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 32688  (Gen Ed and CASE A&H) TEXT IMAGE SOUND – DOCUMENTATION & MEDIA CREATION
5:45 – 7:45 pm  M/W  Ed Basement (Jacky Comforty, artists-in-residence from Israel)
Students will be trained to use media for educational and professional purposes and to be more literate and critically equipped for the digital age. Students will learn to distinguish between mediums for documentation. They will be trained to observe situations and capture them in an ethical and aesthetic manner. They will read about, prepare, and practice interview and listening skills, in order to document, edit, and produce their own nonfiction documentaries. Students will learn how to conduct themselves spatially, socially and cognitively in different environments to capture meaningful videos.

CLLC L110 / Class 32689  (Gen Ed and CASE A&H) TEXT IMAGE SOUND – TEENAGERS IN FILM AND TV
2:30 pm – 3:45 pm  Tu/Th  Ed Basement; Film screenings 7:00 - 10:00 pm  Tue  Collins Cinema  (Megan Connor)
Teenagers are defined as those young adults ages 13-19, yet “teen media” is enjoyed by many younger and older than this age group: consider the overwhelming popularity of teen franchises like Harry Potter, Twilight, or The Hunger Games. This course investigates teen media, focusing on film and television, to understand what it means to be “teen” as represented in media, and to consider the continuing cross-generational appeal of this genre. We will trace several historical cycles of teen media, examine both the production and consumption of teen media, as well as identifying common narrative themes and concerns. This course includes a screening component, given our focus on film and television, as well as several digital-based projects on Tumblr and Twitter.

CLLC L120 / Class 31565  (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – AFRICAN FEMINISMS AND CULTURAL PRODUCTION
10:10 am – 11:25 pm  M/W  Cravens B  (Rudo Mudiwa)
This class serves as introduction to the cultural production that has driven and made African feminisms visible on the continent and in the diaspora. We will pay particular attention to the ways that various African feminists have theorized their own lives in film, photography, art, fiction, and other mediums. How do they, through their art, define and view issues such as sexual pleasure, bodily autonomy, colonial history, and religious practice? In this regard, this class aims to decenter Western theorizing about African women, focusing instead on what they have to say about themselves and the worlds in which they live. Throughout the semester, students will examine how African feminists develop practices that speak to local and international contexts and multiple identities. Students will also gain an understanding of the theories of gender, sexuality, and power that have emerged from African feminisms.

CLLC L120 / Class 31593  (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – PSYCHOLOGY OF GLOBAL CONFLICTS
11:15 am - 12:30 pm  M/W  Ed Basement  (Sara Driskell)
This course will examine how research from a social psychological perspective can inform our understanding of international conflict and will bring in materials from history, politics, and sociology. Through this course, you will learn about recent research and academic writings on the nature of groups and group conflict, how to motivate collective action and engage in sociopolitical resistance, and recent methods in improving intergroup relations and healing after conflict, such as redemption narratives. Each of these topics will be paired with several important regions of conflict around the world. With these topics, you will be able to broaden your understanding of the causes and outcomes of international conflict as well as gain insight into the particular details of many recent and ongoing clashes.
Peer Instruction: Where students are teachers

CLLC L210 / Class 8949 (Gen Ed and CASE A & H)  CULTURE, THE ARTS & SOCIETY – ENVIRONMENT, ART, & THE ANTHROPOCENE
11:15 am - 12:30 pm  Tu/Th  Ed Basement (Jessica George)
Scientists assert that our current geological epoch is one defined by substantial human impact upon our planet. Many propose calling this epoch "the Anthropocene." This course will use the concept of the Anthropocene to analyze art, literature, and films that depict human/environment relationships in a time of ecological change. We will look at a range of texts, from the architectural installations at Norway's Svalbard Global Seed Vault to Beyoncé's visual album Lemonade to protest art from the Dakota Access and Keystone XL pipeline protests. Readings on environmental history and environmental justice will help contextualize our guiding question: to what extent is art equipped to meet the crises of the Anthropocene, including the rhetorical challenges of climate change? Students will engage our course readings and artwork through short essays and their own creative responses, including a collaborative art project.

CLLC L210 / Class 12002 (Gen Ed and CASE A & H)  CULTURE, THE ARTS & SOCIETY – PHILOSOPHICAL PESSIMISM
11:15 am - 12:30 pm  Tu/Th  Cravens B ; Film screenings 7:00 - 9:00 pm  Wed  Collins Cinema (David Fisher)
Part of philosophy’s self-conception involves taking a sober, unsentimental look at how things really are. But what if taking a sober look reveals something terrifying? That everything’s wrong. That we’re irrevocably broken. In this course we will look at philosophical issues raised by True Detective Season One (and watch the show). It’s a story of two detectives investigating a murder and the unsettling world they discover. But equally unsettling is the bleak worldview espoused by the one detective, Rust. We’ll try to see what could be behind Rust’s worldview. Some questions we’ll discuss: What is right/valuable/meaningful? Is there anything ethically/metaphysically special about persons-consciousness, personal identity, temporal experience, free will? What is self-deception, and is it unavoidable? We will examine grounds for philosophical pessimism based on certain answers to these questions. But the overarching goal is to think hard about some enduring philosophical issues, whether we endorse pessimism or not.

CLLC L210 / Class 32687 (Gen Ed and CASE A & H)  CULTURE, THE ARTS & SOCIETY – THE SENSES IN ART & LITERATURE
12:20 – 1:35 pm  M/W  Cravens B (Tracey Hutchings-Goetz)
Can a perfume tell a story? What do it mean when we say that a movie is “touching”? How does reading a poem aloud change our understanding of its meaning? Designed to be as sensorially engaging as possible, this course considers how both our sensory experiences and our representations of the senses help us to make sense of the world. In this course, we will read, watch, smell, taste, touch, and listen to a wide variety of texts, including fiction, poetry, creative non-fiction, philosophy, film, and visual art, that not only seek to represent and beguile the senses, but also challenge us to complicate our understanding of the five senses. This course will examine how different sensory paradigms inform literary and artistic expression as well as how the senses can both immerse in and disconnect us from the world of representation.

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 CLCC 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.