

The Relationship Between Faith and Higher Education: Recommended Readings
Annotated (primarily with publishers' excerpts)
Prepared by the Office of Vocation & Ministry
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Key Texts

Burtchaell, James T. *The Dying of the Light: The Disengagement of Colleges and Universities*. Grand Rapids: Eerdmans, 1998.

From Michael James: Burtchaell traverses the same ground as George Marsden [see below] but with detailed case studies of particular colleges and universities and their changing relationships to the church denominations with which they were originally identified. His book is of special interest because, unlike Marsden, he included Catholic institutions in his study . . . The book's title makes clear the author's thesis, that these institutions have blurred the religious identities they once had through links to their sponsoring denominations and have assimilated the values of their secular peers.

Dovre, Paul J., ed. *The Future of Religious Colleges: The Proceedings of the Harvard Conference on the Future of Religious Colleges, October 6-7, 2000*. Grand Rapids: Eerdmans, 2002.

From Library Journal: The 18 analytical essays that make up this collection are written by scholars from many religions. They examine the relationship among religious colleges and the academic world, their respective denominations, and society. They also look at educational models and public policy. The writers analyze the data of the past decades and present a variety of conclusions under five headings: "Religious Scholars in the Academy: Anachronism or Leaven?"; "The Religious College: Dying Light or New Dawning?"; "Identity and Relationship: Emerging Models"; "Embodying Religious Mission: Alternative Visions"; and "Religious Colleges in the Public Square." In his conclusion, Dovre, the former president of Concordia College, summarizes the main points of each article and calls for an optimistic approach to the challenges of the future.

Jacobson, Douglas and Rhonda Hustedt Jacobson, eds. *Scholarship and Christian Faith: Enlarging the Conversation*. Oxford: OUP, 2004.

From Publisher: While there has recently been a lively discussion about religious faith and higher education in America, the idea of Christian scholarship itself has been remarkably under-discussed. Most of the literature has assumed a definition of Christian scholarship that is Reformed and evangelical in orientation: a model associated with the phrase "the integration of faith and learning." The authors offer a new definition and analysis of Christian scholarship that opens the way for dialogue between evangelicals and Catholics and Protestants from a variety of church traditions.

Kimball, Bruce. *Orators and Philosophers: A History of the Idea of Liberal Education*. New York: College Board Press, 1995.

From Publisher: This prize-winning book provides a cogent study of the historical evolution of the idea of liberal education. Clearly and forcefully argued, the book portrays this evolution as a struggle between two contending points of view—one oratorical and the other philosophical—that have interacted, often controversially, from antiquity to the present. A sustained attempt to navigate through the rocks and shoals of our modern arguments about liberal education ... the outcome is a very important book which warrants close scrutiny, especially by anyone interested in the fate of liberal education.

Marsden, George M. *The Soul of the American University: From Protestant Establishment to Established Nonbelief*. Oxford: OUP, 1994.

From Publisher: Today, the once pervasive influence of religion in the intellectual and cultural life of America's preeminent colleges and universities has all but vanished. In *The Soul of the American University*, Marsden explores how, and why, these dramatic changes occurred. Far from a lament for a lost golden age when mainline Protestants ruled American education, *The Soul of the American University* offers a penetrating critique of that era, surveying the role of Protestantism in higher education from the founding of Harvard in the 1630s through the collapse of the WASP establishment in the 1960s. ... He argues persuasively that the values of "liberalism" and "tolerance" that the establishment championed and used to marginalize Christian fundamentalism and Roman Catholicism eventually and perhaps inevitably led to its own disappearance from the educational milieu, as nonsectarian came to mean exclusively secular. ... In a provocative final chapter, Marsden spells out his own prescription for change, arguing that just as the academy has made room for feminist and multicultural perspectives, so should there be room once again for traditional religious viewpoints.

Pelikan, Jaroslav. *The Idea of the University: A Reexamination*. New Haven: Yale University Press, 1992.

From Publisher: The crisis in university education has been the subject of vigorous debate in recent years. In this eloquent and deeply personal book, a distinguished scholar reflects on the character and aims of the university, assessing its guiding principles, its practical functions, and its role in society. Pelikan provides a unique perspective on the university today by reexamining it in light of John Henry Cardinal Newman's 150-year old classic *The Idea of a University* and showing how Cardinal Newman's ideas both illuminate and differ from current problems facing higher education.

Schwehn, Mark. *Exiles from Eden: Religion and the Academic Vocation in America*. Oxford: OUP, 2005.

From Publisher: In this thoughtful and literate study, Schwehn argues that Max Weber and several of his contemporaries led higher education astray by stressing research—the making and transmitting of knowledge—at the expense of shaping moral character.

Schwehn sees an urgent need for a change in orientation and calls for a “spiritually grounded education in and for thoughtfulness.” The reforms he endorses would replace individualistic behavior, the “doing my own work” syndrome derived from the Enlightenment, with a communitarian ethic grounded in Judeo-Christian spirituality. Schwehn critiques philosophies of higher education he considers misguided, from Weber and Henry Adams to Derek Bok, Allan Bloom, and William G. Perry Jr. He draws out valid insights, always showing the theological underpinnings of the so-called secular thinkers. He emphasizes the importance of community, drawing on both the secular communitarian theory of Richard Rorty and that of the Christian theorist Parker Palmer. Finally, he outlines his own prescription for a classroom-centered spiritual community of scholars.

Other Texts of Interest

Appleby, R. Scott, Patricia Byrne, and William L. Portier, eds. *Creative Fidelity: American Catholic Intellectual Traditions. American Catholic Identities: A Documentary History*. Maryknoll, New York: Orbis Books, 2004.

From Publisher: A treasury of primary documents illustrating how Catholics in the United States entered into the life of the new nation and matured as they interacted with the growing American traditions in intellectual life. ... [F]igures as diverse as Thomas Merton and John Carroll, Orestes Brownson and John Courtney Murray illustrate the landscape of American Catholic intellectual life. ... [F]ascinating for every reader who wants to understand how Catholics made themselves a richly furnished intellectual home in an often hostile land.

Beaty, Michael D. and Douglas V. Henry, eds. *Christianity and the Soul of the University: Faith as a Foundation for Intellectual Community*. Grand Rapids: Brazos Press, 2006.

From Publisher: Many universities were founded on the principles of rigorous scholarship and steadfast Christian faith. Today, however, some of these universities have abandoned their Christian roots. According to *Christianity and the Soul of the University*, institutions that retain their Christian identity have a unique opportunity to better themselves through reflective Christian faith that can unify the intellectual life of a university.

Benne, Robert. *Quality with Soul: How Six Premier Colleges and Universities Keep Faith with Their Religious Traditions*. Grand Rapids: Eerdmans, 2001.

From Library Journal: Here the well-known professor of religion laments the secularization of many fine colleges and universities with religious origins. Some institutions became nonsectarian to emphasize their intellectual and democratic qualities, while others abrogated religious content to qualify for federal funds or to bolster enrollment. Benne blames uncommitted board members and faculty for allowing their schools' heritage to be diminished or eliminated. He then describes six institutions that have admirably maintained their religious traditions: Calvin College, Wheaton College,

St. Olaf College, Valparaiso University, Baylor University, and the University of Notre Dame. The concluding chapters analyze the factors that have allowed these schools to resist trends toward secularization and suggest strategies that others might use to recover their eroded past.

Block, Edward Jr. *Ideas for the University: Proceedings of Marquette University's Mission Seminar and Conference*. Milwaukee: Marquette University Press, 1995.

From Thomas Landy: [T]he product of a Marquette faculty mission seminar ... in 1993. Much of the book is devoted to literature and textual analysis, following the original theme of the seminar, "Texts and Jesuit Values," which makes this an unusual contribution to the mission and identity literature. ... [H]elpful to anyone considering organizing a faculty seminar on mission and identity that engages participants to work from within their various disciplines.

Budde, Michael L. and John Wright, eds. *Conflicting Allegiances: The Church-Based University in a Liberal Democratic Society*. Grand Rapids: Brazos Press, 2004.

Excerpts from Todd Ream's review (in Christian Scholar's Review): *Conflicting Allegiances* is the result of a conference ... [where] Christian scholars from various traditions, academic institutions, and disciplines met to discuss the relationship the Church shares with Christian institutions of higher education. A closer inspection of the contributors to this volume [John Milbank, Amy Laura Hall, Stephen Fowl, William Cavanaugh, etc.] also reveals a small cluster of people with connections to the Radical Orthodoxy movement in theology. ... [S]timulating discussion topics as well as innovative ideas to further define the identity of what the contributors to this volume often refer to as a Church-based university.

Carmody, Denise. *Organizing a Christian Mind: A Theology of Higher Education*. New York: Continuum International Publishing Group, 1996.

From the Publisher: Following an introductory discussion of teaching, research and publication, and "the difference that God makes," the book moves through such topics as human nature, physical nature, politics, divinity or ultimate reality, and education (including community services, academic freedom, and the arts and sciences). A concluding chapter focuses on vision in higher education, that is, gaining a clear sense of what a collegiate venture wants to do and the kind of curriculum and teaching that squares with what a college is trying to achieve.

Certera, Anthony J. and Oliver J. Morgan, eds. *Examining the Catholic Intellectual Tradition, 2 vols*. Fairfield, CT: Sacred Heart University Press, 2002.

From Publisher: This collection of essays by a variety of educators, scholars, and theologians lays out some of the content behind the term "Catholic intellectual tradition," a tradition that is both a treasury of classic and contemporary texts, including religious and aesthetic products, and a "way of doing things" borne of experience, prayer,

and critical reflection. Contributions focus on such topics as the ideal of the Catholic mind, the relationship between Catholicism and other faith traditions, notions of the Catholic artist and Intellectual, and future directions for Catholic universities.

Clark, William. *Academic Charisma and the Origins of the Research University.* Chicago: University of Chicago Press, 2007.

A comprehensive look at the lively mix of historical and cultural factors which cast the academic culture of the modern research institution.

D'Costa, Gavin. *Theology in the Public Square: Church, Academy, and Nation.* Oxford: Blackwell, 2005.

A considered theological argument for a Christian university and an original proposal for inter-religious dialogue in state-run institutions by the multi-faceted director of the Department of Religion at University of Bristol.

Edwards Jr., Mark U. *Religion on Our Campuses: A Professor's Guide to Communities, Conflicts, and Promising Conversations.* New York: Palgrave Macmillan, 2006.

From Publisher: [S]tes the table for open-minded (but perhaps skeptical) faculty members to reflect on the appropriate role of religion in scholarship and teaching. By situating religion and disciplinary scholarship within their community contexts, it seeks to promote faculty self-awareness and encourage dialogue with colleagues. It covers topics ranging from religious influences in faculty lives to questions of academic freedom, proselytization, and appropriate limits to religious expression within the Academy.

Estanek, Sandra, ed. *Understanding Student Affairs at Catholic Colleges and Universities: A Comprehensive Resource.* Franklin, WI: Sheed and Ward, 2002.

From Publisher: In response to the growing concern over nurturing Catholic identity at Catholic colleges and universities and an outcome of the Lilly-funded Institute for Student Affairs at Catholic Colleges and Universities (ISACC), this book is the first of its kind to focus not only on student affairs in Catholic higher education but on lay men and women who received training at secular institutions. An essential book for administrators, staff, and faculty at Catholic institutions of higher learning.

Fox, Richard W. and Robert B. Westbrook, eds. *In Face of the Facts: Moral Inquiry and American Scholarship.* Cambridge: Cambridge University Press, 1998.

From Publisher: Recently there has been a renewed interest in moral inquiry among American scholars in a variety of disciplines. This collection of accessible essays by scholars in philosophy, political theory, psychology, history, literary studies, sociology, religious studies, anthropology, and legal studies affords a view of the current state of moral inquiry in the American academy, and it offers fresh departures for ethically

informed, interdisciplinary scholarship. Seeking neither to reduce values to facts nor facts to values, these essays aim to foster discussion about inquiry and moral judgment, and demonstrate that moral inquiry need not be either dispassionate and value-free or moralistic and preachy.

Gallin, Alice. *Independence and a New Partnership in Catholic Higher Education*. Notre Dame: University of Notre Dame Press, 1996.

From Thomas Landy: [T]he first of several books on Catholic higher education that Sr. Alice Gallin has been researching since the 1960s. Her work is intended to pick up where Philip Gleason's recent history ends. In this volume, she deals in particular with the process of separate incorporation, wherein religious orders relinquished control of their institution to lay boards beginning in 1967. The book focuses on six important cases of Catholic colleges and universities that were early to change. ... By clearly examining the decisions made by boards and presidents in light of interpretations of canon and civil law, this work helps clarify how we got to where we are from where we were.

. *Negotiating Identity: Catholic Higher Education Since 1960*. Notre Dame: University of Notre Dame Press, 2000.

From Publisher: [T]akes on questions of the identity of Catholic colleges and institutions ... from a broad historical perspective: How have these institutions acclimated themselves to the standards of American higher education since the 1960s and, at the same time, attempted to retain a distinctive Catholic mission? ... [O]ne of Gallin's primary concerns is to demonstrate the complexity of the task, which rules out any simple interpretations or answers. Gallin describes the crucial impact of theological changes from Vatican II, the threat of exclusion from government funding for higher education after World War II, issues of academic freedom from differing perspectives, the transformations in student bodies and faculty loyalties, and the struggle of Catholic colleges and universities to become respected members of the American higher education community.

Gleason, Philip. *Contending with Modernity: Catholic Higher Education in the Twentieth Century*. New York: Oxford University Press, 1995.

From Publisher: [A] definitive history of American Catholic higher education with special emphasis on the intellectual and institutional dimensions of the subject.

Hauerwas, Stanley. *The State of the University: Academic Knowledges and the Knowledge of God*. Oxford: Blackwell, 2007.

Ranging engagements on the role of religion in the academy, and of theology in relation to academic knowledge. Raises more questions than it answers—which is what Hauerwas sets out to do.

Haynes, Stephen R., ed. *Professing in the Postmodern Academy: Faculty and the Future of Church-Related Colleges*. Waco: Baylor University Press, 2002.

From Publisher: Examines the landscape of religiously affiliated higher education in America from the perspective of faculty members critically committed to the future of church-related institutions. The book includes articles on a variety of topics from members of the Rhodes Consultation on the Future of Church-Related Colleges, a project that has involved ninety church-related institutions since 1996.

Heft, James. *Faith and the Intellectual Life*. Notre Dame: University of Notre Dame Press, 1996.

From Publisher: [T]en distinguished Catholic scholars, all recipients of the University of Dayton's Marianist Award, explore how their faith as Catholics has influenced their scholarship and how, in turn, their scholarship has affected their faith.

_____ . *Believing Scholars: Ten Catholic Intellectuals*. Bronx, NY: Fordham University Press, 2005.

From Publisher: How do Catholic intellectuals draw on faith in their work? And how does their work as scholars influence their lives as people of faith? In this book, ten leading figures explore the connections in their own lives between the private realms of faith and their public calling as teachers, scholars, and intellectuals.

Henry, Douglas V. and Bob R. Agee, eds. *Faithful Learning and the Christian Scholarly Vocation*. Grand Rapids: Eerdmans, 2003.

From Publisher: Leading voices in the Christian academy ... provide a solid theological foundation for understanding the aims and practice of faith-and-learning integration, especially within church-related institutions, and also pointedly discuss some major challenges and opportunities facing Christian higher education in the twenty-first century.

Hesburgh, Theodore, M. *The Challenge and Promise of A Catholic University*. Notre Dame: University of Notre Dame Press, 1994.

From Publisher: What makes a great Catholic university? How is the Catholic character of the university to be preserved and fostered while avoiding both secularization and insular sectarianism? Must a majority of the faculty in a college or department be Catholic? How is Catholic to be defined in terms of culture, belief, or practice? These and other questions prompted Fr. Hesburgh to write a position paper and invite 29 Notre Dame faculty members to respond.

Hesse-Biber, Sharlene and Denise Leckenby, eds. *Women in Catholic Higher Education: Border Work, Living Experiences, and Social Justice*. Lanham, MD: Lexington Books, 2003.

From Publisher: Women in Catholic Higher Education: Border Work, Living Experiences, and Social Justice, examines the contemporary contradictions and tensions faced by women who teach and work in Catholic institutions of higher learning. Delving into discourse traditionally silenced by the Catholic hierarchy, this edited collection observes the ways in which patriarchal structures often hinder women's advancement within these institutions. The contributors describe their own conflicts and successes in their attempts to negotiate their academic careers and personal lives in the context of the clash between secular and Catholic patriarchal values. In their critical analysis, they extrapolate from their particular experiences and suggest concrete steps toward social justice for women in Catholic higher education.

Howard, Thomas Albert, ed. *The Future of Christian Learning: An Evangelical and Catholic Dialogue*. Grand Rapids: Brazos Press, 2008.

"Notre Dame historians [Mark] Noll and [James] Turner both contribute an essay to this slim and very useful volume, and each then responds to the other, their dialogue framed by Gordon College's Tal Howard. The larger context is evangelical-Catholic rapprochement; the specific focus is on what distinctively Christian scholarship might look like (Noll), or how the notion might be a will-o'-the-wisp (Turner), though both scholars cover a lot of ground. The conversation is nuanced and mutually appreciative, but not without sharp differences." – John Wilson, Christianity Today

Hughes, Richard T. and William B. Adrian, eds. *Models for Christian Higher Education: Strategies for Success in the Twenty-First Century*. Grand Rapids: Eerdmans, 1997.

From Publisher: [Explores] how fifteen Christian colleges and universities—representing both Catholic and a variety of Protestant traditions—have successfully integrated faith and learning on the campuses despite the challenges posed by the increasingly pluralistic nature of modern culture.

_____. *The Vocation of the Christian Scholar: How Christian Faith Can Sustain the Life of the Mind*. Grand Rapids: Eerdmans, 2005.

From Publisher: Richard T. Hughes's highly praised book on the relationship between Christian faith and secular learning ... is now available in this revised and expanded edition, which speaks more directly to the subject of vocation. ... Drawing from the Catholic, Reformed, Lutheran, and Anabaptist traditions, Hughes shows how the Christian scholar can embrace paradox rather than dogmatism. His reflections provide a compelling argument that faith, properly pursued, nourishes the openness and curiosity that make a life of the mind possible.

Jacobson, Douglas and Rhonda Hustedt Jacobson, eds. *The American University in a Postsecular Age*. Oxford: OUP, 2008.

From Publisher: Religion has made a comeback in American society and on university campuses. How should higher education respond? This volume gathers essays from prominent scholars and educators who unpack the key issues.

Jaeger, Werner. *Early Christianity and Greek Paideia.* Cambridge, MA: Belknap, 1961.

A brief but classic sketch of its topic by a seminal Lutheran scholar, written shortly before his death. Focuses on the Cappadocian Fathers, esp. St Gregory of Nyssa.

Landy, Thomas M., ed. *As Leaven in the World: Catholic Perspectives on Faith, Vocation, and the Intellectual Life.* Lanham, MD: Sheed & Ward, 2001.

From Publisher: Illuminating essays by passionate and well-recognized American Catholic intellectuals on the interaction between faith and work. Divided into four parts—Five Opportunities, Marks of the Faith, Spiritualities, Discipleship and Practices—As Leaven in the World visions Catholicism as a cultural force that shapes morality, the arts, creativity, cultural conversation, social justice, spirituality, and vocation. And it invites educational leaders and intellectuals to take seriously their vocation—indeed, their holy work—of teaching others how to see, listen, hear, understand, and engage the world from a Catholic perspective.

Litfin, A. Duane. *Conceiving the Christian College.* Grand Rapids: Eerdmans, 2004.

From Publisher: This book is designed to help those who are interested in Christian higher education explore anew the unique features, opportunities, and contemporary challenges of one distinct type of educational institution — the Christian college. ... Now serving in his eleventh year as president of one of the nation's foremost Christian colleges, Litfin is well placed to ask pressing questions regarding faith-based education.

Macintyre, Alasdair. “Aquinas’s Critique of Education: Against His Own Age, Against Ours.” In *Philosophers on Education: Historical Perspectives.* Ed. Amelie Rorty. London: Routledge, 1998. 95–108.

Mahoney, Kathleen A. *Catholic Higher Education in Protestant America: The Jesuits and Harvard in the Age of the University.* Baltimore: Johns Hopkins, 2003.

From Publisher: In 1893 Harvard University ... barred graduates of Jesuit colleges from regular admission to Harvard Law School. The resulting controversy—bitterly contentious and widely publicized—was a defining moment in the history of American Catholic education, illuminating on whose terms and on what basis Catholics and Catholic colleges would participate in higher education in the twentieth century. ... Mahoney considers the challenges faced by Catholics as the age of the university opened. She describes how liberal Protestant educators such as Eliot linked the modern university with the cause of a Protestant America and how Catholic students and educators variously resisted, accommodated, or embraced Protestant-inspired educational reforms.

Marrou, H. I. *A History of Education in Antiquity*. Tr. George Lamb. Madison, WI: University of Wisconsin Press, 1956.

Classic introduction to its subject by a seminal 20th century historian. Includes treatment of early Christian engagements with classical forms of education.

Marsden, George M. *The Outrageous Idea of Christian Scholarship*. Oxford: OUP, 1998.

From Publisher: Marsden responds to critics of his *The Soul of the American University*, and attempts to explain how, without heavy-handed dogmatism or moralizing, Christian faith can be of great relevance to contemporary scholarship of the highest standards.

Migliazzo, Arlin C., ed. *Teaching as an Act of Faith: Theory and Practice in Church Related Higher Education*. New York: Fordham University Press, 2002.

From Publisher: Interest in church-related higher education increased greatly in recent years ... [y]et what actually happens in the classroom has been largely overlooked. ... [A] practical guidebook on strategies to incarnate mission and epitomize theological and theoretical reflection in the classroom. ... [D]istinguished practitioners from fourteen liberal arts disciplines and Roman Catholic, Wesleyan, Anabaptist, Lutheran, and Reformed traditions demonstrate how they have been able link religious values more directly to their teaching.

Morey, Melanie M. and John J. Piderit. *Catholic Higher Education: A Culture in Crisis*. New York: Oxford University Press, 2006.

From Publisher: Catholic higher education in the United States is undergoing dramatic changes, driven largely by the virtual disappearance of nuns, brothers, and priests from Catholic university campuses. Today Catholic colleges and universities are dealing with critical questions about what constitutes Catholic collegiate identity. ... [A] study of 124 senior administrators at 33 Catholic colleges and universities across the United States. ... [The authors] describe the present situation and offer concrete suggestions for enhancing Catholic identity, culture, and mission at all Catholic colleges and universities.

Murphy, Terence J. *Catholic University: Vision and Opportunities*. Collegeville: Michael Glazier/Liturgical Press, 2001.

From Publisher: What is the nature of a university? What is the role of religion in the life of the university? What is a Catholic university? [A]ddresses these fundamental questions by taking an in-depth look at the University of St. Thomas in St. Paul/Minneapolis, where he serves as chancellor. He identifies what makes a university a Catholic university and demonstrates how Catholicism can be an integral driving force of the university.

Newman, John Henry. *The Idea of a University*. Notre Dame: Notre Dame University Press, 1990.

From Publisher: Since its publication almost 150 years ago, "The Idea of a University" has had an influence on the shaping and goals of higher education. The issues that John Henry Newman raised - the place of religion and moral values in the university setting, the competing claims of liberal and professional education, the character of the academic community, the cultural role of literature, the relation of religion and science - have provoked discussion from Newman's time to our own.

O'Brien, David J. *From the Heart of the American Church: Catholic Higher Education and American Culture*. Maryknoll, NY: Orbis Books, 1994.

From Publisher: O'Brien proposes that the primary work of Catholic colleges and universities is to foster a tradition that translates meaning and moral values into public practice. *From the Heart of the American Church* provides a historical and ecclesial context for the current debates about what makes a Catholic institution Catholic, the decline in the teaching orders and increasing secularization, and the issues of academic freedom versus Catholic identity.

O'Brien, G. Dennis. *All the Essential Half-Truths about Higher Education*. Chicago: University of Chicago Press, 1998.

From Publisher: O'Brien argues that to debate intelligently the future of education we must stop focusing on its ideals and look instead at its institutions. He does this by addressing nine half-truths, such as whether "low cost public education benefits the least advantaged in society," and goes on to examine how accurately they reflect the true state of higher education.

_____. ***Idea of a Catholic University*. Chicago: University of Chicago Press, 2002.**

From Publisher: George Bernard Shaw thought that a Catholic university was a contradiction in terms—"university" represents intellectual freedom and "Catholic" represents dogmatic belief. Scholars, university administrators, and even the Vatican have staked out positions debating Shaw's observation. ... O'Brien argues that contradiction arises both from the secular university's limited concept of academic freedom and the church's defective notion of dogma. ... O'Brien's book is built on the idea that there are different areas of truth—scientific, artistic, and religious—each with its own proper warrant and "method." In this light, he argues that one can reverse Shaw's comparison and uncover academic dogma and Christian freedom, university "infallibility" and dogmatic "fallibility."

Poe, Harry Lee. *Christianity in the Academy: Teaching at the Intersection of Faith and Learning*. Grand Rapids: Baker Academic, 2004.

From Publisher: [D]emonstrates how Christian professors can "think Christianly" about their chosen subjects. Poe invites his readers to recognize the religious dimensions of everyday life, understand the postmodern mindset, assess the underlying philosophical assumptions of various disciplines, and construct thoroughly Christ-centered paradigms.

Reuben, Julie A. *The Making of the Modern University: Intellectual Transformation and the Marginalization of Morality*. Chicago: University of Chicago Press, 1996.

From Publisher: What is the purpose of higher education, and how should we pursue it? Debates over these issues raged in the late nineteenth century as reformers introduced a new kind of university—one dedicated to free inquiry and the advancement of knowledge. In the first major study of moral education in American universities, Julie Reuben examines the consequences of these debates for modern intellectual life. Based on extensive research at eight universities—Harvard, Yale, Columbia, Johns Hopkins, Chicago, Stanford, Michigan, and California at Berkeley—Reuben examines the aims of university reformers in the context of nineteenth-century ideas about truth. She argues that these educators tried to apply new scientific standards to moral education, but that their modernization efforts ultimately failed. By exploring the complex interaction between institutional and intellectual change, Reuben enhances our understanding of the modern university, the secularization of intellectual life, and the association of scientific objectivity with value-neutrality.

Riley, Naomi Schaefer. *God on the Quad: How Religious Colleges and the Missionary Generation are Changing America*. New York: St. Martin's Press, 2005.

From Publisher: Religious colleges and universities in the United States are growing at a breakneck pace. Naomi Schaefer Riley investigates these schools, interviewing administrators, professors, and students to produce the first comprehensive account of this important trend. [She] takes the reader inside the halls of more than a dozen schools that are training grounds for the new missionary generation—Catholic, Protestant, Jewish, Mormon, and even Buddhist [and asks:] What distinguishes these colleges from their secular counterparts? What do its students think about political activism, feminism, academic freedom, dating, race relations, homosexuality, and religious tolerance?

Roberts, Jon H. and James Turner. *The Sacred and the Secular University*. Princeton, NJ: Princeton University Press, 2000.

From Publisher: American higher education was transformed between the end of the Civil War and the beginning of World War I. During this period, U.S. colleges underwent fundamental changes--changes that helped to create the modern university we know today. Most significantly, the study of the sciences and the humanities effectively dissolved the Protestant framework of learning by introducing a new secularized curriculum. This secularization has long been recognized as a decisive turning point in the history of American education. ... Roberts and Turner identify the forces and explain the events that reformed the college curriculum during this era.

Schuster, Jack H. and Martin J. Finkelstein. *The American Faculty: The Restructuring of Academic Work and Careers*. Baltimore, MD: Johns Hopkins University Press, 2006.

Best current work on the status of the academic profession in the United States. Offers a wealth of excellently organized data, esp. detailing the accelerating changes experienced in the profession over the last generation. The authors also offer suggestions and predictions regarding the future trends of the profession.

Simon, Caroline J., ed. *Mentoring for Mission: Nurturing New Faculty at Church-Related Colleges*. Grand Rapids: Eerdmans, 2003.

From Publisher: "Mentoring for Mission" ... focuses specifically on nurturing new faculty at church-related colleges and universities. [The] book examines such topics as Christian views of personhood, the role of Christian virtues in mentoring, the value of mentoring in discerning one's particular calling as a teacher and a scholar, and how different emphases of particular Christian traditions shape mentoring at schools founded by different religious bodies.

Sloan, Douglas. *Faith and Knowledge: Mainline Protestantism and Higher Education*. Louisville: Westminster/John Knox Press, 1994.

From Publisher: Sloan explores the impact that the Protestant theological renaissance (1925-1960) had on American colleges and universities, focusing in particular on the church's most significant claim to have a continuing voice in higher education. He traces the role of the national ecumenical and denominational organizations, and studies the changing place of college chaplains.

Sommerville, C. John. *The Decline of the Secular University*. Oxford: OUP, 2006.

Argues for inclusion of religion in secular universities, yet employs a fairly circumscribed notion of "religion."

Sterk, Andrea, ed. *Religion, Scholarship, and Higher Education: Perspectives, Models and Future Prospects: Essays from the Lilly Seminar on Religion and Higher Education*. South Bend: University of Notre Dame Press, 2002.

From Publishers Weekly: The product of a three-year Lilly Foundation Seminar on Religion and Higher Education, this well-edited book is comprised of short, thought-provoking pieces from some of the country's leading lights in the humanities and social sciences. *From Library Journal:* [T]he essays offer an insightful and good-humored perspective on the links between religion and higher education. A strength of the collection is the distinguished and diverse retinue of participants, a rich mixture of Catholics, Protestants, Jews, and agnostics from large or research universities, small private liberal arts colleges, religious-affiliated institutions, and divinity schools. In addition to the energetic probing of foundational issues (e.g., "religious response to pluralism"), the contributors reveal elements of their own religious experience and explain how these personal factors shape their approach to higher education, research, or teaching.

Sullivan, Robert E., ed. *Higher Learning and Catholic Traditions*. Notre Dame: University of Notre Dame Press, 2001.

From Publisher: This is the inaugural volume in the Erasmus Institute Books series. Founded in 1997, the institute strives to build bridges between Catholic thought and secular scholarship by encouraging the application of Catholic intellectual traditions to research in the humanities and social sciences, including the arts and professional fields such as law. ... [A] number of distinguished academics from various disciplines and different religious convictions present their views on the complex relations between some important aspects of Catholic thought and modern academic culture and knowledge. The contributors discuss the development of specialized disciplines, the fragmentation of academic knowledge, and the apparent isolation of Christian intellectual traditions from the discourse of the modern university. More tellingly, some of the contributors also subvert the conventional story of uniform estrangement and decline. They uncover strong evidence of symmetry, convergence, and even interdependence in unsuspected places.

Veysey, Laurence. *The Emergence of the American University*. Chicago: University of Chicago Press, 1965.

A well-written, oft-cited introduction to the history of the American university.

Wolfe, Alan. *The Transformation of American Religion*. Chicago: University of Chicago Press, 2003.

From Publisher: [Brings] together a wide body of literature about worship, fellowship, doctrine, tradition, identity, and sin to examine how Americans actually live their faith. Emphasizing personal stories, Wolfe takes readers to religious services across the nation ... to show that the stereotype of religion as a fire-and-brimstone affair is obsolete. Gone is the language of sin and damnation, and forgotten are the clear delineations between denominations; they have been replaced with a friendly God and a trend towards sampling new creeds and doctrines. Overall, Wolfe reveals American religion as less radical, less contentious, and less dangerous than it is generally perceived to be.

Wolterstorff, Nicholas. *Educating for Shalom: Essays on Christian Higher Education*. Grand Rapids: Eerdmans, 2004.

From Publisher: This volume gathers the best of Wolterstorff's essays from the past twenty-five years dealing collectively with the purpose of Christian higher education and the nature of academic learning. [Presents] a robust framework for thinking about education that combines a Reformed confessional perspective with a radical social conscience and an increasingly progressivist pedagogy.

Web Resources

JOURNALS

- 1) *Journal of College and Character* (Florida St. U.) <http://www.collegevalues.org/index.cfm>
- 2) *Journal of Religion & Society* <http://moses.creighton.edu/JRS/>
- 3) *Collegium* <http://s188393811.onlinehome.us/>
- 4) *Religion and Education Journal* (Northern Iowa U.) <http://fp.uni.edu/jrae/>
- 5) *CrossCurrents* <http://www.crosscurrents.org/>
- 6) *Religion and American Culture: A Journal of Interpretation*
<http://www.iupui.edu/~raac/journal/home.html>
- 7) *Christan Scholar's Review* <http://www.csreview.org/>

ORGANIZATIONS

- 1) Center for Study of Higher Education (Penn St. U.) <http://www.ed.psu.edu/cshe/index.html>
- 2) Center for the Study of Religion and Society
<http://puffin.creighton.edu/human/csrs/centerhome.html>
- 3) Center for the Study of Religion and American Culture (IUPUI)
<http://www.iupui.edu/~raac/>
- 4) Education as Transformation Project
<http://www.wellesley.edu/RelLife/transformation/index.html>
- 5) Higher Education Research Institute (UCLA) <http://www.gseis.ucla.edu/heri/heri.html>
- 6) Society for Values in Higher Education <http://www.svhe.org/>
- 7) Collegiate Mission Consortium of Philadelphia
<http://consortium.villanova.edu/resources/texts.html>
- 8) National Institute for Christian Education Research
<http://www.nicer.ac.uk/bibliography.htm>

SURVEYS

- 1) HERI Spirituality in Higher Education Project <http://spirituality.ucla.edu/>
- 2) National Longitudinal Study of Adolescent Health
<http://www.nber.org/~kling/surveys/AddHealth.html>
- 3) National Longitudinal Survey of Freshmen <http://nlsf.princeton.edu/>
- 4) National Study of Youth and Religion (U. of North Carolina, Chapel Hill)
<http://www.youthandreligion.org/>
- 5) Student Spiritual Development Project (Creighton U.)
<http://puffin.creighton.edu/human/csrs/centerhome.html>