

Clarke Forum Student Project Manager Application

Application Deadline: Wednesday, March 18 at 11:59 p.m.

About the Clarke Forum:

The Clarke Forum for Contemporary Issues, founded in 1994 with a generous gift from Trustee Henry Clarke, brings the unique strengths of an interdisciplinary liberal arts perspective to the critical examination of pressing contemporary issues. The Clarke Forum believes that critical reflection and the informed exchange of divergent ideas across academic disciplines improves knowledge and understanding.

The Clarke Forum connects the students and faculty of Dickinson College and members of the broader community with scholars, practicing professionals and activists through the use of lectures, seminars, and conferences. By encouraging engagement with these visitors in ways that allow for dialogue and critical reflection, the Clarke Forum helps prepare students to become knowledgeable, productive, and intellectually active citizens and leaders. The Clarke Forum also provides a space where faculty can come together to discuss ideas and solutions to social problems from many perspectives. With programs that are free and open to the public, the Clarke Forum is a vital part of the community, continually enhancing public awareness and understanding of critical contemporary issues.

Description of Student Project Manager Position:

This is a paid position. As a Student Project Manager, you are responsible for:

- Designing posters and programs for all events using Adobe InDesign, Photoshop and Canva
- Researching topics and speakers
- Writing press releases, topical backgrounds, biographies, and introductions
- Introducing guest speakers
- Conducting and editing audio interviews using Audacity
- Developing future programs and salons with fellow project managers
- Hanging posters around campus and sometimes in town
- Escorting guest speakers
- Attending receptions, dinners, and events
- Providing general office support to Clarke Forum staff
- Contributing to projects related to the Clarke Forum's mission
- Updating social media accounts (Instagram and Facebook)

Strong writing and communications skills are required. Project managers are also required to work together as a team and to professionally represent the Clarke Forum to the greater Dickinson community and to guests.

Workers must be willing to commit 9 to 11 hours each week which includes two mandatory student project manager staff meetings (every Tuesday at noon and every other Thursday at noon).

In addition, workers must be available for mandatory training all day on both Thursday, August 27 and Friday, August 28.

No prior work experience is necessary. Prior knowledge of programs such as InDesign, Photoshop, and Audacity are a plus, but not required. Training will be provided, but please mention any previous experience with these tools. Students should possess the ability to work both independently and in a group environment.

APPLICATION MATERIALS: PLEASE SUBMIT THE FOLLOWING:

- (1) Resume that includes GPA**
- (2) “Topical Background” Essay (~350–400 words) – (see below for the topic, next page is a sample)**
- (3) Brief cover letter (1 page) that should include reasons for applying and highlight experience and skills you can contribute to The Clarke Forum.**
- (4) Names of two faculty members who would serve as references.** (Professors who had you in their class).

For each program, student project managers are required to conduct research on their respective events. They must then write a “topical background” approximately 350–400 words in length that introduces and provides background information on the issue to the attending audience. These essays are to be limited to a **fact-based description with no opinion**. Sources must be from a scholarly sources and cited in Chicago style footnote format. See sample Topical Background (attached).

Please write a topical background for:

Democracy and Education

Democracy as a participatory form of government relies on an educated public to sustain it. For that reason, the principles of a democratic society should ensure that education is accessible and aimed at fostering equality and civic engagement. In your topical background reflect on whether and how education sustains, challenges, and/or reshapes democracy in today's United States.

Application materials must be submitted electronically to:
clarkeforum@dickinson.edu by **Wednesday, March 18 at 11:59 p.m.** Late applications will not be accepted.

What to expect: We will contact you by Monday, March 30. If you are selected for an interview, it will be held within the following two weeks.

SAMPLE TOPICAL BACKGROUND ESSAY

Event: *The Case for Rage: Why Anger Is Essential to Anti-Racist Struggle*

Anger's Role

Why do we get angry? Anger is a reaction rooted in evolutionary survival tactics used to defend the self from immediate danger.¹ Despite being regarded as a primitive instinct,² anger has remained in our society and serves an important purpose in our social lives. It functions as a direct response to social threats, while working with other feelings like moral contempt to form complex social interactions.³

Despite its frequency, anger is historically regarded as the antithesis of reason. Due to the dismissal of rage, sentiments influenced by anger are often rejected in discourse. This rejection can be traced back to Ancient Greece where Socrates argued that negative emotional reactions demonstrate a lack of wisdom.⁴ While expressing anger can seem negative, releasing frustration is cathartic and often quickly resolves tensions.⁵ Anger combines with emotions of contempt and indignation, allowing it to become a tool in complex social interaction.⁶

Recently, feminist and anti-racist scholars have reexamined anger. Audre Lorde argued that “Anger, used, does not destroy. Hatred does.”⁷ She explained that fear of anger inhibits learning⁸ and instead promoted using women’s, particularly Black women’s, “arsenal of anger” against the oppressions which caused that rage.⁹ Race and gender impact who is allowed to express anger and the acceptable forms of expression. These unequal impacts are visible in the receptions of former President Barack Obama, who maintained composure to avoid the stereotype of the “angry black man,” and former Secretary of State Hillary Clinton, who was labelled as shrill and irrational when she expressed emotion.¹⁰ The double standard is particularly obvious when compared with the perception of former President Donald Trump, whose anger was his greatest campaigning tool.¹¹ Activists and scholars are now reexamining the role of anger, considering its potential as a productive tool for change.¹² Rather than dismissing marginalized groups’ anger outright, it is critical to acknowledge its value in the fight for justice.

¹ Hutcherson, Cendri A., and James J. Gross. “The Moral Emotions: A Social-Functionalist Account of Anger, Disgust, and Contempt.” *Journal of personality and social psychology* 100, no. 4 (2011): 720.

² Charles Duhigg, “The Real Roots of American Rage: The untold story of how anger became the dominant emotion in our politics and personal lives—and what we can do about it,” *The Atlantic Monthly*, January-February 2019, 64, <https://www.theatlantic.com/magazine/archive/2019/01/charles-duhigg-american-anger/576424/>.

³ Hutcherson, “The Moral Emotions,” 720-721.

⁴ Plato, “Apology,” in *Five Dialogues*, trans. G. M. A. Grube, ed. John M. Cooper, (Indianapolis: Hackett Publishing Company, Inc., 2002), 26.

⁵ Duhigg, “The Real Roots of American Rage,” 65.

⁶ Hutcherson, “The Moral Emotions,” 721.

⁷ Audre Lorde, “Eye to Eye: Black Women, Hatred, and Anger,” in *Sister Outsider: Essays and Speeches*, Audre Lord (New York: Ten Speed Press, 2007), 152.

⁸ Audre Lorde, “Uses of Anger,” *Women’s Studies Quarterly* 25, no. ½ (1997): 278.

⁹ Lorde, “Uses of Anger,” 280.

¹⁰ Duhigg, “The Real Roots of American Rage,” 71.

¹¹ Duhigg, 65.

¹² Cherry, Myisha. “Political Anger.” *Philosophy Compass* 17, no. 2 (2022): 7-8.