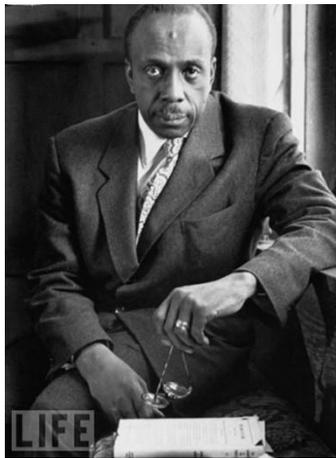


**The Religious Thinking of Howard Thurman**  
**Professor Walter Earl Fluker**  
**(hybrid-professor on campus)**  
[wfluker@hartfordinternational.edu](mailto:wfluker@hartfordinternational.edu)  
Online Office Hours: TBA

**Summer 2023**  
**June 5-23 2023**  
**Class 9 am - 12 pm**  
<https://hartfordinternational.zoom.us/j/96639111077>



**Seminar Description**

This seminar examines the religious and moral dimensions in the thought of Howard Thurman (1899-1981) a leading figure in twentieth century American religious and cultural life. The dream of community, or “the search for common ground,” was the defining motif of Thurman’s life and thought. His vision of the kinship of all life, born out of the particularity of his own personal struggles, propelled him into the Protestant mainstream as a distinctive interpreter of the church’s role in a democratic society. He influenced a younger generation of ethical leaders in the modern Civil Rights Movement, including Martin Luther King, Jr., Pauli Murray, Marian Wright Edelman, Whitney Young, Jesse Jackson, Derrick Bell, Vincent Harding and Vernon Jordan.

**Course Objective and Learning Outcomes**

To illumine Thurman’s dialogue with public life, this seminar is organized around three themes: *spirituality and social transformation*, *ecclesiology and culture*, and Thurman’s *vision of democracy*. The objectives are to acquaint students with the life and thought of Howard Thurman as a significant *American* religious thinker and cultural critic; and to experiment with their own

interpretations of religious experience as resources for personal development and social engagement. Upon completion of the seminar, students will be able to:

- Identify the critical experiential and intellectual sources that funded Howard Thurman's religious and theological vision of community or what he called "common ground";
- Identify Howard Thurman's understanding of the nature and role of spirituality and social transformation from late nineteenth through mid-twentieth century American social and political movements;
- Identify Howard Thurman's understanding of ecclesiology and culture in twentieth century America and its implications for contemporary interracial, intercultural and interfaith movements;
- Engage critical intersections of spirituality, ethics and leadership represented by 20<sup>th</sup> century African American moral traditions;
- Demonstrate an historical and analytic awareness of the role of African American religious and moral discourse in shaping the character and shared meanings of the "American republic" and the quest for "democratic space"; and
- Explore and examine alternative spiritualities, like Thurman's, as means of funding new theological meanings in the reconstruction of American society and the global community. These themes and objectives will form the basis for research, writing and discussion.

### **MAIRS learning outcomes**

#### **Format and Methodology**

The format of the seminar will consist of film, audio, and common readings as the basis for discussion and interaction. Interaction will include presentations from students on specified topics. Presentations should reflect engagement with the required readings and other sources. Ideally, student presentations should demonstrate different approaches to the topics under discussion. All sessions will be participatory. Each student will be required to write a 15-20-page final paper or project (30 pages minimum for doctoral students) on a particular theme or problem in Thurman with special emphasis on public theology and ethical life. On or before June 14, each student will submit a 3-5-page *précis*, an annotated outline, and an annotated, working bibliography for the final paper. *Review* of the *précis* by the professor is required before submission of the final paper or project. In emergency circumstances, students in good standing may request an incomplete grade from the instructor no later than the due date of the final paper or project for the course. **Others must request an incomplete from the Associate Dean of Faculty and Academic Affairs absolutely no later than 10 days after the due date of the final paper or project.**

#### **Reading Response Papers**

Each week students are required to submit two-page, single-spaced response papers on the assigned readings to **CANVAS**. The response papers are to be submitted by midnight (8:00 pm) on the evening before each class so that other students are given ample time to post their responses. The first page of the response paper should provide a concise summary of the readings identifying the authors' basic arguments and their development; the second page should reflect critical engagement with the theological and ethical issues at stake in the readings. *If possible, please limit reflections to two-pages. Students are encouraged to read the reflection questions*

before they read the materials for each week. Do not use footnotes, but reference page numbers using parentheses. Students will be allowed to drop one reading response paper.

Beginning June 12, at the beginning of each class there will be group (CDP-see below) presentations and discussions on assigned readings and the respective themes of the week. The Course Assistant will facilitate the discussions based on students' responses to weekly Focus Questions that will be posted on Canvas. The submitted Response Papers will serve as guides for the discussion, but the discussions will not necessarily be limited to the written responses. In the discussion, please engage at least one set of questions related to our readings for the week. Most readings are rather short and are meant to acquaint students with primary and secondary sources that illumine the perspectives of the topic at hand.

### **Communities of Discourse and Practice Discussion Groups (CDPs)**

Simply stated, *communities of discourse* are diverse associations that share and produce forms of knowledge. In our work together, the term refers to class participants that *congregate* (*congregare* – “to gather, bind, and come together”) around common “codes, languages, texts, affects, information, and other forms of knowledge” that enable them to shape common goals, regulate their relationships, and communicate efficiently with one another. Classes, webinars, conferences, blogs, tweets, and Facebook are examples of what we mean by *communities of discourse*—a continuous cycle of communicating, learning, critiquing, and collaborating on various subject-matter pertaining to the work of Howard Thurman.

*Communities of practice* refer to groups or collectivities that come together to *conspire* (*conspirare*)— “to breathe together, to plot and to do together as one” for the purposes of discourse, yes, but also for attending to habits, practices, and values that hold them together and that hold each person accountable for what they know and value.

*In our class, communities of discourse and practice* come together to engage particular challenges and issues in pursuit of the collective good or what Thurman called, “the search for common ground.” Hopefully, these communities can be established as long-term entities beyond the class. The key issue is their willingness to connect, collaborate, and conspire for the highest good related to the ideal of community.

Beginning June 12, at the beginning of each class there will be CDP presentations and discussions on assigned readings and the respective themes of the week. Course Assistants will facilitate the discussions based on students' responses to weekly Focus Questions that will be posted on Canvas. The submitted Response Papers will serve as guides for the discussion, but the discussions will not necessarily be limited to the written responses. In the discussion, please engage at least one set of questions related to our readings for the week. Most readings are rather short and are meant to acquaint students with primary and secondary sources that illumine the perspectives of the topic at hand.

The CDPs will meet each day after the **three-hour** class meeting from 9 am -12pm. The numbers of CDPs will be determined based on class size. **The CDP meetings are mandatory for all students.** Each CDP will organize itself for the readings. Ideally each student should complete all the assigned readings, but given the nature of the class, CDPs will create a division of labor and choose a moderator to help the group determine its presentation of the readings; and a

reporter will be chosen to record the group discussions. It is expected that the moderator and reporter will change for each session in order to insure shared leadership.

### **Evaluation**

<b>ASSIGNMENT</b>	<b>PERCENTAGE OF GRADE</b>
Response Papers and CDP Discussions	30%
Précis	10%
Term Project	50%
Attendance and Participation	10%

### **Course Policies**

#### ***Attendance Policies***

Due to the pandemic, some students might be sick or will need to go into isolation or quarantine. If you are sick, understand that I will be flexible about attendance. Please make sure to email me so that we can discuss your individual circumstances. For students in quarantine who are well, we have provided ways that you can keep up with your schoolwork. Please also contact me via email if you are in quarantine.

#### ***Accessibility and Accommodations***

For students who could benefit from writing assistance, or who ask for accommodations, please have the student contact Eamon Ormseth, the Student Services Coordinator ([ormseth@hartfordinternational.edu](mailto:ormseth@hartfordinternational.edu)).

#### ***Plagiarism***

Plagiarism, the failure to give proper credit for the words and ideas of another person, whether published or unpublished, is strictly prohibited. All written material submitted by students must be their own original work; where the words and ideas of others are used, they must be acknowledged. Additionally, if students receive editorial help with their writing, they should also acknowledge it appropriately.

Credit will not be given for work containing plagiarism, and plagiarism can lead to failure of a course. Faculty will report all instances of plagiarism to the Academic Dean. The Academic Dean will then collect documented details of the case and advance any recommendations for further action to the Academic Policy Committee. Through this process the situation will be reviewed and any additional penalties that may be warranted (up to and including expulsion from the school) will be determined.

For clarity as to what constitutes plagiarism, the following description is provided:

1. Word for word plagiarism: (a) the submission of another person's work as one's own; (b) the submission of a commercially prepared paper; (c) the submission of work from a source which is not acknowledged by a footnote or other specific reference in the paper itself; (d) the submission of any part of another person's work without proper use of quotation marks.

2. Plagiarism by paraphrase: (a) mere re-arrangement of another person's works and phrases does not make them your own and also constitutes plagiarism; (b) paraphrasing another person's words, ideas, and information without acknowledging the original source from which you took them is also plagiarism.

See Part II of Kate L. Turabian, *A Manual for Writers of Research Papers, Theses and Dissertations*, (7th Edition, University of Chicago Press, 2007) for an explanation of the proper ways to acknowledge the work of others and to avoid plagiarism.

3. Reuse of your own work: Coursework submitted for credit in one course cannot be submitted for credit in another course. While technically not plagiarism, this type of infraction will be treated in the same manner as plagiarism and will be subject to the same penalties. If you are using small amounts of material from a previous submitted work, that work should be referenced appropriately. When a student is writing their final program requirement (paper, project or thesis) it may be appropriate, with their advisor's permission, to include portions of previously submitted materials if properly referenced.

#### *MA, and PhD University Grading Scale*

A (95-100) Demonstrates excellent mastery of the subject matter, a superior ability to articulate this, and provides helpful connections to daily life or contemporary issues. Exceeds expectations of the course.

A- (90-94) Demonstrates mastery of the subject matter, ability to articulate this well, and makes connections to daily life or contemporary issues. Exceeds expectations of the course.

B+(87-89) Demonstrates a very good understanding of the subject matter, able to articulate lessons learned in the assignment well. Meets expectations of the course.

B (83-86) Demonstrates an understanding of the subject matter and the ability to articulate lessons learned. Meets expectations of the course.

B-(80-82) Demonstrates an understanding of the material at hand, has some difficulty articulating this, and basic connection of the material to daily life or contemporary issues/life. Meets basic expectations for the course.

C+(77-79) Demonstrates a basic comprehension of the subject matter, weak articulation and connections. Does not meet expectations for the course.

C (70-76) Demonstrates a minimal comprehension of the subject matter and has difficulty making connections. Does not meet expectations of the course.

F (below 70) Unable to meet the basic requirements of the course.

- Pleaae note: A+'s and C-'s are not part of the grading system.

*MAP Grading Scale: High Pass (4.00), Pass (3.00), and Fail (0.00)*

*Add/Drop:* It is recommended that you note the date by which students can drop the course without academic or financial penalty as listed in the Academic Calendar for the year. Please refer to the “Withdrawal from a course” policy.

Other Academic policies are listed at <https://www.hartfordinternational.edu/current-students/academics/academic-policies>.

### ***Class Session Recording***

Our class sessions on **Zoom** will all be audio visually recorded for students in the class to refer back to the information, and for enrolled students who are unable to attend live. Lectures and other classroom presentations presented through video conferencing and other materials posted on **Canvas** are for the sole purpose of educating the students enrolled in the course. The release of such information (including but not limited to directly sharing, screen capturing, or recording content) is strictly prohibited, unless the instructor states otherwise. Doing so without the permission of the instructor will be considered an Honor Code violation and may also be a violation of other state and federal laws, such as the Copyright Act. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Required Texts

Fluker, Walter Earl, Ed.

The Papers of Howard Washington Thurman, Volume I, "My People Need Me, 1918-1936" (University of South Carolina Press, 2009)

The Papers of Howard Washington Thurman, Volume II, "Christian, Who Calls Me Christian? April 1936-August 1943" (University of South Carolina Press, 2012)

The Papers of Howard Washington Thurman, Volume III, "The Bold Adventure, September 1943-May 1949" (University Press of South Carolina, 2015)

The Papers of Howard Washington Thurman, Volume IV, "The Soundless Passion of a Single Mind, June 1949-December 1962" (University of South Carolina Press, 2017)

The Papers of Howard Washington Thurman, Volume V, "The Wider Ministry, 1963-1980" (University of South Carolina Press, 2019) \*

*\*Readings from these volumes will be available through Library Reserves.*

Fluker, Walter Earl and Tumber, Catherine, Eds.

A Strange Freedom: The Best of Howard Thurman on Religious Experience and Public Life (Beacon, 1998)

Smith, Luther E.

Howard Thurman: The Mystic as Prophet (Friends United Press, 1992, 2007)

Thurman, Howard

Jesus and the Disinherited, with foreword by Vincent Harding (Beacon Press, 1996)

Thurman, Howard

The Search For Common Ground (New York: Harper and Row, 1971)

Thurman, Howard

With Head and Heart: The Autobiography of Howard Thurman (Harcourt Brace and Company, 1979)

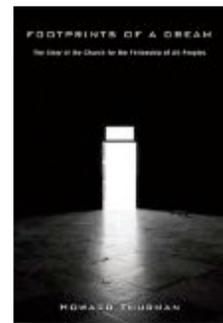
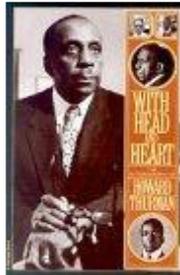
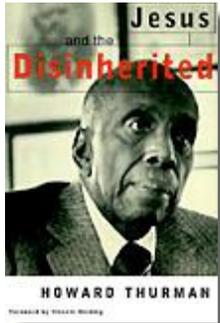
**Note: Please see CANVAS for all other required reading materials**

### Recommended Texts

- Brown, Amanda K. The Fellowship Church: Howard Thurman and the Twentieth-Century Religious Left (New York and London: Oxford University Press, 2021)
- Eisenstadt, Peter E. Against the Hounds of Hell: A Life of Howard Thurman (University of Virginia Press, 2021)
- Eisenstadt, Peter E. and Fluker, Walter Earl, Eds. Walking with God Volume 1, The Moral Struggle and the Prophets. (Maryknoll, NY: Orbis Books, 2020)
- Walking with God Volume 2, The Way of the Mystics (Maryknoll, NY: Orbis Books, 2021)
- Walking with God Volume III, Democracy and the Soul of America (Maryknoll: Orbis Books, 2022)
- Ellison, Gregory Anchored in the Current: Discovering Howard Thurman as Educator, Activist, Guide, and Prophet (Minneapolis: Fortress Press, 2021)
- Fluker, Walter E. The Unfinished Search for Common Ground: Reimagining Howard Thurman's Life and Work (Maryknoll, NY: Orbis Books, anticipated release 2023)
- They Looked For A City: A Comparative Analysis of Community in the Thought of Howard Thurman and Martin Luther King, Jr. (Lanham, MD: University Press of America, 1988)
- Harvey, Paul Howard Thurman and the Disinherited: A Religious Biography (Grand Rapids: Eerdmans, 2020))
- Jensen, Kipton E. Howard Thurman: Philosophy, Civil Rights, and the Search for Common Ground (University of South Carolina Press, 2019)
- Mitchell, Mozella The Human Search: Howard Thurman and the Quest for Freedom Proceedings of the Second Howard Thurman Convocation (New York: Peter Lang, 1992)

- Neal, Anthony Sean. Howard Thurman's Philosophical Mysticism: Love against Fragmentation (Rowan and Littlefield Publishing Group, 2019)
- Pollard, Alton Mysticism and Social Change: The Social Witness of Howard Thurman (New York: Peter Lang, 1992)
- Thurman, Howard The Inward Journey (Friends United Press, 2000)
- Deep is the Hunger (Friends United Press, 2000)
- Meditations of the Heart (Beacon Press, 1981)
- Young, Henry, Ed. God and Human Freedom: Festschrift in Honor of Howard Thurman (Friends United Press, 1983)

## Seminar Outline



### Dates

### Topic

#### **Part I: *The Search for Common Ground:* Dangerous Memories and Redemptive Possibilities**

June 5

#### **Introductions and Overview of Seminar**

Please view prior to beginning of class:

Film, "Conversations with Howard Thurman," and Discussion

Part I: <https://www.youtube.com/watch?v=KvJVxsezAwc>

Part II: <https://www.youtube.com/watch?v=NPzZBS-2oeU>

June 6

#### **The Search for Common Ground "Experiential and Intellectual Sources"**

##### **Required Reading**

- Thurman, With Head and Heart
- Fluker, Preface and Biographical Essay, The Papers of Howard Washington Thurman, Volume I, "My People Need Me, 1918-1936" (University of South Carolina Press, 2009)
- Fluker and Tumber, A Strange Freedom, Introduction

##### **Suggested Reading**

- Dixie, Quinton H. and Eisenstadt, Peter, *Visions of a Better World: Howard Thurman's Pilgrimage to India and the Origins of African American Nonviolence* (Boston: Beacon Press, 2011).
- Eisenstadt, Peter, *Against the Hounds of Hell: A Life of Howard Thurman* (University of Virginia Press, 2021)
- Fluker, Walter Earl, "Leaders Who Have Shaped U.S. Religious Dialogue," in *Howard Thurman: Intercultural and Interreligious Leader* in *Religious Leadership: A Reference Handbook*, Volume 2,

edited by Sharon Henderson Callahan. Thousand Oaks, CA: SAGE Publications, 2013, pp. 571-578.

June 7

## **The Search for Common Ground “Experiential and Intellectual Sources”**

### **Required Readings**

Fluker, [Biographical Essay](#), *The Papers of Howard Washington Thurman*, Volume II, “Christian, Who Calls Me Christian? April 1936-August 1943” (University of South Carolina Press, 2012)

\_\_\_\_\_. [“Dangerous Memories](#) and Redemptive Possibilities: Howard Thurman and Black Leadership in the South.”

### **Suggested Reading**

- Smith, L. [“Intimate Mystery: Howard Thurman’s Search for Ultimate Meaning \(1900-1981\)”](#)

June 8

## **“The Intellectual Sources: Morehouse College, George Cross, Olive Schreiner, and Rufus Jones”**

**Guest Lecturer:** Peter Eisenstadt, Author, *Against the Hounds of Hell*

### **Required Readings**

- Cross, G. [Christian Salvation](#), Chapters 7-10
- \_\_\_\_\_. [Creative Christianity](#), Chapters 3-4
- Eisenstadt, Peter, *Against the Hounds of Hell: A Life of Howard Thurman* (University of Virginia Press, 2021) – selected chapters
- Eisenstadt and Fluker, [Walking with God: The Way of the Mystics](#), “Mysticism and Social Change: Rufus Jones”, 141-160.
- Jones, R. [“Liberalism In The Mystical Tradition”](#)
- Schreiner, O. [“The Dawn of Civilization”](#)
- Smith, L. [The Mystic As Prophet](#), Chapters 1-2

### **Suggested Readings**

- Jensen, Kipton E., [Philosophy, Civil Rights, and the Search for Common Ground](#), Chapter 3
- Cross, George. [What is Christianity?](#) Chapter 7
- Thurman, Editor, [A Track To The Waters Edge](#), Introduction, pp.53-56; 84-95.

June 9

## **The Search for Common Ground: “The Concept of Community in Thurman”**

### **Required Readings**

- Smith, L. [The Mystic as Prophet](#), Chapter 3
- Thurman, [The Search for Common Ground](#), Chapters 1-2

### Suggested Readings

- Fluker, [They Looked For A City](#), Chapter 2

## Part II: *The Inner Life and World-Mindedness*: Spirituality and Social Transformation in Howard Thurman

June 12      “The Creative Encounter”: Howard Thurman on Mysticism and Religious Experience

### MEET WITH PROFESSOR TO DISCUSS *PRÉCIS*

#### Required Reading

- Ellison, Gregory, “Introduction,” in [Anchored in the Current: Discovering Howard Thurman as Educator, Activist, Guide, and Prophet](#) (Fortress Press, 2021), pp.1-18.
- Eisenstadt and Fluker, [Walking with God: The Way of the Mystics](#):
  - “Jane Steger”, 72-81.
  - “Meister Eckhardt”, 82-90.
  - “Jacob Böehme, 91-102.
  - “Mysticism and Social Change: God as Presence”, 121-140.
- Fluker, “The Inward Sea: Mapping Interior Landmarks for Leaders,” in Ellison, Gregory, [Anchored in the Current: Discovering Howard Thurman as Educator, Activist, Guide, and Prophet](#) (Fortress Press, 2021), pp. 55-70.
- Thurman, [The Creative Encounter](#), Chapters 1-2
- \_\_\_\_\_. [“The Inner Life and World-Mindedness”](#) (1945), *PHWT*, 108-113.

#### Suggested Readings

- [“Finding God in Private Life,”](#) (Section I) in Fluker and Tumber, [A Strange Freedom](#), pp. 19-96.
- Hardy III, Clarence E., [“Imagine a World: Howard Thurman, Spiritual Perception, and American Calvinism,”](#) *Journal of Religion* 81:1 (2001), 78-97.
- Kaplan, Edward K., [“A Jewish Dialogue with Howard Thurman: Mysticism, Compassion, and Community,”](#) *CrossCurrents* 60(4) (2010), 515-525.
- Thurman, [Disciplines of the Spirit](#), pp. 13-64.
- \_\_\_\_\_. [“The Search for God in Religion”](#)
- \_\_\_\_\_. *The Religion of the Inner Life* (Sermon, Fellowship Church, San Francisco, 1950)
- \_\_\_\_\_. “Religion and Social Change: God’s Presence” (Lecture, Pacific School of Religion, 1978)

June 13

## Spirituality and Social Transformation – Scripture, Hermeneutics, and the Oppressed

### Required Readings

- Smith, Shively T.J., “*Thurman-etics: Howard Thurman’s ‘Clothesline’ for the Interpretation of the Life of the Mind and Journey of the Spirit,*” in Ellison, Gregory, *Anchored in the Current: Discovering Howard Thurman as Educator, Activist, Guide, and Prophet* (Fortress Press, 2021), pp. 70-83.
- Thurman, *Jesus and the Disinherited*
- Thurman, “*Exposition of the Book of Habakkuk*” November 19, 1956, *The Interpreter Bible*, Volume IV, PHWT, pp. 136-149.

### Suggested Readings

- Raboteau, Albert J. *American Prophets: Seven Religious Radicals and Their Struggle for Social and Political Justice*, Chapter 4, “Howard Thurman: In Search of Common Ground,” *Princeton University Press*, 2016
- Thurman, “The Act of Confession” In *The Centering Moment*
- \_\_\_\_\_. “I Surrender Myself to God,” *Meditations*, pp. 174-75
- \_\_\_\_\_. “The Inward Sea” in *Meditations*, p. 15

June 14

## Overcoming the Barriers: “Evil, Sin and Ethical Theory and Method in Thurman”

### Required Readings

- Eisenstadt, Peter and Fluker, Walter Earl, Eds. *Walking with God, Volume 1, The Moral Struggle and the Prophets.* (Maryknoll, NY: Orbis Books, 2020):
  - “Introduction”, pp. vii-xv; 3-10.
  - “Jesus”, Sermon. October 2, 1949, pp.30-40;
  - “Paul”, Sermon, October 9, 1949, pp. 41-51.
  - “The Message of Amos” Sermon, May 25, 1952, pp. 131-138; “The Message of Hosea”, Sermon, June 1, 1952, pp. 139-148.
- Fluker and Tumber, “Religious Experience and the Ethical Life,” (Section II) in *A Strange Freedom*, pp. 97-187.

### Suggested Readings

- Fluker, *Ethical Leadership*, Introduction and Chapters 1-2
- Fluker, *They Looked For A City*, Chapter 3, pp. 47-77.
- Pollard, Alton., *Mysticism and Social Change: The Social Witness of Howard Thurman* (New York: Peter Lang, 1992)
- Smith, L. *The Mystic As Prophet*, pp. 97-134
- Thurman. *Judgment And Hope In The Christian Message*
- \_\_\_\_\_. *The Creative Encounter*, pp. 92-153
- \_\_\_\_\_. *Mysticism and the Experience of Love*
- \_\_\_\_\_. *The Sound of the Genuine* (Tape)

**Part III: Ecclesiology and Culture –  
Community, Religion and Social Transformation**

June 15

**The Bold Adventure: The Fellowship Church for All Peoples**

**Required Readings**

- Brown, Amanda K. The Fellowship Church: Howard Thurman and the Twentieth-Century Religious Left, Chapter 3, "Wartime San Francisco's Pragmatic Religious Institution: Pluralism and Mysticism within the Burgeoning Fellowship Church", pp. 110-154.
- Fluker, Biographical Essay, Volume III, "The Bold Adventure, September 1943-May 1949" (University Press of South Carolina, 2015)
- Williams, R. "Worship and Anti-Structure in Thurman's Vision of the Sacred"

**Suggested Readings**

- Thurman, Footprints of a Dream

June 16

**Ecclesiology and Culture: Boston University and The Howard Thurman Educational Trust**

**PRÉCIS IS DUE (See Format and Methodology, p. 2 of syllabus)**

**Required Readings**

- Fluker, Biographical Essay, Volume IV, "The Soundless Passion of a Single Mind, June 1949–December 1962" (University of South Carolina Press, 2017)
- Fluker, Biographical Essay, Volume V, "The Wider Ministry, 1963-1980" (University of South Carolina Press, 2019)\*
- Mitchell, M. Spiritual Dynamics of Howard Thurman's Theology, pp. 45-95
- Thurman, "The Christian Minister and the Desegregation Decision"

**Suggested Readings**

- Marty, M. "Mysticism and the Quest For Religious Freedom."
- Thurman, "Community and the Will of God," (Section III) in Fluker and Tumber, A Strange Freedom, pp. 189-232; 259-264

**Part IV: America in Search of a Soul:  
Howard Thurman and the Quest for Democratic Space**

June 19      **Community and the Will of God**  
Film: "Backs Against Wall"

**Required Readings**

- Eisenstadt and Fluker, *Democracy and the Soul of America*, Introduction, "Life, Liberty, and Loyalty," xi-xxx; "Democracy and the Individual, I & II, 74-92; and "America in Search of a Soul," 114-124;
- Thurman, "[Community and the Will of God](#)," (Section III) in Fluker and Tumber, "The Will to Segregation (1945)," 211-219; "Excerpt from *The Luminous Darkness* (1965)," 240-258;
- Mitchell, M. [The Human Search](#), Chapters 3-4

**Suggested Readings**

- Fluker, [Ethical Leadership](#), Chapter 5
- Thurman, "[Human Freedom and the Emancipation Proclamation](#)"; also in Eisenstadt and Fluker, *Democracy and the Soul of America*, 93-101.

June 20      **Howard Thurman and Black Theology**

**Required Readings**

- Anderson, V. [Beyond Ontological Blackness: An Essay on African-American Religious and Cultural Criticism](#), 11-50 (with special attention to "Racial Aspects of Cultural Criticism," 28 -38; and "Religious Criticism in a Racialized Culture," 38-50).
- Anderson, V. [Creative Exchange: A Constructive Theology of African American Religious Experience](#), 115-156.
- Eisenstadt and Fluker, "Black Pentecost: Footprints of the Disinherited," in [Democracy and the Soul of America](#),
- Mitchell, M. [The Human Search](#), [Chapter 1](#) and [Chapter 2](#)

**Suggested Readings**

- Neal, Anthony Sean. [Howard Thurman's Philosophical Mysticism: Love against Fragmentation](#) (Rowan and Littlefield Publishing Group, 2019), (Selected Chapters)
- Neal, Anthony, [Common Ground: A Comparison of the Ideas of Consciousness in the Writings of Howard Thurman and Huey Newton](#) (Trenton, NJ: Africa World Press, 2015).
- Roberts, D. J. "Thurman's Contributions to Black Religious Thought" in [God and Human Freedom: Festschrift in Honor of Howard Thurman](#). ed.s. Young, Henry J., and Howard Thurman Richmond, Ind: Friends United Press, 1983.

- Smith, L. "[Black Theology and Religious Experience](#)"
- Stewart, C. "The Concept of Liberation in Thurman's Thought" in [God and Human Freedom](#)
- Thurman, [A Track To The Water's Edge](#), pp. 39-46
- \_\_\_\_\_. [Disciplines of the Spirit](#), pp. 86-127
- Walker, Corey D. B. "[Love, Blackness, Imagination](#): Howard Thurman's Vision of *Communitas*," *South Atlantic Quarterly* 112:4 (2013), 641-655.

June 21                      **Class Presentations**

June 22                      **Class Presentations**

June 23                      **FINAL PAPERS DUE**

***\*Readings from these volumes will be available through Library Reserves.***