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 33354 (Gen Ed and CASE A&H) TEXT IMAGE SOUND – DOCUMENTATION AND MEDIA CREATION**
M/W 3:35 – 5:35 pm Ed Basement (Jacky Comforty – visiting artist 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 12949 (Gen Ed and CASE A&H) TEXT IMAGE SOUND – PUNK, ZINES AND DIY POLITICS**
M/W/F 11:15 am – 12:05 pm Ed Basement (Rebecca Kunin)
Class limited to Collins residents only. For permission, contact Yara Clüver at ycluver@indiana.edu
What is a zine? How do zines relate to punk and DIY (do it yourself) politics? How have zines become sites of critical engagement for those who are socially, politically, and/or economically marginalized? This course will directly engage with these questions (and more) using zines as sites for primary investigation. Students will interrogate underground spaces that have been carved out in zine subcultures in conjunction with relevant critical theories that engage with the intersections of race, class, gender, sexuality, age, nationality, and (dis)ability. Students will explore the various ways that these intersections are experienced through multiple subjectivities by directly applying theory with praxis using zines. In addition to an introduction to critical social theories, students will be familiarized with a working history of zine culture from local and global perspectives. Drawing from a grassroots ideology, this course reimagines students as active co-creators of knowledge, rather than passive receptacles of information.

**CLLC L110 / Class 30110 (Gen Ed and CASE A&H) TEXT IMAGE SOUND – STAR TREK: MEANINGS & MESSAGES**
M/W/F 2:30 pm – 3:20 pm Ed Basement (Ken Rosenberg)
Class limited to Collins residents only. For permission, contact Yara Clüver at ycluver@indiana.edu
Do you already “grok Spock,” or did you have to look up one or even both of those words? Either way, join us this coming spring as we watch selected episodes from *Star Trek: The Original Series* (TOS) and explore Roddenberry’s vision of humanity, technology, and the future: Its personal and historical context, the psychological underpinnings and ethical implications, and how TOS speaks to modern audiences—and also when it fails, by still being a product of its time. Weekly, you will attend a primer lecture, watch an episode, read an academic article (mostly from cultural studies and psychology), and write a reflection post which we will reference during class discussions. Before spring break, you will watch a few extra episodes and write a short paper; after break, you will split into groups and watch some *Star Trek: The Next Generation* for a comparative final project.

**CLLC L120 / Class 12572 (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – FINANCE: THE PHOENIX OF OUR TIMES?**
Tu/Th 4:00 – 5:15 pm Cravens B (Fathima Musthaq)
In this course, we will examine why finance continues to flourish despite recurring crises that impose hardships on ordinary people. First, we will examine the building blocks of finance and its underlying logic. What is finance, and what is its place in capitalism? Next, we will reflect on how the world of finance structures our lives through financial obligations such as student loans, credit cards, and mortgages. How does our dependence on finance shape our ability to resist it? In the final section, we will consider the socio-political structures that sustain finance, specifically, what these institutions are in the U.S. and how they have evolved over time. In the final weeks, we will reflect on whether finance is good or bad, predatory or enabling, and if it has a role in democratic politics. We will use novels, TV shows, films and scholarly writings to explore the staying power of finance.
CLLC L210 / Class 7244  (Gen Ed and CASE A&H)  CULTURE, THE ARTS & SOCIETY – HEARING RACE & PLACE IN THE U.S.  
Tu/Th 11:15 am - 12:30 pm Ed Basement  (Alison Martin)
This course examines how places are both racialized and sonic. How do we hear place? How do we hear race? By examining a variety of places (The American South, gentrifying cities, Bloomington, etc.) we will think through how places are racialized and how we interpret them as listeners. This course also serves as an introduction to both ethnomusicology and sound studies. In this course, through our readings, listening activities, soundwalks, archival activities, and class discussions, we will interrupt the hierarchy of the senses that presumes the visual and textual to be most important. Learning through the sonic and the musical is paramount in this course. We will use a variety of theoretical frameworks to become intersectional listeners, interpreting how our identity influences both how we hear and are heard in the United States.

CLLC L210 / Class 31626  (Gen Ed and CASE A&H)  CULTURE, THE ARTS & SOCIETY – ADVENTURE LITERATURE  
Tu/Th 2:30 am - 3:45 pm Ed Basement; Film screenings Tuesdays 7:00 - 9:00 pm Collins Cinema  (Daniel Fladager)
The adventure tale is one of the oldest enduring genres of storytelling, and surprisingly a lot of the same basic rules that govern King Gilgamesh’s hunt for immortality in 2100 BC also structure Cheryl Strayed’s search for self-realization on the Pacific Crest Trail in 2012. In this course, we will examine these features of adventure narratives by looking at films, poems, novels, and stories from the all over the globe while considering the triumphs, successes, limitations, and the future of this genre. We will ask why these stories are so compelling and enduring, but we will also consider the gender, race, and class differences that might impact how we read and internalize adventure narratives. The semester will culminate in a creative textual or multimedia adventure narrative of your own making where you will tackle the big questions surrounding representations of adventure in contemporary culture.

CLLC L230 / Class 30112  (Gen Ed and CASE N&M)  LIFE, CONCEPTS AND ISSUES – SENSES & SIGNALS  
M/W 11:15 am – 12:30 pm Cravens B  (Kelly Ronald)
Class limited to Collins residents only. For permission, contact Yara Clüver at ycluver@indiana.edu
Our perception of the world around us is largely influenced by the information our sensory systems allow us to perceive. Animals and humans differ vastly in sensory physiology and therefore our worlds are sometimes at odds with one another simply because we are receiving different types of information. This course will explore how animals and humans communicate and interact with the world around them: from detecting signals and cues across the sensory modes (i.e., auditory, visual, olfactory, pain reception, etc.) to making final behavioral decisions. Students will learn about vision through visits to local art museums and studying visual illusions, olfaction by visiting Indiana University’s pheromone research center, and hearing by conducting their own field playback experiments. This course will be largely student-inquiry driven, training students to become scientists by engaging deeply with the scientific method, their peers, and other local scientists as guest-lecturers.

**Peer Instruction: Where students are teachers**

CLLC Q199  RESIDENTIAL LEARNING WORKSHOP (1 cr) See One.IU 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 4451  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.