Collins seminars are open to all IU students to register unless otherwise noted.

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 32448 (Gen Ed and CASE A&H) TEXT IMAGE SOUND – PERFORMANCE ART AS DAILY LIFE**
4:00 – 6:30 pm Tu/Th Ed Basement (Adina Mocanu and Alexandra Sand, artists-in-residence from Romania)
First eight weeks
This class is an entry-level art course on the foundations of performance art both in terms of theory and practice. Nowadays, art is everywhere and its importance lies not so much in creating another reality but mainly in understanding the current reality, the one in which we all live. The course is intended for those who want to better understand human identity in today’s society and it doesn’t require any past knowledge of visual art or performance, only openness towards experimentation and self awareness. We will consider a shift from private space towards social context in this art form as first observed and theorized by the French critic Nicolas Bourriaud, also termed “relational art” or “relational aesthetics.” Bourriaud also defined the term “altermom” as a means to frame art made in a global age. In addition to discussions on theory, students will recreate / create pieces of art – in groups or individually together with the instructors – based on immateriality and relational thinking. By the end of the course students should be able to describe and discuss major trends and figures introduced in class. The course involves a collaborative performance at the end of class.

**CLLC L110 / Class 16133 (Gen Ed and CASE A&H) TEXT IMAGE SOUND – ROOTS & ROUTES OF HIP HOP AROUND THE GLOBE**
11:15 am – 12:30 pm Tu/Th Ed Basement; Film screenings: 7:00-9:00 pm Mondays, Collins Cinema (Oliver Shao)
Why do people around the globe engage in hip hop practices and aesthetics largely tied to musical practices identified as African American? How are people in different social contexts using hip hop music to address contemporary social problems? How are hip hop scenes in various parts of the world different from each other, and how are they connected? We will explore answers to these, and other questions, by engaging in an inter-disciplinary, and multi-media approach towards the study of hip hop music through reading texts, and watching films. We will examine the complex mediations between hip hop music, identity, politics, economics, nation, race, gender, migration, and social justice. Over the course of the semester, we will expand our knowledge about different formations of hip hop in diverse social contexts, and we will strengthen our analytical understanding of the circulation, commercialization, appropriation, and performance of hip hop musics around the globe.

**CLLC L120 / Class 14818 (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – CONSENT CULTURE**
11:15 am – 12:30 pm M/W Ed Basement (Shadia Adel Silliman)
Taking into account the recent prominence of discussions of sexual violence, particularly on college/university campuses, Consent Culture attends to narratives of sexual violence across a variety of platforms in contemporary American culture. This course interrogates circuits and cycles of sexual violence, movements that claim to attend to the problem of rape, and narratives of trauma, recovery, justice, and how the roles of victim and perpetrator are fulfilled. In addition, as the course addresses and dialogues with IU’s Culture of Care, students will examine the American oscillation between a “rape culture” and a “consent culture.”

**CLLC-L 210 / Class 12920 (Gen Ed and A&H) CULTURE, THE ARTS & SOCIETY – THE RHETORIC AND PERFORMANCE OF LIES**
11:15 am - 12:30 pm M/W Cravens B (Lindsey Pullum)
Lying is so commonplace and yet, at times, gravely transgressive. Lying is both verbal and nonverbal, and as such, requires
two theoretical perspectives with which to analyze it. This course is designed to introduce students to theory in both rhetoric and performances studies, as well as equip students with ethnographic skills sets that they can use in their main field of study. The course addresses the following questions and issues: what is at stake when we lie; the naturalness or learned practice of lying; how easy or powerful can it be; does our audience influence our technique; how do we use certain language in addition to tone or non-verbal cues; do we change our performance to achieve “social ends”; what does our speech and performance achieve more broadly.

CLLC L210 / Class 17122 (Gen Ed and CASE A&H) CULTURE, THE ARTS & SOCIETY – CONSTRUCTED LANGUAGES: FICTIONS, FUNCTIONS, & FACTIONS
1:00 – 2:15 pm Tu/Th Ed Basement; Film screenings 7:00-10:00 pm Wednesdays, Collins Cinema (John H. G. Scott)
Have you ever heard aliens talk in a movie and thought, “I could do better than that”? Do you just love how Elrond or the Na’vi talk? Now’s your chance to make a language of your own! At first, “conlang” may conjure images of Klingons at ComicCon or Liv Tyler wearing pointy ears. In fact, the construction of artificial languages has a long and varied intellectual and philosophical history. This explores linguistics and language structure through conlanging, as well as the motivations, characteristics, uses, and reception of numerous actual conlangs in history, literature, entertainment, and (inter-)national politics. Sessions include lessons and discussions about actual conlangs in fiction, culture, and fiction as well as workshop activities designed to learn tools and techniques for designing conlangs. Grading is based on a mixture of short assignments, research and presentations related to the course topics, and individual contributions to discussions and conlang workshop activities.

CLLC L220 / Class 15419 (Gen Ed and CASE S&H) USES OF THE PAST – STORIES FROM THE CARIBBEAN: CONQUEST, COLONIALISM, & CULTURE
1:25 – 2:40 pm M/W Ed Basement (Jordan Lynton)
While many see the Caribbean as a fun vacation destination, in reality, it is a complex site of revolution, conquest, diversity, development, and decline. In this class we will use stories (novels and short stories) as a lens with which to delve into the experiences of those who live in the Anglophone, Francophone, and Spanish Caribbean. This course takes an interdisciplinary approach to studying the Caribbean, pairing narratives from Caribbean authors (such as Edwidge Danticat, Jamaica Kincaid, Junot Diaz, and Patricia Powell) with anthropological and sociological theories in order examine the Caribbean diasporic experience. Some of the main themes we will be engaging with are: race/ethnicity, citizenship, assimilation, development and NGO’s, and migration/migrant experiences.

CLLC L230 / Class 31386 (Gen Ed and CASE N&M) LIFE, CONCEPTS, & ISSUES – ORIGIN OF LIFE & ASTROBIOLOGY
2:30 – 3:45 pm M/W Cravens B (Patrick Griffin)
Course limited to Collins residents only. For permission, contact Yara Clüver at ycluver@indiana.edu
The origin, evolution, and distribution of life in the universe are among the most interesting questions pondered by humanity. This course will cover historical and modern thinking on this active area of scholarship, with emphasis on the big ideas and major experiments that have shaped the progress of these fields. Drawing from the core natural sciences – astronomy, physics, chemistry, geology, and biology – students will learn major theories on life’s origin, the constraints on life’s existence on other planets, and how scientists tackle such enormous and interesting problems.

Peer Instruction: Where students are teachers

CLLC Q199 RESIDENTIAL LEARNING WORKSHOP (1 cr) See OneStart for course schedules
First eight weeks
For Collins residents only – required of all incoming freshmen to Collins in their first semester at Collins
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 8158 PEER INSTRUCTOR WORKSHOP (2 cr)
4:00 – 5:30 pm Tu/Th Ed Basement (Yara Clüver)
Second 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.