

**DICKINSON COLLEGE**  
*Application for Learning Community Coordinator 2018<sup>1</sup>*

*I. General Information*

Name: \_\_\_\_\_ HUB Box #: \_\_\_\_\_

Campus Address: \_\_\_\_\_ Campus Phone: \_\_\_\_\_

Campus E-mail: \_\_\_\_\_@dickinson.edu

Class Standing for Fall Semester 2018: \_\_\_ Senior \_\_\_ Junior \_\_\_ Sophomore

Major(s): \_\_\_\_\_ Expected Date of Graduation (month/year): \_\_\_\_\_

Have you lived in a Learning Community while at Dickinson: Yes \_\_\_ No \_\_\_

If so, which year? Which learning community? \_\_\_\_\_

List the locations on campus where you previously have lived:

Hall/Building	Dates
_____	_____
_____	_____
_____	_____

**II. Work Experience And Campus Involvement**

List any previous part-time or full-time work experience. List most recent position first. (If you have additional information to list in this section, please add an additional page.)

<i>Place Of Employment</i>	<i>Position</i>	<i>Dates</i>

List campus and community activities, academic or co-curricular activities or organizations that you consider relevant to this position. Include your role and any offices held.

<i>Activity Or Organization</i>	<i>Involvement</i>	<i>Dates</i>

What other employment obligations, internships, or student teaching assignments are you committed to for fall 2018?

\_\_\_\_\_

<sup>1</sup> All questions about the 2018 Learning Community Program should be directed to Shalom Staub, Associate Provost

### III. Selection of Specific Learning Community

\*\*I wish to be considered for any available LCC position: \_\_\_\_\_

\*\*I wish to be considered for a specific learning community based on the following themes for fall 2018 (Please check any that specifically interest you):

#### \_\_\_ **Modernity and Its Legacy: Past Ideas and their Contemporary Importance**

We are dealing with increasing unrest fueled by issues of race, class, technology, and religion, and democracies around the world are turning to more authoritarian tactics of rule. But none of these issues are new. Karl Marx's critical analyses of capitalism and exploitation, Sigmund Freud's investigations into the unconscious and our discontent in civilized society, Charles Darwin's explanations of evolution and species development, Mary Shelley's attempts to come to terms with technology, W. E. B. Du Bois' account of the importance of race in modern life, and Hannah Arendt's explication of the origins of totalitarianism all contributed to changes in the ways in which people lived and thought in the 20th century and continue to do so today. In this class we will read, critique, and write about selected works from these thinkers (and a few others) in order to better understand their relationships to one another and to the ways in which history has since unfolded. By understanding these ideas from the past, we can gain a better understanding of our present.

Professor: Karl Qualls, History

Professor: Dan Schubert, Sociology

#### \_\_\_ **Native American Hidden Histories in Carlisle**

The Carlisle area is a significant site for understanding Native American experience—the hidden record of thousands of years of habitation, the stories from the “frontier” told from the perspective of European explorers and early American efforts to displace the native inhabitants, and significantly, the impact of the Carlisle Indian School whose mission was to “civilize” by stripping Native American children of their language and culture. This learning community will uncover the untold histories and experiences from the Native American perspective through archaeological exploration, archival research, and access to visiting Native descendants of the Carlisle Indian School, scholars and artists.

#### **Indigenous Education: Native Americans, Schooling, and the Carlisle Experiment**

Professor: Amy Farrell, American Studies

#### **Before Carlisle: Illuminating the native American Histories of our Community**

Professor: Maria Bruno, Anthropology

## \_\_\_\_ Understanding God, Understanding Ourselves

Belief in God has been a defining characteristic of human experience for millennia. Even with the 20<sup>th</sup> Century predictions of the irrelevance of God in an age of reason, religious belief continues to shape human behavior and the world we live in. This learning community affords students the opportunity to encounter various ways human beings understand and experience God. Why is religious belief so powerful? How do we make sense of beliefs that have no empirical basis? What are “religious” experiences? The multiple lenses of Psychology and Philosophy will allow you to engage these questions deeply.

### **Conceptions of God**

Professor: Crispin Sartwell, Philosophy

### **Reasonable Faith: The Psychology of Religion**

Professor: Megan Yost, Psychology

### III. Essay Questions

On separate sheets of paper, please answer the following two questions. Please ensure that answers are single-spaced and that no single answer exceeds one page in length.

1. Describe yourself and what motivates you to apply for the LCC position? If you are applying to be the LCC for a specific learning community, describe any special interest and knowledge you bring to this subject and why you are motivated to be the LCC for this particular learning community.

2. Describe what you could envision doing as a Learning Community Coordinator to foster an active, engaged learning environment in your residence hall.

### IV. References

Please list the two people to whom you have distributed reference forms. Your references should be 1) a faculty member, and 2) another faculty member, or someone who knows you in the context of some co-curricular or extra-curricular engagement. **References are due no later than March 30, 2018.**

Reference #1

Name: \_\_\_\_\_

Reference #2

Name: \_\_\_\_\_

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Signature of Applicant

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Date

***Please submit your application to Associate Provost Shalom Staub (Room 16, Old West)  
by noon on March 30, 2018.***