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 L120 / Class 33322 (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – EDIBLE EDUCATION 102**
6:00 - 8:30 pm W Ed Basement (Carl Ipsen)
As the costs of our industrialized food system—to the environment, public health, farmers and food workers, and to our social life—become impossible to ignore, a national debate over the future of food and farming has begun. Telling stories about where food comes from, how it is produced—and how it might be produced differently—plays a critical role in bringing attention to the issue and shifting politics. This will be the second of three Edible Education semesters sponsored by the Edible Schoolyard Project and hosted by Michael Pollan at UC Berkeley. We will watch the Fall 2012 episodes (oddly called EE103), do associated readings, write brief weekly reviews and one final paper.

**CLLC L120 / Class 25242 (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – FASHION AND SUBCULTURES: HEGEMONY & RESISTANCE**
11:15 am - 12:30 pm Tu/Th Ed Basement (Courtney Mitchel)
This course will explore the relationships between fashion, identity, and structures of power. Taking as our definition of fashion, “bodily adornment or modification,” we will spend the semester thinking and writing about the ways in which fashion can mark someone as an insider or outsider of various social groups, including in terms of race, class, gender, ethnicity, disability, sexuality, and nationality. Of special interest to this course will be the topic of subcultures, specifically those of hip-hop and punk, and the ways in which fashion can be and historically has been used to challenge hegemonic structures of power. We will also consider the ways in which identities are made and unmade visually. This course will include a field trip to the Cincinnati Art Museum, as well as the potential for a creative final project.

**CLLC L120 / Class 30955 (Gen Ed and CASE S&H) POLITICS, IDENTITY & RESISTANCE – CLEAN OR DIRTY: GENDER, SEX, AND PURITY**
10:10 - 11:25 am M/W Ed Basement (Ariel Sincoff-Yedid)
Purity is a concept we all know, but rarely stop to question. Who is pure in contemporary society? How does one maintain or lose one’s purity? Is it solely determined through sexual behavior? Religion? This course provides an interdisciplinary, topical introduction to scholarly and popular discussions of gender, sexuality, and purity. We will consider social definitions of clean, healthy, appropriate, and acceptable bodies and behaviors, and if or how these boundaries have shifted over time. We will think about how social value is tied to standards of cleanliness and purity, and how markers of dirtiness and impurity affect social standing. Course readings will also examine how purity and decency discourses act as forms of social regulation and social control, and how ideas about cleanliness and purity are tied to power. We will study pornography, raunch culture, kink, and unusual sexual practices, as well as visit the Kinsey Institute Gallery.

**CLLC L210 / Class 26571 (Gen Ed and CASE A&H) POLITICS, IDENTITY & RESISTANCE – CONSTRUCTED LANGUAGES: FICTIONS, FUNCTIONS, & FACTIONS**
1:00 - 2:15 pm Tu/Th Cravens B (John H. G. Scott)
Film screenings: 7:00-9:00 pm W, Collins Cinema
Have you ever heard aliens talk in a movie and thought, “I could do better than that”? Do you just love how Elrond talks? Now’s your chance to make a language of your own! At first, “ConLang” may conjure images of Klingons at ComicCon or of Liv Tyler wearing pointy ears. In fact, the construction of artificial languages has a long and varied intellectual and
philosophical history. This course uses ConLangs to explore linguistics and language structure. We explore the motivations, characteristics, uses, and reception of numerous actual constructed languages in history, literature, entertainment, and (inter-)national politics. Sessions include lessons and discussions about actual ConLangs in fiction and culture as well as workshop activities for learning tools and techniques for designing a ConLang. Grading is based on a mixture of short assignments and presentations related to the course topics and on each student’s individual contributions to the workshop activities.

CLLC L210 / Class 28607 (Gen Ed and CASE A&H) CULTURE, THE ARTS & SOCIETY – “RUIN PORN” & URBEX: THE POLITICS & AESTHETICISM OF RUINATION
2:30 - 3:45 pm Tu/Th Cravens B (Kaeleigh Herstad)
Ruin photography (commonly called “ruin porn”) is a genre of photography that focuses on urban decay and modern ruin, and it has been heavily criticized in recent years for what some view as its sensationalistic and exploitative nature. Urban Exploration (a.k.a. UE, UrbEx, or Place-Hacking) is the exploration or infiltration of the built environment, and it is also frequently criticized for its practitioners’ “unauthorized” usage of derelict and off-limits spaces. This course uses these two popular phenomena as tools of cultural analysis, asking what they can teach us about the ways in which people have perceived and interacted with ruins and “wasted” spaces throughout history, and the implications this has for heritage management and preservation, urban planning, and tourism. Activities include field trips, film screenings, and a class photography exhibit where students can showcase their work.

CLLC L210 / Class 30956 (Gen Ed and CASE A&H) CULTURE, THE ARTS & SOCIETY – ROCK STARS WITH A CAUSE
12:20 - 1:10 pm M/W/F Ed Basement (Nathan Gibson)
Music in popular culture does not merely reflect modern society, but it can, and often does, create social change. In this course we will study influential songwriters of the twentieth century, from a plethora of genres and locales, whose songs have given voice to the disenfranchised. These broadly-defined protest/activist songs will be examined in relation to the U.S. labor movement, the fight for civil rights, women’s liberation, gay rights, both patriotic and anti-war movements, environmental awareness, and other important social and political conflict around the world. Equal parts cultural/lyric analysis and creative writing, this course is also designed to improve your songwriting skills, with an emphasis on creating socially conscious music. A background in music or performance is not required, but we will address song composition not only from a lyrical standpoint (meaning, metaphor, narrative, etc.), but also melody creation, chord patterns, various song structures, and prosody.

CLLC L220 / Class 35173 (Gen Ed and CASE S&H) THE ROOT OF ALL EVIL?: THE CULTURE & ETHICS OF MONEY
5:45 - 7:00 pm M/W Cravens B (Kevin Houser)
This course is about the moral suspicion of money. Drawing from history, anthropology, philosophy, sociology, literature, and film, we’ll consider such questions as: What makes something (shells, soft metals, paper, bitcoin) count as money? What do thinkers in history (e.g., Smith, Simmel, Dickens, Hayek, Marx) say in favor of money—or against it? How do worries about ‘the market mentality’ inform current prohibitions on prostitution, organ markets, mercenary armies? What is the moral difference between a corporate raider and a pirate? How has our understanding of gender and ethnicity affected our understanding of money and vice versa? If markets free us to live our values, what does it mean to say freedom—or love, or anything—is nevertheless “beyond price”? This discussion-centered, student-driven course culminates with an assignment to devise a critique and alternative economy. How should we change or limit the moral reach of money? How might we arrange society so as to do without it?

**Peer Instruction: Where students are teachers**

CLLC Q199 RESIDENTIAL LEARNING WORKSHOP (1 cr) See OneStart for course schedules
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 20461 PEER INSTRUCTOR WORKSHOP (1 cr)
1:00 - 2:30 pm Tu/Th Ed Basement (Yara Clüver)
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.