BIBLIOGRAPHY ON CHRISTIANITY AND HIGHER EDUCATION

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August 2, 2010
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The institution named the University of Dubuque in 1920 began in the home of Rev. Adrian Van Vliet in the autumn of 1852, when he began tutoring two young men for ministry to German-speaking immigrants. This tutoring and apprentice program expanded, and was organized as the German Theological School of the Northwest in 1864; the German Presbyterian College was added in 1905. See Alvin J. Straatmeyer, Child of the Church University of Dubuque 1852-2008, edited by Joel L. Samuels (Cedar Rapids: WDG Publishing, 2008) for details.

In his inaugural address on October 30, 1936, Dale D. Welch, the fifth president, declared, “The institution is a child of the church . . . .” This was reaffirmed by Gaylord M. Couchman, the seventh president, in his inaugural address on October 16, 1953, “[T]he destiny of Dubuque has been centered without apology in the Christian tradition. She is a child of the church and . . . does not hang her head in shame before this fact.”


“The University of Dubuque by the year 2015 will be—Acknowledged as one of the best small, private Christian colleges and universities” (Developed during the 1997-1998 academic year and reaffirmed by the Board of Trustees May 2009).

Its distinctive heritage, its troubled decades, and its high aspirations result in a situation for which there is no exact model. The interesting challenge of reinventing the university requires disciplined inquiry and sustained reflection which, combined with intentional prayer, will result in our achievements matching our aspirations. The titles in this bibliography will provide an opportunity for serious pursuits. Since there are many titles—approximately 140—in this bibliography, the following observations may assist readers in deciding what to read.

Perhaps the best starting point is Robert Benne, Quality with Soul: How Six Premier Colleges and Universities Keep Faith with Their Religious Traditions (Fully cited in Section 7.2), useful for its analysis of six institutions representing different types of church-related colleges. Schuman in Section 7.2 briefly reviews three Roman Catholic colleges and universities, and ten Protestant colleges and universities. The Reformed tradition is represented by Diekema in Section 7.1, and in Benne, Boonstra, Burtchaell, and Hughes in Section 7.2. Chapters or essays on colleges in the Presbyterian tradition are by Marsden and Longfield in Section 3; in Burtchaell, Coalter (including an essay by Longfield and Marsden), and Hughes (particularly a chapter on Whitworth College, a Presbyterian college) in Section 7.2; and unpublished essays by Ebertz and Longfield on the University of Dubuque in Section 15.

The Lutheran tradition is represented in Benne, Burtchaell, Christenton, Hughes, and Schuadt in Section 7.2 and Schwehn in Section 10. The Wesleyan tradition is represented by Mannoia, and the Anabaptist tradition is represented by Jacobsen and Jacobsen, both in Section 7.1. The Southern Baptists are represented by Dockery in Sections 8 and 9, and the Baptist heritage is represented in works associated with Baylor University (Hankins in Section 7.2, and Henry in Sections 8 and 12). The Roman Catholic tradition is represented by Buckley, Hesburgh, and Poorman in Section 7.2.

“The University of Dubuque by the year 2015 will be—Invigorated by its bold integration of both liberal arts and theological education with the acquisition of professional credentials required to compete and contribute in the global arena” (Developed during the 1997-1998 academic year and reaffirmed by the Board of Trustees May 2009).

“Integration” can be viewed in different and complementary ways: The University of Dubuque is unique among Presbyterian institutions in having both a college and a seminary, thereby providing a challenging opportunity for achieving this goal. “Integration” also refers to making connections between faith and learning in the undergraduate and graduate programs of the college, illustrated by the core curriculum in the undergraduate
program. Cornelius Plantinga Jr., Engaging God's World; A Christian Vision of Faith, Learning, and Living (Fully cited in Section 7.1) provides a framework for faith and learning in the Reformed tradition. Section 1 lists eight journals relevant to the task of integrating faith and learning; Section 8 identifies materials on the basic concepts entailed in integrating faith and the pursuit of knowledge; see Section 9 and Fox in Section 11 for books on a wide range of disciplines in both “liberal arts” and “professional studies;” and Section 10 identifies titles on the vocation of the teacher-scholar, closely related to the task of integrating faith and learning in the classroom.

“The University of Dubuque by the year 2015 will be—Respected as an educational institution whose graduates make their mark through their stewardship of human and natural resources, and in service to their community” (Developed during the 1997-1998 academic year and reaffirmed by the Board of Trustees May 2009).

The “service to [the] community” is accented by Jacobsen and Jacobsen, Scholarship and Christian Faith (Fully cited in Section 7.1), writing in the Anabaptist tradition, and Mannoia, Christian Liberal Arts (Fully cited in Section 7.1), writing in the Wesleyan tradition. The University of Dubuque can profit from a careful consideration of these two books, particularly in light of the Wendt Character Initiative established in 2004. Issues in Student Life are clearly related to the goal of “service to [the] community,” and the literature in Section 13 is relevant to these and related concerns, particularly Michael Miller, editor, Doing More with Life: Connecting Christian Higher Education to a Call to Service (Fully cited in Section 13).

In considering the issues discussed in the foregoing literature, there is a need for a broad view of an institution. It is significant that there are fairly recent books by college presidents, providing such a broad perspective: Anthony J. Diekema [former President of Calvin College], Academic Freedom and Christian Scholarship (Fully cited in Section 7.1) is relevant to our situation for it contains “An Expanded Statement of the Mission of Calvin College: Vision, Purpose, Commitment” (October 7, 1992). Duane Litkin [President of Wheaton College (Illinois)], Conceiving the Christian College (Fully cited in Section 7.1). V. James Mannoia Jr. [former President of Greenville College (Illinois)], Christian Liberal Arts; An Education That Goes Beyond (Fully cited in Section 7.1), writing in the Wesleyan tradition (and commended by writers in the Reformed tradition). In light of the unique situation at the University of Dubuque, none of these excellent books by college presidents provide a perfect model for the University of Dubuque, but all of them do provide the ideas, information, insight, and inspiration essential to reflecting on the mission of the institution we were created to be.

Occasioned by the retirement of the bibliographer in 2004, there was “final edition” of this bibliography dated January 1, 2004, but there was a minor revision, dated October 13, 2005. The increased publication of literature on Christian higher education and the continuing transformation of the University of Dubuque, particularly with the Wendt Character Initiative, established in 2004, indicates that another edition might be useful. I have omitted, more than 60 titles from earlier editions in order to present a more focused bibliography, and added more than 30 titles—mostly published since 2004—to this slightly restructured edition.

An effective means of becoming aware of books published subsequent to this edition of the bibliography will be to consult the reviews in journals listed in “1. Scholarly Journals,” particularly Christian Higher Education: A Journal of Applied Research and Practice and Christian Scholar's Review. The user of this bibliography will observe that periodical articles have not been cited; the notes and the bibliographies in the various books will lead interested persons to those articles.

The absence of references to earlier literature is not intended to be indifferent to significant works, many of which are cited in the recent literature. John Henry Newman, The Idea of a University, originally published in 1873 from earlier lectures, is certainly an influential work, cited frequently in the literature listed in this bibliography. Of the numerous editions, one might wish to consult The Idea of a University, Defined and Illustrated. In Nine Discourses Delivered to the Catholics of Dublin In Occasional Lectures and Essays Addressed to the Members of the Catholic University, Edited with an Introduction and Notes by Martin J. Svaglic (Notre Dame: University of Notre Dame Press, 1982).
1. Scholarly Journals


Christian Scholar's Review 1 (1970)-

Christianity and Literature 28 (1978)-

Faith and Philosophy; Journal of the Society of Christian Philosophers 1 (1964)-


Perspectives on Science and Christian Faith: Journal at the American Scientific Affiliation 39 (1987)-


Teaching Philosophy 1 (1975)-

2. General Discussions of Higher Education


“Notes,” pp. 345-394.
UD LB 2322.2.B65 2006

Bowser, Benjamin P.; Jones, Terry; and Young, Gale Auletta. Toward the Multicultural University. Westport, CN: Praeger, 1995.

“References” at the end of the chapters.
UD LC 1099.3.T68 1995


UD BV 1610.A44 2008


Essays (9) on the subject in Britain, Israel, Australia, Korea, United States, East Germany, Hungary, Poland, and the Czech and Slovak Republics, with “Notes” and/or “References” are found at the end of various essays.
UD LB 2322.2.R44 1995


The author is professor of law and director of the center on ethics at Stanford University. The author covers many issues in higher education, but there is a clear and prominent role on ethical concerns in “the academic culture.” “Notes,” pp. 175-219 and “Bibliography: Selected Academic Novels and Humor,” pp. 221-223.
UD LB 1778.2.R48 2006


Occasional footnotes.
UD LC 383.S66 2006
3. History of Higher Education

After an introductory chapter, eight chapters providing an historical survey from “The Alexandrian School and the Unity of Truth” to “The Christian Academy in the Twentieth Century.” Bibliographic footnotes throughout the book.
UD LA 95.H65 2001

UD BV 3785.W66 M33 2007

“Notes” at the end of the chapters.
UD LA 226.M34 1994

Essays (11), including two essays by Bradley J. Longfield. “Notes” at the end of the chapters.
UD LC 383.S43 1992

Essays (12) on the notion of liberal education in the writings of Augustine as well as essays on education from an Augustinian perspective. “Notes” and/or “References” at the end of the essays.
UD LB 125.A84 2008

UD LB 14.7.O68 1995

“Notes,” pp. 271-344.
UD LA 227.1.R48 1996

UD LC 621.R56 2006

“Notes,” pp. 123-175.
UD LA 636.7.R62 2000

4. Cultural Context of Higher Education

Essays (10), with “Notes” at the end of some essays.
UD LC 111.R46 2002
  “Notes,” pp. 279-318.
  UD BL 2525 .C367 1993

Hanson, Victor Davis; Heath, John; and Thomton, Bruce S., joint authors. *Bonfire of the Humanities; Rescuing the Classics in an Impoverished Age*. Wilmington, DE: ISI Books, 2001.
  UD LC 1011 .H36 2001


  “Chapter References,” pp. 259-298.
  UD P 96 .A83 R44 1996

  UD BJ 1431 .S74 2005

  UD BR 115 .W6 T86 1997

  UD BL 2525 .W88 1988

5. Contemporary Crisis in Higher Education

  “Notes,” pp. 279-289.
  UD LA 227 .G48 1992

  UD LC 311 .D43 2010

  UD LC 1023 .K56 1990

  “Notes” at the end of the chapters and “Bibliography,” pp. 111-117.
  UD LB 2322 .M68 1997

6
6. The Essential Character of Higher Education

UD LA 227.4.A53 1993

UD LC 1023.015 1992

UD LB 2321.P383 1992

UD LB 41.289 1973

UD BL 241.T66 1989

7. The Distinctive Character of Christian Higher Education

7.1. General Discussions

UD LC 722.D54 2000

UD LC 428.H37 2000

UD LC 383.S46 1997

After an “Introduction,” there are essays (12) and appendixes (3), materials previously published or presented, on various aspects of the stated theme. See especially, “6. What Would a Christian University Look Like?, pp. 92-107, although “5. The Pathos of the University: The Case of Stanley Fish,” pp. 76-91, might be considered to be more insightful.


Chapters (5) by the authors alternating with essays (4) by others scholars, with “Prologue: The Virtue of Scholarly Hope,” pp. 3-14 and “Epilogue: Campus Climate and Christian Scholarship,” pp. 171-183.

“Notes” at the end of the chapters or essays.


Cover: “A college president shares his vision of Christian higher education.” Reflections by the President of Wheaton College (Illinois). Bibliographical footnotes.


Essays (8), the most relevant to this project being George Marsden, “The Collapse of American Evangelical Academia,” pp. 219-264 and George I. Mavrodides, “Jerusalem and Athens Revisited,” pp. 192-218.


7.2. Particular Traditions and Particular Colleges


Essays (24) on Christian higher education from the perspectives of various Christian traditions, with three essays on the Reformed tradition (pp. 125-184), including an essay on Whitworth College (pp. 163-184), an important Presbyterian college.


Essays by Noll, an Evangelical Protestant, and Tumer, a Roman Catholic, both having endowed chairs at the University of Notre Dame, and each responding to the other’s essay.

Essays (25) on the various ministries of a Catholic university, from residence hall ministries to legal aid for the poor and marginalized, with “Notes” at the end of some of the essays.


Essays (31).

8. Integrating Christianity with the Pursuit of Knowledge


Curry, Jane M. and Welk, Ronald A., editors. *Faithful Imagination in the Academy: Explorations in Religious Belief and Scholarship*. After an “Introduction” by the editors, there are essays (9) on from different academic disciplines on diverse topics—including moral coherence, assumptions underlying science, truth telling, gender, and poverty—discussed from the perspective of “faith-based scholarship.” “Notes” are at the end of essays.


Essays (10) by Joel A. Carpenter, Jean Bethke Elshtain, Richard B. Hays, David Lyle Jeffrey, John C. Polkinghorne, and others. Both editors have been involved in the Institute for Faith and Learning at Baylor University.

UD BY 639.C6 C47 2006


Chapter 10 is entitled “Reconceiving the University as an Institution and the Lecture as a Genre,” pp. 217-236.

UD BJ 37.M23 1990


UD BT 738.17.M37 1997


“Endnotes,” pp. 235-244.

UD BT 50.M62 1997


UD BR 121.3.N38 2002


UD BV 1464.W66


UD BR 100.S517 1990


UD LC 383.L49 2001


UD BT 50.W47 2002
9. Christianity and the Academic Disciplines


Carson, D. A. and Woodridge, John D., editors. God and Culture; Essays in Honor of Carl F. H. Henry. Grand Rapids: Eerdmans, 1993. Essays (18) on ways in which a Christian might think about different facets of culture, thereby resulting in reflections on the connections between Christianity and academic disciplines (e.g., history, economics, law, literature, environmental studies, and bioethics). UD BR115 .C8 G63 1993


10. The Vocation of the Teacher-Scholar

Essays (22), with endnotes, by scholars teaching in major universities (and one liberal arts college).
UD BR 469 .P76 1998

"Foreword: Reflections on Charles Malik," by Habib C. Malik and essays (10) including of an address given by Charles Malik (1906-1987) in 1980. (This address is available separately as The Two Tasks [Wheaton, IL: emis, 2000]. UD BV 1610 .M 355 2000.)
UD BR 115 .L32 2007

WTS BT 701 ,3 .D 44 2006

UD BX 8917 .C35


Jones, L. Gregory and Paulsell, Stephanie, editors. *The Scope of Our Art; The Vocation of the Theological Teacher*. Grand Rapids: Eerdmans, 2002. Essays (14) on the subject of the subtitle, but many of the essays have relevance to teaching in the undergraduate and graduate programs of the college.


11. Academic Ethics


UD LC 383 .F35 2003

UD LC 383 .H84 2005

UD LC 383 .S36 2002

UD LB 1775.2 .W 494 1993


UD LB 1778.2 .S38 1993

UD LB 1779 .M69 1990

UD LB 179 .E83 1996

After an “Introduction: Moral Inquiry in American Scholarship” by the joint editors, there are essays (10) on the role of moral inquiry in various academic disciplines (e.g., philosophy, political theory, psychology, history, literary studies, and anthropology).  “Further Readings,” pp. 283-287.

UD  BJ 37.15 1998


UD  LB 1779 .R55 2007


UD  BR 115 .T42 S34 2002


After the lengthy essay, “The Academic Ethic” (pp. 3-128), there are shorter essays (5).

UD  LB 2325 .S439 1997


“Annotated Bibliography,” pp. 111 and 112.

UD  LB 1779 .S73 1985

12. Spiritual Renewal and the Moral Life


After an “Introduction” by the editors, there are essays (8) organized as “Part I, American Higher Education’s Unschooled Heart” and “Part II, Christian Resources for Moral Formation in the Academy.”

“Notes,” pp. 191-221.

UD  LB 2324 .S356 2007


“Bibliography,” pp. 79-82.

UD  LC 311 .H57 1991


UD  LC 268 .M52 2000


“Notes,” pp. 126-128.

UD  LB 885 .P34 1983


Parts I and IV deal with character education with Parts II and III focused, respectively, on John Dewey and Alasdair MacIntyre.  “Bibliography,” pp. 133-137 and “Notes,” pp. 139-145.

UD  LC 311 .S28 2007
13. Student Life in the College Community

After an “Introduction,” pp. 15-19, by the editor, there are ten chapters by ten authors, some of whom hold positions in student life. This collection of essays differs from other titles in this bibliography by the emphasis upon student life. The chapters conclude with “Discussion Questions” and “Further Reading.”
UD BV 1464 .S68 2008

UD LA 227.4 .B466 2003

Garber, Steven. The Fabric of Faithfulness: Weaving Together Belief and Behavior During the University Years. Downers Grove, IL: InterVarsity Press, 1996.
UD BV 4531.2 .G37 1996

UD LB 2343 .H54 1994

Essays (10).
UD LC 621 .E87 1991

Essays (13) on the theme of vocation (including particular vocations e.g., the military). “Notes,” pp. 181-205 and “Bibliography,” pp. 207-216.
UD BV 4740 .D65 2007

“Notes,” pp. 217-221.
UD BD 435 .N39 1994

UD LA 217 .P87 1989

UD LA 229 .S665 1996

UD LA 227.4 .W56 1995
14. God and Man at Harvard

UD CB 245.S5693 S64 1980

UD LC 383.M325 2003

UD LD 2134 .F56 1996

UD BV 639.C6 K85 2006

15. Unpublished Papers


Longfield, Bradley J. “Mainstream Protestant Church-Related Colleges in the Twentieth Century; The Case of the University of Dubuque” (1992).

16. Bibliographical Postscript

UD LC 622.U6 D63 2008

UD LS 383.S43 1992

UD LC 427.P75 2002

UD BL 60.T43 2002

UD LB 2321 .P383 1992


UD LC 538 .S38 2010
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