

THEO5244 MODELS OF PRACTICAL THEOLOGY

1st term 2019-2020

Mon 7:00PM - 9:30PM
123 Chen Kou Bun BldgCourse Outline
Website: BlackboardProfessor Simon Shui-Man KWAN
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3943-6709**Course Descriptions and Objectives**

Here are some statements from Richard R. Osmer, a leading scholar within the International Academy of Practical Theology as well as founding editor of the *International Journal of Practical Theology* (IJPT):

In recent decades the discipline of practical theology has seen a number of far-reaching innovations, including its scientific emancipation and the broadening of its scope.....The “new” practical theology **no longer** views itself as a discipline concerned merely with applications and techniques. It no longer understands itself to be a form of applied exegesis or applied dogmatics, charged with formulating principles that can guide ecclesial practice.....its scope is no longer that of pastoral theology.....**The new focus of practical theology as an academic discipline is closely related to fundamental hermeneutical reflection on the practical character of theology as a whole.** (Fr. Editorial of 1st volume of *IJPT*)

These statements represent not only the new shape of practical theology but also a theological tradition, more or less suppressed, according to which theology is fundamentally practical.

This course aims at familiarizing the students with this recent trend as well as a tradition of theology which stresses that “theology is a practical science.” It also aims at helping students to see how the theological theories that they learn through lectures and readings may have bearings on their Christian lives and ministries.

Expected Learning Outcomes

- 1 Knowledge Aspects
 - 1.1 Concrete meanings of theology as a practical science
 - 1.2 Methods and Methodologies of practical theology
- 2 Attitude Aspect: fully appreciate that theological study is practically-oriented
- 3 Skill Aspect: theory-practice integration via theological reflection

Holistically, students would begin to acquire the habits of a reflective practitioner/practical theologian.

Course Assessment

- 1 **Critical** Book Review (within 3000 words) 60%
 - Critically discuss One Book marked with *in the **Reference List** of this Outline
 - Language: either in Chinese or English
 - Submission Deadline: One week after the final lecture
 - Submission: submitted via Blackboard ONLY (Pls do NOT send in hardcopies)
 - Style of Reference: *The Chicago Manual of Style* (17th edition)¹ OR APA (6th edition)² should be used as the style of reference

¹ Examples are available from the official website addressed <https://www.chicagomanualofstyle.org/home.html> (you need to connect to the CUHK VPN when you are not on the CUHK LAN).

² Examples are available from the official website addressed <http://www.apastyle.org/>

- Assessment Rubrics: Please make sure that it is NOT only a reading REPORT, but a critical dialogue between you and the author.

Criteria	Levels of Achievement				
	Excellent	Good	Average	Poor	Fail
Summary Weight 20.00%	Clearly presents author's thesis and describes his/ her strategies for supporting it. Clearly and succinctly describes organization and presentation of text.	Presents author's thesis and describes his/her strategies for supporting it. Describes organization and presentation of text.	Presents author's thesis, but may not provide sufficient description of strategies for supporting it. Describes organization and presentation of text, but may need more details	Insufficient explanation of author's thesis, and/or insufficient description of strategies for supporting thesis. Insufficient description of text's organization and presentation. Only give summary chapter by chapter.	No explanation of author's thesis, and/or no description of strategies for supporting thesis. Poor or no description of text's organization and presentation.
Organization & Presentation Weight 20.00%	Review is very well organized, containing an introduction, body paragraphs, and conclusion. Paragraphs contain clear topic sentences, focus on a single issue, are coherent, and organized according to an obvious pattern of argument. Effective use of transitional expressions and other signposts that make the structure of the document clear. Student's tone and diction enhance the argument being made about the text under review.	Review is well organized, containing an introduction, body paragraphs, and conclusion. All paragraphs contain topic sentences, focus on a single issue and are coherently structured. Some use of transitional expressions and other signposts that make the structure of the document clear. Student's tone and diction are appropriate for the argument being made about the text under review.	Review has separate introduction, body paragraphs, and conclusion, but connections among these could be improved. Most paragraphs focus on a single topic and are coherently structured. Topic sentences signal structure of argument, but may require more focus. Transitions are present and help connect parts of argument. Student's tone and diction are occasionally inappropriate for the target	Distinction between introduction, body paragraphs, and conclusion is unclear. Paragraph structure needs improvement (some may be incomplete, or focus on too many issues, or be incoherent). Topic sentences do not effectively signal structure of argument or lack focus / clarity. More transitions are needed to develop argument. Student's tone and diction are marginal. Paper is	General structure of review is difficult to follow, and/or student failed to follow the prescribed format. Paragraphs are unfocused, incoherent or require restructuring. Topic sentences are absent or unconnected to the paragraphs that follow. Transitions are absent or used incorrectly. Student's tone and diction are inappropriate. Paper is unreasonably too long or too short.

	Levels of Achievement				
Criteria	Excellent	Good	Average	Poor	Fail
			audience.	much longer or shorter than the assignment requirement.	
Clarity of Concepts Weight 20.00%	Accurate grasp and use of concepts.	Good grasp and use of concepts.	Average grasp and use of concepts.	Frequently exhibit wrong/superficial grasp and use of concepts.	Very poor grasp and use of concepts.
Criticality and Reflectiveness Weight 20.00%	Critically engage the thesis, ideas, assumptions behind the thesis and ideas, and the concepts advanced by the author. Meaningfully identify the contemporary and practical relevance of the work.	Critically engage the thesis, ideas, and the concepts advanced by the author. Identify the contemporary and practical relevance of the work.	Engage the thesis, ideas, and the concepts advanced by the author. Briefly touch upon the contemporary and practical relevance of the work.	Inadequately and superficially engage the thesis, ideas, and the concepts advanced by the author. Reflection includes mainly student's feelings toward the work and some learnings after reading the work.	Do not engage the thesis, ideas, and the concepts advanced by the author. Simply accept what the author says. Reflection include mainly student's feelings toward the work.
Argumentativeness Weight 20.00%	In arguing for or against the work, student remains outstandingly logical, mobilizes relevant evidence to support his/her arguments, connects individual arguments clearly and organically, arrives at conclusions that are logically derived from the arguments, commits no logical fallacies.	In arguing for or against the work, student remains logical, mobilizes evidence to support his/her arguments, tries to connect individual arguments, arrives at conclusions that are logically derived from the arguments, commits only a few logical fallacies.	In evaluating the work, student tries to be logical, to substantiate his/her judgments, arrives at conclusions that are not forcefully argued.	In evaluating the work, student remains assertive, showing only limited awareness of the need to argue for his/her opinions.	In evaluating the work, student remains very assertive without showing an attempt to argue for his/her opinions.

■ Academic Honesty:

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at <http://www.cuhk.edu.hk/policy/academichonesty/>.

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. For group projects, all students of the same group should be asked to sign on the declaration.

For assignments in the form of a computer-generated document that is principally text-based and submitted via the plagiarism detection engine VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. Assignments without the receipt will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide.

2	Integrative Seminar	
2.1	Presentation ³	30%
2.2	Participation	10%
2.3		

Contents

Theme	Topic	Suggested Reading
What is Practical Theology?	<ul style="list-style-type: none"> ◆ Nature of Theology—Theoretical or Practical or “theoretical vs. practical”? ◆ Duns Scotus and the debate over the nature of Theology in the Thirteenth/Fourteenth Century ◆ Practical Theology as a discipline—historical development ◆ Types/ Models/ Paradigms of Practical Theology ◆ Methods and methodologies of Practical Theology <ul style="list-style-type: none"> ◆ Empirical (qualitative inquiry) approach <ul style="list-style-type: none"> ▪ the approaches widespread in the British circles ▪ Illustrations <ul style="list-style-type: none"> ● A research on Protestant Death rites ● Spiritual Care in multifaith settings ◆ Practical Theology as Action Research ◆ Hermeneutical Approach <ul style="list-style-type: none"> ▪ theory and practice, application ▪ What is “Practical”/“Practice”? ▪ “Application” and Understanding: the Fundamental Hermeneutic Problem ▪ Illustration: Wesleyan reflection on Pathological Gambling ◆ Stephen Pattison’s Practical Theology as “Critical Conversation” ◆ Practical Theology as Critical Social Theory <ul style="list-style-type: none"> ▪ Illustrations: <ul style="list-style-type: none"> ● Lutheran reflection on local Higher Education in the context of Economic Globalization ● Church Growth discourse (HK) ● WHO spirituality vs. Asian Spirituality ▪ Class Experiment: <i>enjo kosai</i> 	<p><u>Basics</u></p> <ul style="list-style-type: none"> ● Cahalan, K. A., & Mikoski, G. S. (2014). Introduction. In K. A. Cahalan & G. S. Mikoski (Eds.), <i>Opening the field of practical theology: an introduction</i> (pp. 1-10). Plymouth: Rowman & Littlefield. ● Morris, W. (2013). <i>Salvation as Praxis a practical theology of salvation for a multi-faith world</i>. London: Bloomsbury. Ch1. ● Farley, E. (1983). Theology and Practice Outside the Clerical Paradigm. In D. S. Browning (Ed.), <i>Practical theology: The Emerging Field in Theology, Church, and World</i> (1st ed.). San Francisco: Harper & Row. ● Forrester, D. B. (2000). <i>Truthful action: explorations in practical theology</i>. Edinburgh: T & T Clark. Pp. 3-60. ● Osmer, R. R. (2011). Practical theology: A current international perspective. <i>HTS Theological Studies</i>, 67(2), 1-7. <hr/> <p><u>PT & Scotism</u></p> <ul style="list-style-type: none"> ● Vos, A., Veldhuis, H., Dekker, E., Bok, N.W. den, & Beck, A.J. (Eds.). (2003). <i>Duns Scotus on divine love: texts and commentary on goodness and freedom, God and humans</i>. Aldershot, Hants, England; Burlington, VT: Ashgate. Ch. 1. <hr/> <p><u>Methods</u></p> <ul style="list-style-type: none"> ● Cameron, H., Bhatti, D., Duce, C., Sweeney, J., & Watkins, C. (2010). <i>Talking about God in practice: theological action research and practical theology</i>. London: SCM. Pp. 1-60. ● Miller-McLemore, B. J. (Ed.). (2012). <i>The Wiley-Blackwell companion to practical theology</i>. Malden, Mass.: Wiley-Blackwell. Pp. 89-265.

³ Guideline and a sample for Presentation will be available later.

		<ul style="list-style-type: none"> Kim, H. S. (2007). The hermeneutical-praxis paradigm and practical theology. <i>Religious education</i>, 102(4), 419-436. <hr/> <p><u>Conceptualizing Practice</u></p> <ul style="list-style-type: none"> Dykstra, Craig. (1991). Reconceiving practice. In B. G. Wheeler & E. Farley (Eds.), <i>Shifting boundaries: contextual approaches to the structure of theological education</i> (pp. 35-66). Louisville, Ky: Westminster/ John Knox. Smith, T. A. (2012). Theories of Practice. In B. J. Miller-McLemore (Ed.), <i>The Wiley-Blackwell companion to practical theology</i> (pp. 244-254). Malden, Mass.: Wiley-Blackwell. Schatzki, T. R. (2001). Introduction: practice theory. In T. R. Schatzki, K. Knorr-Cetina & E. v. Savigny (Eds.), <i>The practice turn in contemporary theory</i> (pp. 10-23). New York: Routledge. <hr/> <p><u>Asian PT</u></p> <ul style="list-style-type: none"> 關瑞文 (將刊登)。亞洲實踐神學運動的展開與展望。《時代論壇》。
Some Domains (examples) of Practical Theology	<ul style="list-style-type: none"> ◆ Theological Education ◆ Theological Reflection <ul style="list-style-type: none"> ◆ Models of theological reflection ◆ Disjuncture and theological reflection ◆ Learning style and theological reflection <ul style="list-style-type: none"> ● Reflection via integrative seminar 	<p><u>Theological Education</u></p> <ul style="list-style-type: none"> Kwan, S. S.-M. (2010). Revisiting a hope for healing the theory-practice gap: Integrative seminar as a pedagogical tool. In L. K. Lo, N. Tan & Y. Zhang (Eds.), <i>Crossing textual boundaries: A festschrift in honor of professor Archie Chi Chung Lee for his sixtieth birthday</i> (pp. 42-63). Hong Kong: DSCCC, CUHK. Farley, E. (1983). <i>Theologia: the fragmentation and unity of theological education</i>. Philadelphia: Fortress. Chs. 2-5. <hr/> <p><u>Theological Reflection</u></p> <ul style="list-style-type: none"> Graham, E. L., Walton, H., & Ward, F. (2005). <i>Theological reflection: methods</i>. London: SCM. Pp. -17. Pattison, S., Thompson, J., & Green, J. (2003). Theological reflection for the real world: time to think again. <i>British Journal of Theological Education</i>, 13(2), 119-131. Macallan, B., & Hendriks, H. J. (2012). A post-foundational Practical Theology? The pastoral cycle and local theology. <i>Dutch Reformed Theological Journal= Nederduitse Gereformeerde Theologische Tydskrif</i>, 53(3 & 4), 194-205.
Integrative Seminar	Students' presentation	

References (Selected)

Practical Theology—General, Trends, Reconceptualizations, Models

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- * Ballard, P. H., & Pritchard, J. (1996). *Practical theology in action: Christian thinking in the service of church and society*. London: SPCK.
- * Browning, D. S. (1991). *A fundamental practical theology: Descriptive and strategic proposals*. Minneapolis: Fortress.

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- * Farley, E. (2003). *Practicing gospel: Unconventional thoughts on the church's ministry* (1st ed.). Louisville, Ky.: Westminster John Knox.
- * Forrester, D. B. (2000). *Truthful action: Explorations in practical theology*. Edinburgh: T & T Clark.
- * Heitink, G. (1999). *Practical theology: History, theory, action domains: Manual for practical theology*. Grand Rapids: W.B. Eerdmans.
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- * Swinton, J., & Mowatt, H. (2016). *Practical theology and qualitative research* (2nd ed.). London: SCM.
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- Browning, D. S. (Ed.). (1983). *Practical theology* (1st ed.). San Francisco: Harper & Row.
- Cahalan, K. A., & Mikoski, G. S. (Eds.). (2014). *Opening the Field of Practical Theology: An Introduction*. Plymouth: Rowman & Littlefield.
- * Cameron, H. (2010). *Talking About God in Practice: Theological Action Research and Practical Theology*. London: SCM.
- Fowler, J. W., Osmer, R. R., & Schweitzer, F. (Eds.). (2002). *Developing a public faith: new directions in practical theology*. St. Louis, Mo.: Chalice.
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Bible and Practical Theology

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Theological Education

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Preaching

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Christian Social Action

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