

## **Faith-Based Higher Education**

EDA 5192.01

Baylor University, Summer 2006

Dr. Al Smith, Professor of Higher Education

214 Burleson

(o) 710-6107 (h) 732-2084

Higher education and Christian higher education have been synonymous in the West for almost all of the past eight centuries. Universities began in Europe as communities of scholars and students who worshipped and sought truth together. The enterprise was summed up in the *phrase fides quaerens intellectum*, faith seeking understanding. When the very first university was founded in the American colonies, its motto was *Veritas: Christo et Ecclesia*, Truth: For Christ and the Church. It was taken for granted that every professor, from mathematics to religion, would believe in the Old and New Testament as God's word and in Jesus Christ as the Son of God and Savior.

The first Baptist college in the U.S. was Brown, which produced the first Baptist missionary to Texas, James Huckins. He became one of the three founders of Baylor. Baylor's motto, *Pro Ecclesia, Pro Texana*, evinced its desire to be part of the grand tradition of Christian universities stretching back to the Oxford, Cambridge, and Sorbonne. What sets Baylor apart today among major universities is that it continues to strive for the integration of faith and learning. Others have accepted the myth that there is a fork in the road of academe: become excellent and divest oneself of Christian convictions, or stay mediocre and hold tight to Christian faith. In contrast, Baylor enters the 21<sup>st</sup> century poised to become a Christian research university. History is in the making here.

### **Course Objectives:**

This course will allow us to explore the history of higher education in the United States, with special attention to the interplay of forces that have led virtually every major academic situation to abandon historic Christian convictions. We will read and think together about the lessons of history, and discuss how to apply them to the contemporary context in regard to staff and faculty hiring and mentoring, student life programming, staff development, and crafting and implementing a collegiate vision.

### **Required Texts:**

Benne, Robert. *Quality with Soul*. Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 2001

Marsden, George. *The Soul of the American University*. New York: Oxford University Press, 1994

Burtchaell, James Tunstead. *The Dying of the Light*. Grand Rapids: Eerdmans, 1998.

### Absences:

Absences will lower your attendance and participation by a half step (e.g. B+ to B) without appropriate extra credit work. Coming to class late will count as 1/3 of an absence.

### Grading:

Case Study Presentation (3-5 pp.): 25%; Position Paper for Case Study(3-5pp): 25%;  
Class Lead Discussions: Marsden 20% and Benne 20%; and class participation: 10%.

Grading Scale:           94-100 = A  
                                  90-93 = A-  
                                  88-89 = B+  
                                  80-87 = B  
                                  78-79 = C+  
                                  70-77 = C  
                                  60-69 = D  
                                  59 and Below = F

### Class Sessions - July 6, 12, 19, 26, and August 2 9:00 a.m. – 12:00 p.m.:

**July 6**           Introductions, Orientation, History of American Higher Education, History of Baylor University and Current Issues.

- a. Stories from our lives: Are we most concerned about the dangers of fundamentalism or secularism?

Readings: Baylor Beyond the Crossroads: An Interpretive History, 1985-2005(Email attachment in June)

**July 12**           History of Faith-Based Higher Education

Readings:       Marsden, Intro, Prologues, Chapters 1, 3-7, 9-10, 14

**July 19**           History of Faith-Based Higher Education(con't.)

Readings:       Marsden, Chapters 16, 18-22, Postscript  
Benne, Preface and Chapters 1-3

**July 26**           *Quality with Soul: How Six Premier Colleges and Universities Keep Faith with Their Religious Traditions* and *The Stories Within The Stories*

Readings:       Benne – Chapters 4-8  
Burtchaell--Chapter 8 and your assigned case

**August 2**     *The Dying of the Light* – case study presentation and position paper due

- a. Has what we studied changed how we think and how we will serve students?

### **Requirements**

25%    Case Study Presentation (3-5 pp.) on assigned college or university (Due August 2)

25%    Position Paper(3-5pp.) on what your case study college/university might do to achieve more quality with soul or develop a stronger Christian orientation (Due August 2)

20%    Two Marsden or Benne chapters, two class lead discussions (10 min. each)  
Half page summaries of your chapter and 4-5 "reflective or thought provoking questions" on one page handouts for each chapter lead discussion (Due on July 12 and 19)

20%    Team lead discussion/exercise of Benne chapter ( 15 min), Half-page summaries and 4-5 relective or thought provoking questions or activities on a one page handout for each class discussion or class lead exercise.(Due on July 26)

10%    Class participation

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100%

### **Additional Readings**

Holmes, Arthur F. *Building the Christian Academy*. Grand Rapids, Michigan: William B. Eerdmans Publishing Company, 2001.

Patterson, James A. *Shining Lights: A History of the Council of Christian Colleges and Universities*. Grand Rapids, Michigan: Baker Academic, 2001.

Schmeltekopf, Donald D.; Vitanza, Dianna M. with Toben, Bradley, J.B. *The Baptist and Christian Character of Baylor*. Waco, Texas: Baylor University, 2003.

## CASE STUDY PRESENTATION AND POSITION PAPER

### **DIRECTIONS:**

For the case study presentation, please prepare a 10 minute presentation with 3-5pp. handout that summarizes the major historical events and points found or made in your assigned college/university chapter. Also include in your presentation what your assigned college or university might do to achieve quality with soul based on what you have read this semester. This part of your presentation should include a brief summary of what you have proposed in your 3-5pp. position paper for your case study institution.

Your separate, position paper should include at least 3-5 recommendations as to what you think your college might try first or next to achieve or reach more quality with a greater Christian emphasis on its campus or in its programs. Your paper should contain 3-5 references, including material you have read this semester for this course or heard from our guest speakers or other readings. The paper should have an " introduction section" that clearly states the purpose or purposes for your paper and the topics or sections to follow; "subsections on your various proposed strategies, positions, and or recommendations"; and a "conclusions section". The footnoting and references should follow APA Publication Manual Guidelines. The title page and reference pages are not be counted as part of the 3-5 page position paper. There should be brief summary and transition statements in each section of your paper and a "summary and conclusions" section at the end of the paper. This final section should also state "why" the position(s) you have taken are more likely to succeed at your institution than other positions or strategies you considered.