I will teach the essential requisite skills before we work with the children (no prior art experience needed). 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 and educators and help vitalize our community as a whole.

11:15 am - 12:30 pm M/W Cravens B (Jim Seaver)
Course limited to Collins residents only. For permission contact Yara Clüver at ycluver@indiana.edu
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.

1:00 - 2:15 pm Tu/Th Cravens B (Jeremy Gordon)
Course limited to Collins residents only. For permission contact Yara Clüver at ycluver@indiana.edu
At the Hogwarts School of Witchcraft and Rhetoric, we address justice and ethics from a rhetorico-magical perspective, considering how rhetoric conjures notions of justice and how a just society is arranged. We adopt the metaphor of rhetoric as magic, situating language as a dynamic substance capable of, in the words of Professor Severus Snape, “bewitching the mind, ensnaring the senses.” Or, quoting the ancient rhetor Gorgias, as a “force of incantation . . . wont to beguile and persuade . . . by witchcraft.” Nuanced, subtle, and risky is this approach to justice, but essential for seeing how justice is “done” and for rhetorically/magically crafting our own versions of it. We ponder such beguiling matters on the epic grounds of Harry Potter. In the wizarding world, we explore how Rowling’s principles of magic might provide a basic ethics of rhetorical enchantment when (witch)crafting justice and transfiguring virtue/vice, praise/blame, and innocence/guilt.
CLLC-L 210 / Class 14105 (Gen Ed and A&H) CULTURE, THE ARTS & SOCIETY – MADNESS AND CONTEMPORARY LEGENDS
12:20 – 1:35 pm M/W Ed Basement (Shannon Larson)
Madness and its associated terms – mental illness, insanity, and lunacy, to name a few – connote mental instability, behavioral abnormality, and a failure to conform to societal norms. Madness has had a long and troubling history, often inspiring fear, debate, art, creativity, and social change. In this course we will examine madness through the folkloristic genre of contemporary legends. As a narrative vehicle for individual and cultural expression, contemporary legends communicate common fears and anxieties, values, and criticisms. Criminally insane madmen, murdering mothers, crazy ghosts, legend tripping, supernatural tourism, and the relationship between legends and popular culture are examples of the topics we will examine throughout the semester. By considering such legends and legend performances within their cultural and historical contexts, we will analyze and work to understand what these narratives reflect and negotiate about cultural views and perceptions of madness.

CLLC L210 / Class 17330 (Gen Ed & A&H) CULTURE, THE ARTS & SOCIETY – PHILOSOPHY OF SATIRE
11:15 am - 12:30 pm Tu/Th Cravens B (Nicholas Zautra)
Lord Byron was quoted as saying, “fools are my theme, let satire be my song.” Satire is a literary form in which topical issues, folly, or evil are scorned by means of ridicule and irony, with the intent of shaming individuals, and society, into improvement. Satire has been regarded as one of the most effective communicative sources for understanding the history, social situations, and social institutions of a society. This course adopts an interdisciplinary approach to examining the philosophical, ethical, political, psychological, and social dimensions of satire. We will study the history from which satire develops, its various forms and how it works, the creative processes by which satire is generated, and its philosophical foundations. We conclude the course with the presentation of an original satirical work by each student.

CLLC L220 / Class 32031 (Gen Ed & A&H) USES OF THE PAST – THE ANTHROPOLOGY OF SPORTS
2:30 - 3:45 pm M/W Ed Basement (Caroline Deimel)
How is it that human beings glorify something as seemingly frivolous as sports? Why do we play and compete in sports? Why do we watch them? What role do sports play in people’s livelihoods, in politics, in the global economy, and for the environment? In this course we will explore these questions from the both the socio-cultural and biological anthropological perspective. In no other topic are culture and biology so inseparably intertwined as in the expression of sports. Course material will include readings from a variety of disciplinary perspectives, class discussions of case studies, guest speakers, and hands-on activities. At the end of the semester, each student will present their own research project in which they can pursue their own interests to approach a topic from a biological or cultural perspective.

CLLC L230 / Class 32032 (Gen Ed & N&M) LIFE, CONCEPTS & ISSUES – ANCIENT HEALTH AND MEDICINE
9:05 - 10:20 am M/W Ed Basement (Lita Sacks)
Course limited to Collins residents only. For permission contact Yara Clüber at ycluber@indiana.edu

CLLC L310 / Class 32977 (A&H) COLLINS SYMPOSIUM – ARTIFICIAL INTELLIGENCE: HISTORY AND RECENT DEVELOPMENTS
2:30 - 5:00 pm M/W Cravens B (Francesco Bianchini, Research Assistant Professor in the Department of Philosophy and Communication Studies, University of Bologna, Italy)
First Eight Weeks
This seminar will cover the history of Artificial Intelligence, a recent discipline whose aim is the computational simulation of mental processes. A key focus will be the elusive notion of human intelligence. I will explore various phases of the attempt to understand thought and to implement it in machines, starting with the dawn of cybernetics (roughly the 1940s), then moving to the birth of classical artificial intelligence (1956), then covering different approaches, including symbolic logic, theorem-proving, neural networks, and other biologically inspired cognitive models. We will study computer game-playing, machine translation, speech understanding, visual recognition, story-understanding and story-generation, analogy-making, and so forth. We will see how the notion of a disembodied mind, once a key notion, has been supplanted by the subtler notion of body/environment. The overall aim is to present many perspectives on artificial intelligence -- perspectives that have long been considered to be opposing paradigms and that have been vehemently debated by their respective proponents. Out of these explorations will come an understanding of the complex, many-sided, and interwoven landscape of today's attempts to model cognition computationally.

CLLC L310 / Class 32978 (A&H) COLLINS SYMPOSIUM –DESIGN INNOVATIONS FOR SUSTAINABLE & RESILIENT FUTURES
2:30 - 3:45 pm Tu/Th Cravens B (Kevin Lair)
This course will include an all day field trip to Columbus, IN on Saturday, September 20th

This course is an exploration of our relationship to the environment through the perspective of architecture and design (no experience required). It considers how we can design buildings and communities to be environmentally sustainable for ourselves and for generations to come. Presentation and discussion sessions will examine issues such as the concept of “soft design,” the nature of our environmental challenges, the role human comfort plays in architecture and the environment, and how innovation may lead toward a sustainable built environment. Students in the course will develop interdisciplinary and mixed-methods research skills: drawing upon all available knowledge is critical for addressing the complex challenges of the 21st century, such as supporting resilient natural resources and creating a sustainable future. Students’ creative inquiry will explore future-making scenarios for a built environment that is livable and sustainable. Student work will culminate in a “projectfolio,” a process based design research portfolio.