

Dominican University's Seminar Program
Learn more at <http://www.dom.edu/departments/corecurriculum/seminars/>

Dominican's four-year interdisciplinary seminar program is centered on questions that are both universal and urgent, and that engage the whole person throughout life. The seminars are also designed to be integrative, helping students see and articulate connections between information and ideas originating in other courses; between their coursework and their lives beyond the classroom; and between their own lives and the lives of others—past, present, and future.

	Freshman Seminar*	Sophomore Seminar	Junior Seminar	Senior Seminar
Title	The Examined Life	Life in Community	A Life's Work	The Good Life
Guiding Questions	What is the self? Who am I? How did I become who I am? Who will I be in the world? What does it mean to live mindfully and reflectively? What helps and hinders that process?	How are personal identity and group membership interrelated? What are the causes and effects of inequality among and within groups? What does it mean to live in diverse communities and cultures?	What is the place of work in the life of the individual and in society? How do technology and leisure shape our lives? What part does making a living play in making a life?	What does it mean to be good, to lead a good life? How does one reconcile self-interest with a sense of social responsibility?
Common Text	Thich Nhat Hanh, <i>Living Buddha, Living Christ</i>	Diana Eck, <i>Encountering God: A Spiritual Journey from Bozeman to Banaras</i>	Pope John Paul II, <i>On Human Work (Laborem Exercens)</i>	Aristotle, <i>Nicomachean Ethics</i>
Community-Based Learning	Some seminars, particularly at the freshman and sophomore level, utilize community-based learning as a way of achieving the learning objectives of that particular seminar.			

* The freshman seminar includes an advising component, with the seminar instructor serving as the student's academic advisor until he or she declares a major.

LAS Seminar Overview

While liberal arts and sciences seminars are taught by instructors from various disciplines representing alternative approaches to the general topics, they share several features. As seminars, they are courses in which students, led by an instructor, investigate problems, design projects, explore resources, and share findings. They are, that is, courses in which students learn with and from each other.

Students will “take” from their seminars no more and no less than they “give” to them. By engaging actively the materials encountered and the ideas of classmates by first informing themselves, then participating thoughtfully in class discussions, and by completing diligently their portion of the work of the group, students gain new information, new insights, and new perspectives. More important, though, is that they gain a “new” way to learn and new respect for the power of the mind that they will carry with them into their lives beyond the classroom.

In addition to their course specific learning goals, LAS Seminars at all levels will help students: engage texts from diverse fields of study; connect ideas and experiences across contexts; assert a defensible response to the questions under consideration; communicate effectively in oral forms; and communicate effectively in writing.

LAS Seminar Learning Goals and Outcomes

As they engage texts (e.g. written, visual, oral, or experiential) from diverse fields of study, students will be able to:

- identify and explain the main idea or ideas within the texts;
- discern distinct positions within the text or between and among texts; and
- make judgments about the text in relation to the guiding questions for each seminar level.

In connecting ideas and experiences across contexts, students will:

- draw on relevant examples of personal experience to explore the guiding questions under consideration at each seminar level;
- demonstrate an awareness of diverse responses to the guiding questions for each seminar level; and
- make connections across disciplines in ways that illuminate the guiding questions at each seminar level.

To assert a defensible response to the guiding questions under consideration, students will:

- articulate a clear response;
- situate one’s response in relation to others’ responses; and
- defend the rationale for one’s responses.

To communicate effectively in oral forms, students will:

- demonstrate attentiveness to the oral contributions of others;
- contribute to discussions in ways that build upon or synthesize the ideas of others; and
- foster a constructive class climate.

To communicate effectively in writing, students will:

- articulate a clear, specific, and complex thesis in response to the questions;
- support the thesis with appropriate evidence; and
- demonstrate correct syntax and mechanics.