

INDEX

A

- Academic argument, tradition of, 76–80
- Academic Crisis of the Community College* (McGrath and Spear), 95
- Administrative leadership and support, 132–134
- “Advanced Legal Ethics: Finding Joy and Satisfaction in Legal Life” (course), 56–62, 85–88, 116; and designing law school, 60–61; and lawyer-client relationship, 61–62; and response to crisis, 57–60; syllabus, 176–179
- Affective factors, 114
- Alabama Supreme Court, 18
- American Jewish University, 26, 27, 157
- Analogical imagination, 64
- Analogy, 73–75, 104; fostering, 80–84
- Anonymous, 77, 78
- Apprenticeship, 110
- Athenians, 96
- Authenticity, 87–89

B

- Ball, D. L., 77
- Beaumont, E., 124
- Bel-Air, California, 157
- Bhopal, India, 10–13
- Biblical narratives, 63–66
- Blacksburg, Virginia, 162

- Booth, W. C., 66, 70, 131
- Bouma, H., 4–10, 12, 15, 16, 19–21, 23, 34, 63, 87, 104, 120, 137, 145, 148, 149
- Bruner, J., 105–107, 112

C

- California Ethics Advisory Commission on Embryonic Stem Cell Research, 27
- Calvin College, 4–8, 145, 153
- Cambridge, B. L., 134
- Campus centers of teaching and learning, 134–135
- Capitalist market, 112
- Carleton College, 82
- Carnegie Academy for the Scholarship of Teaching and Learning (CASTL), 5, 57, 137
- Carnegie Foundation for the Advancement of Teaching, 2, 23, 75, 127, 137
- Carnegie Foundation Knowledge Media Laboratory, 92, 144
- Carnegie Initiative on the Doctorate, 131
- Case teaching, 31–38
- Case-based reasoning, 107
- Cases, 10; key role of, and their interpretation, 12–15
- Cave, myth of, 96, 101
- Certainty, 111
- Christian scriptures, 6
- Chrysler Corporation, 52

Client autonomy, 87–89
 Clinical medicine, 107–109
 Clinton Health Care Task Force, 27
 Cognitive psychologists, 113
 Colby, A., 124
 Collins, R., 21–22, 76
 Colorado School of Mines, 47, 162
 Community, 87, 88, 90, 91, 93, 94, 102, 109, 115, 142
 Composition, 124
 Conduct, 94
 Connectedness, 87
 Conscience, 92
 Conservative Judaism, 26
 Considerations, network of, 77
 “Contracts” (course), 15–18; syllabus, 179–188; value of, 18–19
 Cook, C. E., 135
 Critical discourse, culture of, 102
 Critical skill, 102
 Critical thinking, 20–21, 91, 95; as educational agenda, 95–102; four fundamental presuppositions of, 98–99

D

Daimler Corporation, 52
 Desser, K., 77, 78
 Deuteronomy, 31
 Developmental challenge, 136–137
 Dewey, J., 98, 110, 111, 114, 115, 119, 125, 204, 205, 207, 212
 Dialogical challenge, 139–142
 Dialogue, 129; fashioning shared framework through, 86–91
 Dinovitzer, R., 72
 Discernment, 39–44
 Discourse, 92
 Documentation, 141
 Dorff, E. N., 25–31, 33, 35, 42, 44, 61, 63, 64, 66, 71, 157, 159
 Downey, G. L., 46–55, 58, 61, 62, 70–72, 79, 82, 84, 91, 115, 116, 121, 136, 162

E

Edgerton, R., 24
 Educational agenda, 95; instituting, 113–118
 Ehrlich, T., 124
 Elstein, A. S., 25, 31–36, 38, 44, 48, 71, 82, 83, 89
 Embryonic Stem Cell Research, California Ethics Advisory Commission on, 27
 Emotion, 79
 Empathy, 79
 “Engineering Cultures” (course), 47–56, 70, 82, 115, 121; methods of, 48–50; organization of, 50–55; outcome of, 55–56; and Problem-Solving with People, 54; syllabus, 162–176
 Enlightenment, age of, 103–105, 118
 Epictetus, 125
 Epistemology, 96
 Ethical concern, 89
 “Ethical Issues in Engineering” (course), 9; syllabus, 188–193; value of, 11–12
 “Ethics and Law” (course), 31–38, 42; challenging assumptions in, 37–38; and making reasoned judgments, 34–35; procedures of, 32–33; selected cases from, 194–196; and teaching ethics through writing, 35–37
 “Ethics and Public Policy” syllabus, 83
 Ethics Committee (Clinton Health Care Task Force), 27
 Ethics, teaching of, through writing, 35–37
 Evolutionary biology, 6
 Exchange of consideration, 17
 Exploring, act of, 119, 120

F

Faculty engagement, 130–131
 Faculty formation, 3, 130–131; as

- developmental challenge, 136–137;
 as dialogical challenge, 139–142;
 and forming faculty identity and
 purpose, 21–24; as institutional
 challenge, 137–139; as situated
 challenge, 142–143
- Faculty purpose, 84–86
- Faculty vocation, new narratives of,
 84–86
- Feminist analysis, 79
- Fiduciary responsibility, 56–62
- Floyd, D. H., 46, 56–60, 62, 71, 79,
 85–89, 116, 137, 176, 217, 218, 220
- Focusing, act of, 119
- “Foundations of Modern
 Education”(course), 39–44, 70, 82;
 six themes in, 42; and structuring
 students’ thinking, 42–43; and
 teaching through practical
 experience, 40–41; and using
 self-assessments, 43–44
- France, 50
- Frank, D. J., 117, 137
- G**
- Gabler, J., 117, 137
- Garvin, D. A., 24
- Geertz, C., 113
- Germany, 22, 50
- Gestalt theory, 106
- Golde, C., 131
- Golden, Colorado, 162
- Good Samaritan, parable of, 69, 70
- Good, the, 96
- Graduate student engagement, 131–132
- Grand Rapids, Michigan, 145
- Great Britain, 50
- Greek antiquity, 96
- Guardians, 96, 101, 102
- H**
- Hammond, A. S., 15–21, 23, 104,
 179, 184
- Hebrew Scriptures, 69
- Hermeneutical circle, 103
- Heuristics, 118, 122, 123
- Higher education, purpose of, 112–118
- Huber, M. T., 134, 141
- “Human Biology” (course): syllabus,
 145–157; value of, 8–9, 120
- Humanistic tradition, 113
- Hutchings, P., 134, 141
- I**
- Identity, 89–91, 93, 94, 102, 109,
 115, 142
- Iiyoshi, T., 144
- Inference, rules of, 99
- Instituted models, 113, 114
- Institutional challenge, 137–139
- Invention, 120
- Israel, 27
- “Issues in Jewish Ethics” (course),
 26–31, 33, 42, 64; content of,
 27–28; four goals of, 28; methods
 of, 28–31; syllabus, 157–161
- J**
- Japan, 50, 52
- Jesuit mission, 65, 71
- Jesus, 63, 64, 68–70
- Jonsen, A. R., 20, 75, 77, 87, 89,
 124, 222
- Judgment: informing, with knowl-
 edge, 4–9; interpretation and
 ambiguity in, 15–19; introducing,
 into world of facts, 9–15; making
 reasoned, 34–35
- K**
- Katz, S. N., 129
- Kelsey, D. H., 24
- Kimball, B. A., 24
- King, P. M., 97–99, 104
- Kirksey v. Kirksey*, 17, 18
- Kitchener, K. S., 97–99, 104
- Knowledge: 165, 164; academic, 31,
 42; analytical, 62, 108; biological,

- Knowledge (*continued*)
 4, 5; cross-disciplinary, 138, 142;
 engineering, 56, 163, 164; inform-
 ing judgment with, 3–9; legal, 19;
 practical, 167; representational,
 103; rhetorical, 120; scientific, 6–7,
 10, 105, 108, 110; technical, 33,
 219; theoretical, 5, 21, 22
- Knowledge, bodies of, 87, 88, 90, 91,
 93, 94, 102, 109, 115, 142
- Kuhn, D., 124, 125
- L**
- Ladson-Billings, G., 77, 78
- Lasch, C., 102
- Lauer, J. M., 91, 118–125
- Law, learning life of, 15–19
- Liberal arts, 89–91, 113
- Liberal education, 1–2, 71, 82, 88,
 91, 113, 224; relevance of practical
 professional pedagogies for, 109–113
- Liberation theology, 63, 69
- Life of the Mind for Practice seminar,
 2, 3, 23, 25, 73, 117, 118, 127,
 129, 131, 134, 143
- Lubbock, Texas, 176
- Lucena, J. C., 47, 49–55, 61, 62,
 70–72, 82, 115, 121, 162, 163
- Luke, gospel of, 69
- M**
- Macon, Georgia, 176
- Mark, gospel of, 63, 68–69
- Marsden, G., 24
- Maturation, 97, 101; cognitive, 99
- McDermott, R. P., 77
- McGinn, R. E., 9–16, 19–21, 23, 83,
 84, 89, 90, 104, 136, 188, 189,
 192, 217, 219
- McGrath, D., 95
- McGrath, O., 144
- McKinsey, E., 79, 82, 83, 137
- McPeck, J. E., 100, 103, 120
- Meaning, 80
- Medical education, field of, 33
- Medicine, engagement of ethical
 dilemmas in, 31–38
- Mercer University, 56, 176
- Mertz, E., 72
- Meyer, J. W., 21–22, 117, 137
- Millersville, Pennsylvania, 201
- Millersville University, 39; School of
 Education, 40
- Mindfulness, 143
- Modern advertising, 112
- Modern university, culture of, 114
- Montgomery, K., 107–109
- Moral discernment, reflective practices
 of, 63–72
- Moral guides, educating, 26–31
- Moral imagination, 69–72
- Murphy, T., 32–34, 36, 42, 194
- Myth of the cave, 96, 101
- N**
- Narrative, 69, 74, 106, 108, 112, 138;
 case, 108
- New Testament, 69
- Niebuhr, H. R., 130, 144
- Northern California, 15
- Nussbaum, M. C., 66
- O**
- Oberman, M., 32–34, 36, 42, 194
- Orienting models, 112
- P**
- Papal authority, 6
- Pascarella, E. T., 97
- Pauline discourse, 69
- Pedagogical responsibility, 39–44
- Pedagogies of engagement, 2, 21
- Persuasion, act of, 119
- Piaget, J., 107
- Plato, 96, 97, 101, 102, 112, 124
- Postmodern condition, 112

Power track, 72
 Practical experience, 40–41
 Practical meaning, 142
 Practical reason, 19–21; as alternative educational agenda, 103–105; as educational agenda, 93–126; humanistic rhetoric as, 118–125
 Practical reasoning: anatomy of, 107–109; *versus* technical reasoning, 47–56; three key phases of, 77
 “Practical Wisdom” (course), 82, 83
Praxis, 110
 Prereflective level, 97, 98
 Prodigal Son, parable of, 69
 Professional identities, harmonizing, 56–62
 Promissory estoppel, 17
 Psalms, 67–69
 Psychologism, 113
Pygmalion (Shaw), 77–78

Q

Quasi reflective thinking, 97
 Questioning, act of, 119, 120

R

Rabbi, 26
 Readings, B., 24
 Recognition, fostering, 80–84
 Reflective judgment, 97, 98
 Reflective skepticism, 120
 Reflective thinking, 98
 Reformed Christian tradition, 4
 Reich, R. B., 22
 Relevance, 80, 142
 Republic, The (Plato), 96, 101, 112
 Responsibility, 89–91, 93, 94, 102, 109, 115, 142, 143
 Responsiveness, 39–44
 Reuben, J. A., 24
 Revolt of the Elites, The (Lasch), 102
 Rhetoric, 121, 123, 124
 Rhetorical tradition, 120

Rhode, D. L., 72
 Richardson, C., 92, 144
 Roberts, J. H., 24
 Royce, J., 130, 144

S

Santa Clara, California, 179
 Santa Clara University, 63, 65, 66; Bannan Center for Jesuit Education, 71; Religious Studies Department, 64; School of Law, 15, 32, 179
 Schofer, E., 21–22
 Science and Technology Studies (Virginia Polytechnic Institute), 48
 Science courses, 7
 Science, Technology, and Society program (Stanford University), 9
 “Scripture and the Moral Life” (course), 63–72, 83, 116, 121; and reading in poetic, narrative, and discursive genres, 67–69; and teaching through Biblical narratives, 63–66; and using moral imagination, 69–72
 Self-assessments, 43–44
 Selfhood, reflective practices of, 63–72
 Self-reflexivity, 101
 Shaw, G. B., 77
 Shore, B., 112–114
 Shulman, L. S., 24, 44, 75, 92, 93
 Situated challenge, 142–143
 Sloan, D., 24
 Sociotechnical situation, 10
 Socrates, 96, 101, 102, 112
 Socratic tradition, 101
 Solidarity, 63, 69, 86, 92
 Spear, M. B., 95
 Spohn, W. C., 46, 63–72, 79, 83, 84, 87, 88, 116, 121, 130, 196, 198, 200, 201
 Stanford University, 188; School of Education, 92; School of Engineering, 9, 188

Stengel, B. S., 25, 39–44, 48, 54, 70,
71, 79, 82, 84, 91, 122, 136, 201,
217, 218
Stephens, J., 124
Stoics, 125
Student formation, 2
Sullivan, W. M., 72, 75, 77–79, 92,
115, 124, 179, 182, 215
Swarthmore College, 82

T

Talmud, 6
Technical reasoning, practical *versus*,
47–56
Terenzini, P. T., 97
Texas Tech University School of
Law, 176
Theoretical thinking, 77
Theory, consequences of, 26–31
Topics, 81
Toulmin, S., 20, 77, 100, 105, 122,
123, 126
Turner, J., 24

U

Union Carbide Corporation, 10, 11
Universal and particular, realigning,
118–125

University of Illinois, Chicago, 31, 45;
School of Medicine, 32, 33
University of Judaism, 63
Uses of Argument, The (Toulmin), 99,
122–123

V

Value-free science, 37
Veysey, L., 24
Virginia Polytechnic Institute, 47, 162;
College of Engineering, 48
Virtue, 102

W

Walker, G., 131
Weber, M., 37
Western tradition, 138
World Wide Web, 112
Writing, 118, 119, 121; experiences,
119; teaching ethics through, 35–37

Z

Ziegler School of Rabbinic Studies
(American Jewish University), 26,
157, 158