

“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	DYNAMICS OF THE SPIRITUAL LIFE: THE LEGACY OF HENRI NOUWEN SPIR 0615 1P / 1S
Date, Time, and Delivery Format	MAY 7 – JUNE 6, 2024 TUESDAYS & THURSDAYS, 6:30 PM – 9:20 PM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Instructor	SAMUEL LEE, DMin Email: samuelllee@tyndale.ca
Class Information	The classes will be in-person/live-streamed on Tuesdays and Thursdays from 6:30pm-9:20pm. Office Hours: by appointment
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

I. COURSE DESCRIPTION

Revolves around the dynamics of our spiritual life, utilizing the insights of Henri Nouwen set against the background theme of spiritual journey. The main focus will be threefold: the nature of our integrated journey, the reality of our tensional and imperfect spirituality and the essence of our communally integrated ministry.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Value the importance of their personal spiritual identity and discover how to express it in their daily lives.
2. Outline Henri Nouwen’s concept of spiritual formation and spiritual identity.

3. Describe and evaluate the biblical and theological foundations of Nouwen's four movements of the "Life of the Beloved" as taken, blessed, broken, and given.
4. Articulate the different spiritual practices that shape identity as the beloved and incorporate it into their lives and ministry.
5. Integrate their understanding of Nouwen's description of spiritual identity so they can assist others to experience it deeply.
6. Put into practice at least three of Nouwen's spiritual practices described in his writings

III. COURSE REQUIREMENTS

A. REQUIRED READING

Nouwen, Henri J. M. [*Life of the Beloved: Spiritual Living in a Secular World*](#). New York: Crossroad Pub. Co., 2002. Pp. 158

Nouwen, Henri J. M. *Reaching Out: The Three Movements of the Spiritual Life*. New York: Image Books, 1975/1986. ISBN: 038523682. Pp. 160

Nouwen, Henri J. M. *The Way of the Heart*. 1st Ballantine Books ed. Epiphany. New York: Ballantine Books, 1983. ISBN: 0345463358 Pp.112

Nouwen, Henri J. M. *The Wounded Healer: Ministry in Contemporary Society*. 1st Image ed. New York, NY: Image Books, 2010. Pp 109.

Nouwen, Henri J. M., Michael J Christensen, and Rebecca Laird. *Spiritual Formation: Following the Movements of the Spirit*. New York, NY: HarperOne, 2015. Pp. 162

Nouwen, Henri J. M. and Duccio. *With Burning Hearts: A Meditation on the Eucharistic Life*. Maryknoll, NY: Orbis Books, 2016. Pp. 127

O'Laughlin, Michael. *God's Beloved: A Spiritual Biography of Henri Nouwen*. New York: Orbis, 2004. ISBN: 1570755612. Pp. 197

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Calhoun, Adele Ahlberg. [*Spiritual Disciplines Handbook: Practices That Transform Us*](#). 2nd ed. Downers Grove: InterVarsity Press, 2017.

Hernandez, Wil. *Mere Spirituality: The Spiritual Life According to Henri Nouwen*. Woodstock, VT: Christian Journeys/from SkyLight Paths Publishing, 2015.

Manning, Brennan. [*Abba's Child: The Cry of the Heart for Intimate Belonging*](#). Colorado Springs, CO: NavPress, 2015.

Mulholland, M. Robert. *The Deeper Journey: The Spirituality of Discovering Your True Self*. Expanded Edition. Downers Grove, IL: IVP Books, 2016. ISBN: 0830846182. Pp188.

Nouwen, Henri J. M. [*In the Name of Jesus: Reflections on Christian Leadership with Study Guide for Groups and Individuals*](#). New York: Crossroad Pub. Co, 2002. Pp. 101

Snodgrass, Klyne R. [*Who God Says You Are: A Christian Understanding of Identity*](#). Grand Rapids, MI: William B. Eerdmans Publishing Company, 2018.

Smith, Mandy, and David Hansen. [*The Vulnerable Pastor: How Human Limitations Empower Our Ministry*](#). Downers Grove: InterVarsity Press, 2015.

Volf, Miroslav. *After Our Likeness: The Church as the Image of the Trinity*. Sacra Doctrina. Grand Rapids, MI: William B. Eerdmans, 1998.

Zizioulas, John D. *Being as Communion: Studies in Personhood and the Church*. Contemporary Greek Theologians; No. 4. Crestwood, NY: St. Vladimir's Seminary Press, 1985.

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

General Overview of each class

1. Lecture
2. Small Group Discussions
3. Spiritual Practice

1. Class participation: 15%

- a. Classroom attendance and participation
- b. Students will respond to a question that is posted online before the beginning of each class with a response that is no more than one paragraph.

This assignment is related to Learning Outcomes #1-6.

2. Critical book review on Life of the Beloved: 6-8 pages; 20%, due May 23

- a. Provide a short summary of the book LOTB. Considering Nouwen’s four movements, engage with one other author from the supplementary reading list. How does their understanding interface with Nouwen’s? What are some areas that you find you agree with and why? What are some areas you find difficult or disagree with and why?

This assignment is related to Learning Outcomes #2 and #5.

Rubric: Critical Book Review - Life of the Beloved

Criteria	Inadequate: F	Deficient: D	Adequate: C	Good: B	Excellent: A
Summary and engagement with Nouwen’s Four Movements.	Reflects inadequate and incomplete summary of the book. An inadequate engagement with Nouwen’s four movements.	Reflects deficient summary of the book. A deficient engagement with Nouwen’s four movements.	Reflects adequate overview of the book. An adequate engagement with Nouwen’s four movements.	Reflects a good summary of the book. A good engagement with Nouwen’s four movements.	Reflects an excellent summary of the book. An excellent engagement with Nouwen’s four movements.
Engagement with Supplementary Author and Nouwen’s	An inadequate engagement with one supplementary author. Evidence of inadequate understanding	A deficient engagement with one supplementary author. Evidence of deficient understanding	An adequate engagement with one supplementary author. Evidence of adequate understanding	A good engagement with one supplementary author. Evidence of good understanding	Excellent engagement with one supplementary author, demonstrating clear understanding and successful

understanding.	to Nouwen's perspective.	to Nouwen's perspective.	to Nouwen's perspective	to Nouwen's perspective	comparison to Nouwen's perspective.
Areas of Agreement and Disagreement	An inadequate explanation of areas of agreement/disagreement with Nouwen's understanding. Gives inadequate arguments to why they agree/disagree.	A deficient explanation of areas of agreement/disagreement with Nouwen's understanding. Gives deficient arguments to why they agree/disagree.	An adequate explanation of areas of agreement/disagreement with Nouwen's understanding. Gives adequate arguments to why they agree/disagree.	A good explanation of areas of agreement/disagreement with Nouwen's understanding. Gives good arguments to why they agree/disagree.	An excellent explanation of areas of agreement/disagreement with Nouwen's understanding. Gives excellent arguments to why they agree/disagree.
Writing and Grammar	Inadequate writing. Needs major revision and is unreadable. Inadequate use of grammar.	Deficient writing. Needs improvement in clarity and thought process. Deficient use of grammar.	Adequately written. Lacks some clarity and a little difficult to read. Adequate use of grammar.	Well written. Mostly clear and concise, with little grammatical errors.	Very well written. Clear and concise with virtually no grammatical errors.

3. Reflection paper on spiritual exercises: 7-8 pages; 25%, June 13

- a. Students will have opportunity to practice three different spiritual exercises which will be discussed in class. The student will have two weeks to practice each exercise. At the end of their experience, the student will reflect on how each spiritual exercise related to Nouwen's concept of spiritual identity. How can each exercise speak against the three lies of identity? How might these spiritual exercises speak into your life and ministry?

This assignment is related to Learning Outcomes #'s 1, 4, and 6

Rubric: Reflection Paper on Spiritual Exercises

Criteria	Inadequate: F	Deficient: D	Adequate: C	Good: B	Excellent: A
Reflection on Spiritual	An inadequate reflection on	A deficient reflection on	An adequate reflection on	A good reflection on	An excellent reflection on

Exercises and their relation to Nouwen's concept of Spiritual Identity.	spiritual exercises and their connection to Nouwen's concept of spiritual identity.	spiritual exercises and their connection to Nouwen's concept of spiritual identity.	spiritual exercises and their connection to Nouwen's concept of spiritual identity.	spiritual exercises and their connection to Nouwen's concept of spiritual identity.	spiritual exercises and their connection to Nouwen's concept of spiritual identity.
Reflection on the three lies and the three exercises	An inadequate reflection on how each exercise speak against the lies.	A deficient reflection on how each exercise speak against the lies.	An adequate reflection on how each exercise speak against the lies.	A good reflection on how each exercise speak against the lies.	An excellent reflection on how each exercise speak against the lies.
Application to Life and Ministry	The reflection does not demonstrate an inadequate understanding of how each spiritual exercise can speak into the student's life and ministry.	The reflection demonstrates a deficient understanding of how each exercise can speak into the student's life and ministry, with few connections made.	The reflection demonstrates an adequate understanding of how each exercise can speak into the student's life and ministry, providing some connections.	The reflection demonstrates a good understanding of how each exercise can speak into the student's life and ministry, providing relevant connections.	The reflection demonstrates an excellent understanding of how each exercise can speak into the student's life and ministry, providing insightful and meaningful connections.
Writing and Grammar	Inadequate writing. Needs major revision and is unreadable. Inadequate use of grammar.	Deficient writing. Needs improvement in clarity and thought process. Deficient use of grammar.	Adequately written. Lacks some clarity and a little difficult to read. Adequate use of grammar.	Well written. Mostly clear and concise, with little grammatical errors.	Very well written. Clear and concise with virtually no grammatical errors.

4. Final project: 40%, due July 4

- a. Integrated project on how Nouwen's movements can be applied in the context of their ministry. Students can choose themes from one specific movement or

from all of the movements. Students will show how their project relates to the chosen movement(s) and how their project can help others into a deeper understanding and experience of the LOTB. For example: Creative project such as a retreat, bible study series, sermon series, mentoring program, etc. 10-15 pages depending on the project. The student will speak with the instructor for approval of their project before commencing.

Rubric: Integrated Project on the Life of the Beloved

Criteria	Inadequate: F	Deficient: D	Adequate: C	Good: B	Excellent: A
Understanding of Nouwen's Movement(s)	Student demonstrates a lack of understanding of Nouwen's movements and fails to apply them to the context of their ministry.	Student demonstrates a limited understanding of Nouwen's movements and struggles to apply them to the context of their ministry.	Student demonstrates a basic understanding of Nouwen's movements and attempts to apply them to the context of their ministry.	Student demonstrates a good understanding of Nouwen's movements and applies them to the context of their ministry.	Student demonstrates a deep understanding of Nouwen's movements and effectively applies them to the context of their ministry.
Integration of Project with Chosen Movement(s)	Student fails to integrate their project with the chosen movement(s) and does not show how it relates to the Life of the Beloved.	Student minimally integrates their project with the chosen movement(s) and struggles to show how it relates to the Life of the Beloved.	Student partially integrates their project with the chosen movement(s) and attempts to show how it relates to the Life of the Beloved.	Student integrates their project with the chosen movement(s) and demonstrates how it relates to the Life of the Beloved.	Student effectively integrates their project with the chosen movement(s) and convincingly demonstrates how it relates to the Life of the Beloved.
Possible impact on other's understanding and	Student fails to show how their project can impact others'	Student minimally shows how their project can impact	Student attempts to show how their project can impact	Student demonstrates how their project can impact others'	Student clearly demonstrates how their project can

experience of Nouwen's LOTB	understanding and experience of the Life of the Beloved.	others' understanding and experience of the Life of the Beloved.	others' understanding and experience of the Life of the Beloved.	understanding and experience of the Life of the Beloved.	deeply impact others' understanding and experience of the Life of the Beloved.
Organization and Presentation	Student's project is disorganized and the presentation is confusing or nonexistent, hindering understanding and engagement.	Student's project lacks organization and the presentation is unclear, making it difficult to understand and engage with.	Student's project is somewhat organized and presented adequately, but the structure could be clearer to enhance understanding and engagement.	Student's project is organized, well-presented, and has a clear structure that supports understanding and engagement	Student's project is well-organized, effectively presented, and demonstrates a clear structure that enhances understanding and engagement.

Or

- b.** A Research paper on one of the 4 movements of Life of the Beloved
 - i.** Student will select one of the four movements of becoming the Beloved. What are the biblical and theological underpinnings of the chosen movement? Reflect biblically and theologically on how Nouwen's movement relates to Nouwen's understanding of spiritual identity. What would be the implication of this understanding on you and others? 10-15 pages_[MD1]

This assignment is related to Learning Outcomes #1-6.

Rubric: Research Paper on The Life of the Beloved

Criteria	Inadequate: F	Deficient: D	Adequate: C	Good: B	Excellent: A
Explore biblically and theologically with one of	An inadequate understanding of the chosen	A deficient understanding of the chosen movement.	An adequate understanding of the chosen movement.	A good understanding of the chosen movement.	An excellent understanding of the chosen movement.

<p>Nouwen’s movement. How does the chosen passage and theology relate to Nouwen’s understanding of spiritual identity?</p>	<p>movement. Reflects inadequate engagement, with relevant biblical texts and theological themes.</p>	<p>Reflects deficient engagement with relevant biblical texts and theological themes. The reflection is vague or unsupported.</p>	<p>Reflects adequate engagement with relevant biblical texts and theological themes. Biblical and theological themes could be further developed.</p>	<p>Reflects good engagement with relevant biblical texts and theological themes. Clear reflection on how chosen biblical texts and theological themes relate to spiritual identity.</p>	<p>Very good engagement with relevant biblical texts and theological themes. Insightful reflection on how chosen biblical texts and theological themes relate to spiritual identity.</p>
<p>Evidence and Support</p>	<p>Lacks appropriate evidence from biblical and theological sources to support analysis. Missing or incorrect integration of quotes and citations.</p>	<p>Limited evidence from biblical and theological sources to support analysis. Inconsistent or inadequate integration of quotes and citations.</p>	<p>Satisfactory evidence from biblical and theological sources to support analysis. Improvement needed in integration of quotes and citations.</p>	<p>Good evidence from biblical and theological sources to support analysis. Effective integration of quotes and citations.</p>	<p>Strong evidence from biblical and theological sources to support analysis. Skillful integration of quotes and citations.</p>
<p>Implications of Nouwen’s movement</p>	<p>Reflects an inadequate synthesis of chosen movement. An inadequate reflection on the implication of</p>	<p>Reflects a deficient synthesis of chosen movement. A deficient reflection on the implication of the chosen movement.</p>	<p>Reflects an adequate synthesis of chosen movement. An adequate reflection on the implication of the chosen movement.</p>	<p>Reflects a good synthesis of chosen movement. A good reflection on the implication of the chosen movement.</p>	<p>Reflects excellent synthesis of chosen movement. Reflects well on the implication of the chosen movement.</p>

	the chosen movement.				
Writing and Grammar	Inadequate writing. Needs major revision and is unreadable. Inadequate use of grammar.	Deficient writing. Needs improvement in clarity and thought process. Deficient use of grammar.	Adequately written. Lacks some clarity and a little difficult to read. Adequate use of grammar.	Well written. Mostly clear and concise, with little grammatical errors.	Very well written. Clear and concise with virtually no grammatical errors.
Bibliography	The bibliography is missing or does not include any relevant sources. The sources, if any, are not cited.	The bibliography is incomplete or lacks credibility, with few sources relevant to the chosen movement in <i>Life of the Beloved</i> . The sources are improperly cited or not cited at all.	The bibliography is limited and includes some credible sources relevant to the chosen movement in <i>Life of the Beloved</i> . The sources are inconsistently cited using <i>Chicago Manual of Style</i>	The bibliography is sufficient and includes several credible sources relevant to the chosen movement in <i>Life of the Beloved</i> . The sources are mostly properly cited using the <i>Chicago Manual of Style</i> .	The bibliography is comprehensive and includes a variety of high-quality sources relevant to the chosen movement in <i>Life of the Beloved</i> . The sources are properly cited using the <i>Chicago Manual of Style</i>

F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Class Participation	15 %
Critical Book Review	20 %
Reflection Paper on Spiritual Exercises	25 %
Final Project	40 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper citation style, consult the [tip sheet, “Documenting Chicago Style”](#) (Tyndale e-resource) or the full edition of the [Chicago Manual of Style Online](#), especially ch. 14. For citing scripture texts, refer to sections 10.44 to 10.48 and 14.238 to 14.241 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean’s Office (aa@tyndale.ca) before proceeding.

I. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student’s learning

experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

Day 1, May 7 - Introduction to Henri Nouwen

His bio and what he did; His understanding of spiritual formation

Readings due

Nouwen, Life of the Beloved: Prologue

O’Laughlin, God’s Beloved: Intro, Chapter 1 (pp. 1-56)

Nouwen, Spiritual Formation: Introduction

Spiritual Exercise #1

Centering Prayer

Day 2, May 9 – The Life of the Beloved

We will explore Nouwen’s understanding of the Life of the Beloved as the true self

Readings due

Nouwen, Spiritual Formation: One (pp. 2-15)

Nouwen, Life of the Beloved: Being the Beloved (pp. 29-40)

O’Laughlin, God’s Beloved: Chapter 2 (pp. 57-85)

Day 3, May 14 – Three lies of Identity

Nouwen’s understanding of the three lies/temptations of identity related to Jesus’ temptation in the wilderness.

Reading due

Nouwen, Way of the Heart (pp. 1-22)
Nouwen, Spiritual Formation: Two (pp. 16-34)

Day 4, May 16 – Becoming the Beloved

What does it mean to become the beloved child of God and how the Eucharist plays into this understanding

Reading due

Nouwen, Life of the Beloved: Becoming the Beloved (pp. 43-49)
O’Laughlin, God’s Beloved: Chapter 4 (pp. 110-126)
Nouwen, Spiritual Formation: Five (pp. 72-86)

Day 5, May 21

The following four weeks will explore each of the four movements of the Life of the Beloved.

Readings due

O’Laughlin, God’s Beloved: Chapter 3 (pp. 86-109)
Nouwen, Reaching Out (1-62)
Nouwen, Spiritual Formation: Six (pp. 88-102)

Spiritual Exercise #2
Lectio Divina

Day 6, May 23 – Blessed - paper due on LOB

We will explore Nouwen’s second movement of being blessed.

Readings due

Nouwen, The Way of the Heart (pp. 35-95)
O’Laughlin, God’s Beloved: Chapter 5 (pp. 127-160)
Nouwen, Spiritual Formation: Four (pp. 57-70)

Day 7, May 28 – Broken

We will explore Nouwen’s third movement of being broken.

Wounded Healer (1-52)
Nouwen, Spiritual Formation: Three (pp. 36-56)

Day 8, May 30 – Given

We will explore Nouwen’s fourth movement of being given.

Readings due

Nouwen, Reaching Out (pp. 65-109)
Nouwen, Spiritual Formation: Seven
Wounded Healer (52-106)

Spiritual exercise #3
Daily Examen

Day 9, June 4 - Biblical Foundations on the Life of the Beloved

We will explore the biblical foundations that support Nouwen's Life of the Beloved.

Readings due

Nouwen, Reaching Out (pp. 113-162)
O'Laughlin, God's Beloved: Chapter 6 (pp. 161-187)

Day 10, June 6 - Theological Foundations on the Life of the Beloved - Reflection paper #3 (due June 13)

We will explore the theological foundations that support Nouwen's Life of the Beloved.

Readings due

Nouwen, With Burning Hearts (whole book)

V. SELECTED BIBLIOGRAPHY

Primary Sources on Henri Nouwen

Major Books

- Nouwen, Henri J.M. *Adam: God's Beloved*. Maryknoll, NY: Orbis Books, 1997.
- _____, and Walter J. Gaffney. *Aging: The Fulfillment of Life*. New York: Image Books, 1990.
- _____. *Behold the Beauty of the Lord*. Notre Dame, IN: Ave Maria Press, 1987.
- _____. *Bread for the Journey: A Daybook of Wisdom and Faith*. San Francisco: HarperSanFrancisco, 1997.
- _____. *Beyond the Mirror: Reflections on Death and Life*. New York: Crossroad, 2001.
- _____. *Can You Drink the Cup?* Notre Dame, IN: Ave Maria Press, 1996.
- _____. *Clowning in Rome: Reflections on Solitude, Celibacy, Prayer, and Contemplation*. New York: Image Books, 2000.
- _____, Donald P. MacNeill, and Douglas A. Morrison. *Compassion: A Reflection of the Christian Life*. New York: Image Books, 1983.
- _____. *Creative Ministry*. New York: Image Books, 1978.
- _____. *A Cry for Mercy: Prayers from the Genesee*. New York: Image Books, 2002.
- _____. *Encounters with Merton: Spiritual Reflections*. Second Edition. New York: Crossroad, 1972, 1981.

- _____. *The Genesee Diary: Report from a Trappist Monastery*. New York: Image Books, 1989.
- _____. *Finding My Way Home: Pathways to Life and the Spirit*. New York: Crossroad, 2001.
- _____. *¡Gracias!: A Latin American Journal*. Maryknoll, NY: Orbis Books, 1993.
- _____. *Heart Speaks to Heart: Three Prayers to Jesus*. Notre Dame, IN: Ave Maria Press, 1989.
- _____. *Here and Now: Living in the Spirit*. New York: Crossroad, 1994.
- _____. *In Memoriam*. Notre Dame, IN: Ave Maria Press, 1980.
- _____. *The Inner Voice of Love: A Journey Through Anguish to Freedom*. New York: Image Books, 1998.
- _____. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 2000.
- _____. *Intimacy*. San Francisco: HarperSanFrancisco, 1969.
- _____. *In the Name of Jesus: Reflections on Christian Leadership*. New York: Crossroad, 1989.
- _____. *Jesus and Mary: Finding Our Sacred Center*. Cincinnati, OH: St. Anthony Messenger Press, 1993.
- _____. *A Letter of Consolation*. San Francisco: HarperSanFrancisco, 1982.
- _____. *Letters to Marc About Jesus: Living a Spiritual Life in a Material World*. San Francisco: HarperSanFrancisco, 1988.
- _____. *Life of the Beloved: Spiritual Living in a Secular World*. New York: Crossroad, 1992.
- _____. *Lifesigns: Intimacy, Fecundity, and Ecstasy in Christian Perspective*. New York: Doubleday, 1986.
- _____. *Love in a Fearful Land: A Guatemalan Story*. Notre Dame, IN: Ave Maria Press, 1985.
- _____. *The Living Reminder: Service and Prayer in Memory of Jesus Christ*. San Francisco: HarperSanFrancisco, 1977.
- _____. *Making All Things New: An Invitation to the Spiritual Life*. San Francisco: HarperSanFrancisco, 1981.
- _____. *Our Greatest Gift: A Meditation on Death and Dying*. New York: HarperCollins, 1995.
- _____. *Out of Solitude: Three Meditations on the Christian Life*. Notre Dame, IN: Ave Maria Press, 1974.
- _____. *Reaching Out: The Three Movements of the Spiritual Life*. New York: Doubleday, 1975.
- _____. *The Return of the Prodigal Son*. New York: Image Books, 1994.
- _____. *The Road to Daybreak. A Spiritual Journey*. New York: Doubleday, 1988.
- _____. *Sabbatical Journey*. New York: Crossroad, 1998.
- _____. *Thomas Merton: Contemplative Critic*. Liguori, MO: Liguori/Triumph, 1991.
- _____. *Walk With Jesus: Stations of the Cross*. Maryknoll, NY: Orbis Books, 1990.
- _____. *The Way of the Heart: Desert Spirituality and Contemporary Ministry*. New York: HarperCollins, 1991.

- _____. *With Burning Hearts: A Meditation on the Eucharistic Life*. Maryknoll, NY: Orbis Books, 1994.
- _____. *With Open Hands: Bringing Prayer into Your Life*. New York: Ballantine Books, 1985.
- _____. *The Wounded Healer: Ministry in Contemporary Society*. New York: Image Books, 1979.

Collections/Anthologies/Readers

- Bence, Evelyn, comp. *Mornings with Henri J.M. Nouwen: Readings and Reflections*. Ann Arbor, MI: Servant Publications, 1997.
- Dear, John, ed. *The Road to Peace*. Maryknoll, NY: Orbis Books, 1998.
- Durback, Robert, ed. *Seeds of Hope: A Henri Nouwen Reader*. New York: Bantam Books, 1989.
- _____, ed. and comp. *In My Own Words*. Liguori, MO: Liguori, 2001.
- Ford, Michael, ed. *Eternal Seasons: A Liturgical Journey with Henri J.M. Nouwen*. Notre Dame, IN: Sorin Books, 2004.
- Garvey, John ed. *Henri Nouwen*, The Modern Spirituality Series. Springfield, IL: Templegate Publishers, 1988. (Originally published as *Circles of Love: Daily Readings with Henri J.M. Nouwen*. London: Darton, Longman and Todd, 1988).
- Greer, Wendy Wilson, ed. *The Only Necessary Thing: Living a Prayerful Life*. New York: Crossroad, 1999.
- Johna, Franz, ed. *Show Me the Way: Readings for Each Day of Lent*. New York: Crossroad, 1992.
- Jonas, Robert A., ed. *Henri Nouwen: Writings Selected with an Introduction by Robert A. Jonas*. Maryknoll, NY: Orbis Books, 1998.
- Jones, Timothy, comp. and ed. *Turn My Mourning Into Dancing: Finding Hope in Hard Times*. Nashville: Word Publishing, 2001.
- Laird, Rebecca, and Michael J. Christensen, eds. *The Heart of Henri Nouwen: His Words of Blessing*. New York: Crossroad, 2003.
- O’Laughlin, Michael, ed. *Jesus: A Gospel*. Maryknoll, NY: Orbis Books, 2001.
- Olfson, Lewy, ed. *The Primacy of the Heart: Cuttings from a Journal*. Madison, WI: St. Benedict Center, 1988.

Secondary Sources on Henri J.M. Nouwen

Books

- de Vinck, Christopher, ed. *Nouwen Then: Personal Reflections on Henri*. Grand Rapids: Zondervan, 1999.
- Durback, Robert. *A Retreat with Henri Nouwen: Reclaiming Our Humanity*. Cincinnati, OH: St. Anthony Messenger Press, 2003.
- Glaser, Chris. *Henri’s Mantle: 100 Meditations on Nouwen’s Legacy*. Cleveland, OH: The Pilgrim Press, 2002.
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