

THEO5272 Modern Western Christianity (現代西方基督教)

1. Overview

Teacher	Dr. Marina Wang Tel: 3943 9945 Email: marina.wang@cuhk.edu.hk
Time & Venue	14:30 to 17:15 Activity Rm, LG2/F YCT

Description

This course aims to examine major historical and theological developments of the western Church from the Peace of Westphalia in 1648 to present. It covers the developments of the churches in both Europe and Northern America, as they were closely connected to each other. In addition, it also refers to the evolution of the churches in Asia, Africa and Latin America, where used to be called 'the non-western world,' in order to demonstrate the concept of 'Christianity as a world religion' in modern times. The period between the 17th and the 20th centuries was a time of profound change in western society, with outstanding progress in science, technology, and learning in general. It also witnessed the increase of economic wealth, the rise of military power, the changing role of western powers in global community, as well as the dramatic shifts of cultural patterns. Two core questions will be brought into discussion during the course of learning: 1) What role has Christianity played and how has it responded to a series of tremendous changes during the modern period? 2) How should we understand and interpret the decline of Christianity in the West?

Other topics to be discussed

- Church and the Enlightenment: the churches' struggle in face of the challenges of modernity
- The process of secularisation
- Traditional state churches and free churches
- Revival movements
- The emergence of the world missionary movement
- Church in the age of industrialisation
- Church and totalitarianism
- Shifts in theological thoughts
- Ecumenical and inter-denominational movements during the 19th and 20th centuries
- Globalisation

Expected outcomes

- a) Students shall obtain a general knowledge of the historical and theological developments of the Church during this period.
- b) Students will tend to understand how religious institutions influenced socio-political developments and vice versa.
- c) Students shall get acquainted with different perspectives on church history and with several issues which are still debatable nowadays.
- d) Students are expected to develop a historical and theological sense to recognise the diversity of Christian expressions and to explore historical depth in various theological reflections.
- e) The critical study on church history will help students to understand and recover the voices of those who have been condemned as heresy.

- Course structure*
- a) 2 hours lecture: teacher's handouts and notes;
 - b) 1 hour tutorial in groups with discussions chaired by students themselves. (Discussions with the reference of teacher's notes and questions.)

2. Handbooks

a) English

- Bass, Diana Butler. *A People's History of Christianity: The Other Side of the Story*. New York: Harper One, 2009.
- **Gonzalez, Justo. *The Story of Christianity. Volume 2. The Reformation to the Present Day*. New York: Harper Collings, 2010 (revised and enlarged edition). 【胡斯托·L·岡薩雷斯著，趙城藝譯：《基督教史(全二卷)》（上海：三聯書店，2016）】**
- Gonzalez, Justo. *The Changing Shape of Church History*. St Louis: Chalice Press, 2002.
- **Grass, Tim. *Modern Church History*. London: SCM Press, 2008.**
- Jenkins, Philip. *The Next Christendom: The Coming of Global Christianity*. Oxford: Oxford University Press, 2007.
- **MacCulloch, Diarmaid. *A History of Christianity: The First Three Thousand Years*. London: Allen Lane, 2009.**
- McGonigle, Thomas D. and James F. Quigley. *A History of the Christian Tradition: From the Reformation to the Present*. New York: Paulist Press, 1996.
- McGrath, Alister. *Christianity's Dangerous Idea: The Protestant Revolution, A History from the Sixteenth Century to the Twenty-First*. New York: Harper, 2007.
- Miller, Glenn T. *The Modern Church: From the Dawn of the Reformation to the Eve of the Third Millennium*. Nashville: Abingdon, 1997.

b) Chinese

- 詹姆斯·利文斯頓 (Livingston, James C.) 著，何光滄譯，賽寧校：《現代基督教思想：從啓蒙運動到第二屆梵蒂岡公會議（下卷）》 (*Modern Christian Thought: From the Enlightenment to Vatican II*) (成都：四川人民出版社，1999)。
- 祁伯爾 (Kuiper, B. K.) 著，李林靜芝譯：《歷史的軌跡-二千年教會史》 (*The Church in History*) (臺北：校園書房，2001)。
- 樂馬可 (Mark A. Noll) 著，邱清萍譯：《轉捩點：基督教會歷史里程碑》 (*Turning Points: Decisive Moments in the History of Christianity*) (中國信徒佈道會，2002)。
- 陶理 (Dowley, Tim) 主編，李伯明、林牧野譯：《基督教二千年史：自第一世紀至當代》 (*Lion Handbook: The History of Christianity*) (香港：海天書樓，2004)。
- 布魯斯·雪萊 (Shelley, Bruce)：《基督教會史》 (*Church History in Plain Language*) (北京：北京大學出版社，2004)。
- 文庸、樂峰、王繼武主編：《基督教詞典》 (北京：商務印書館，2005)。
- 華爾克 (Walker, Williston) 編著，謝受靈、趙毅之譯：《基督教會史》 (*A History of the Christian Church*) (香港：基督教文藝出版社，2008)。
- 羅賓·溫克 (Robin W. Winks) 等著，任洪生譯：《牛津歐洲史 II》 (*Europe, 1648-1815: From the Old Regime to the Age of Revolution*) (吉林出版集團，2009)。

3. Assessment Scheme

20% Tutorial and Class Participation, 20% Presentation, 30% Book Report, 30% Take-home Examination

a) Tutorial:

- There will be a number of readings and questions to help students to prepare for tutorial discussions each week.
- One or two students will be chairing tutorial discussions each week. Please note that the chair person(s) shall not be teaching or presenting during most of the time. The chair person(s) shall lead and guide the group to participate in discussions in balance and make sure that each student has fair opportunity to speak out.
- Goals of tutorial discussions:
 - i to help all students get involved in a meaningful discussion
 - ii to clarify what has been learnt in the past lesson
 - iii to reflect and to critically discuss historical and theological issues
 - iv to apply and to relate the past to the present

b) Presentation:

- Each student (or group) shall sign up and present at class for **10-30 minutes** according to the presentation table, with provided readings regarding specific topics.
- It aims to evaluate and provide students with opportunity to develop their abilities to *analyse* and *summarise* the readings independently, to *spot* and *examine* core issues of each different readings sharply, and to *address* and *demonstrate* the issues *critically* and *clearly*.
- Students are encouraged to search for *extra materials* to help themselves to understand and address the issues better, and to guide the class for further discussions and reflections.
- Assessment criteria: Does student show clear understanding of the content and core messages of the readings as well as the purposes of the author's writing? Can student further reflect on or evaluate the content of the readings with the help of extra reference sources?

c) Book Report:

- English 2,000 words, Chinese 3,000 characters (including footnotes, but excluding front page and bibliography) – **Deadline: 30 Oct. 2018, late submission will result in a deduction of marks (2 marks per day; no more acceptance 7 days after the deadline or extension date)**.
- English or Chinese
- Assessment criteria:
 - Content and thinking: Student shows clear understanding of the content and core messages of the book as well as the purposes of the author's writing; Can student engage her/himself in a thoughtful dialogue with the author? Does she/he draw from additional source to help addressing the issues?
 - Form: Neatness of the paper, good structure, concise writing and arguments, their abilities of mastering of the written language, and the proper use of references and materials.
- Try to answer the following questions (only use as guideline – not necessary to stick to this format):
 - What is the value of the book/chapters you read?
 - What are the core messages of the book/chapters?
 - What is the theological position of the author? (if applicable)
 - What is the context to which the book / the author is trying to respond?
 - What are possible shortcomings of the book?
- Choose from one of the following books:
 - a) Bosch, David J. *Transforming Mission: Paradigm Shifts in Theology of Mission*. New York: Orbis Books, 1991/2007. 262-362 chapter 9 *Mission in the Wake of the Enlightenment* & chapter 10 *The Emergence of a Postmodern Paradigm*. 【Bosch, David J. 著, 白陳毓

華譯：《更新變化的宣教：宣教神學的典範變遷》（臺北：中華福音神學院出版社，1996）第 9-10 章】

- b) Bebbington, David W. *Evangelicalism in Modern Britain: A History from the 1730s to the 1980s*. London and New York: Routledge, 1995. 75-180 chapter 3-5.
- c) Stanley, Brian. *The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott*. Downers Grove, Illinois: InterVarsity Press, 2013. 27-91 chapter 2-3 & 121-149 chapter 5.
- d) Synan, Vinson. *The Holiness-Pentecostal Tradition: Charismatic Movements in the Twentieth Century*. Grand Rapids: William B. Eerdmans Publishing Company, 1997 (or first edition 1971). 1-106 chapter 1-5.

d) Take-home Examination:

- Students will be given 3 questions out of which they shall choose 1. **No more than 2,000 words in English or 3,000 characters in Chinese** (including footnotes, but excluding front page and bibliography).
- Students should provide at least 3 references.
- Deadline for submission: **11:55pm 11 Dec. 2018**. Submission instruction is the same with book report. Please note: **No late submission will be accepted**. The uploading system will close by **the midnight of 12 Dec. 2018**. As it is examination, even though ‘take-home,’ **late submission will be assigned a mark of ‘zero.’**
- Assessment:
 - Content and thinking: Does the student mention the core points of the topic (historical figures, some most important events, core thoughts, etc.)? Does the student show thorough understanding of the issues in question, the links between specific events/movements/persons etc.?
 - Form: Neatness of the paper, good structure, concise writing and arguments, their abilities of mastering of the written language, and the proper use of references and materials.

Instructions on Submission:

1. Each student must upload an electronic file (**MS Word file only, no PDF**) onto Blackboard, with the file title as follows:
THEO5272_YOURNAME_BookReport/Exam. Wrong file will be regarded as no submission.
2. Academic honesty and plagiarism
 - 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/>

- Each student must also upload the same soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at the URL: <https://veriguide2.cse.cuhk.edu.hk/cuhk/>
 - The system will issue a receipt which also contains a declaration of honesty, which is the same as that in <http://www.cuhk.edu.hk/policy/academichonesty/p10.htm>. With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures. Please attach the declaration form with your assignment.
3. For reference format, please refer to *Chicago Manual of Style* 17th Edition (English) and *Ching Feng* 《景風》 (Chinese, to be uploaded onto Blackboard).
 4. Please refer to below assignment assessment rubric:

Assessment Rubric

Category	Criteria	Distinction	Credit	Average	Marginal Pass	Fail
	Score	10 9	8 7	6 5	4	< 3
Content (70%)	Focus (<i>Relevance and clarity of goals</i>)	<input type="checkbox"/> Very clear and relevant	<input type="checkbox"/> Clear and relevant	<input type="checkbox"/> Quite clear and relevant	<input type="checkbox"/> Barely clear and relevant	<input type="checkbox"/> Very vague, irrelevant
	Knowledge and application (<i>Understanding of subject knowledge/theories/concepts and application of these to inquire/resolve problems</i>)	<input type="checkbox"/> In-depth and accurate understanding; excellent applications	<input type="checkbox"/> Good understanding and effective applications	<input type="checkbox"/> Rather superficial understanding; satisfactory applications	<input type="checkbox"/> Misconceptions quite obvious; limited applications	<input type="checkbox"/> Lack of proper understanding, applications very limited
	Methods of inquiry/problem solving (<i>Validity and reliability of methodology for inquiry or problem-solving</i>)	<input type="checkbox"/> Very valid and reliable, innovative	<input type="checkbox"/> Valid and reliable	<input type="checkbox"/> Reasonably valid but not quite reliable	<input type="checkbox"/> Barely valid and reliable	<input type="checkbox"/> Not valid and reliable
	Evidence and arguments (<i>Citation of</i>	<input type="checkbox"/> Very comprehensive and logical	<input type="checkbox"/> Comprehensive and logical discussion	<input type="checkbox"/> Fairly comprehensive and logical	<input type="checkbox"/> Perspectives too narrow with only minimal	<input type="checkbox"/> Illogical with little evidence, very

	<i>evidence from literature/empirical studies as basis of arguments for the purpose of research/analysis/problem resolution/reflection/evaluation; Demonstration of analytical and critical thinking)</i>	discussion with substantial evidence; in-depth and critical analysis	with good evidence; reasonably in-depth analysis	discussion with some evidence cited; analysis not in-depth enough	evidence; a bit illogical; analysis tends to be superficial and with biases	superficial or biased analysis
	Format of citations and references <i>(Format and accuracy of citations and references)</i>	<input type="checkbox"/> Highly accurate	<input type="checkbox"/> Accurate	<input type="checkbox"/> Not quite accurate, with some omissions	<input type="checkbox"/> Inaccurate, with substantial omissions	<input type="checkbox"/> No citations or reference lists
	Discipline skills <i>(Use of discipline skills to inquire/resolve problems/fulfill tasks)</i>	<input type="checkbox"/> Excellent mastery and creative use of a wide range of skills	<input type="checkbox"/> Effective utilization of a wide range of skills	<input type="checkbox"/> Satisfactory utilization of essential skills	<input type="checkbox"/> Essential skills vaguely demonstrated; skills not well integrated	<input type="checkbox"/> Lack of essential skills; skills utilized ineffectively
Organization and presentation (30%)	Organization <i>(Coherence, orderliness)</i>	<input type="checkbox"/> Very well-structured and highly coherent	<input type="checkbox"/> Tightly structured and coherent	<input type="checkbox"/> Systematically structured and fairly coherent	<input type="checkbox"/> Loosely structured	<input type="checkbox"/> Disorganized
	Presentation <i>(Effectiveness of modes of presentation, articulateness, fluency)</i>	<input type="checkbox"/> Highly effective, clear, succinct and fluent	<input type="checkbox"/> Effective, clear, precise and fluent	<input type="checkbox"/> Quite effective, clear but not precise and fluent enough	<input type="checkbox"/> Minimally effective, not clear enough; some problems with expression	<input type="checkbox"/> Ineffective, unclear, substantial problems with expression

Grading Rubric for Term Paper

<i>CATEGORY</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor/ Inadequate</i>
Introduction/ Thesis _____	*exceptional introduction that grabs interest of reader and states topic. **thesis is exceptionally clear, arguable, well-developed, and a definitive statement.	*proficient introduction that is interesting and states topic. **thesis is clear and arguable statement of position.	*basic introduction that states topic but lacks interest. **thesis is somewhat clear and arguable.	*weak or no introduction of topic. **paper's purpose is unclear/thesis is weak or missing.
Quality of Information/ Evidence _____	*paper is exceptionally researched, extremely detailed, and historically accurate. **information clearly relates to the thesis.	*information relates to the main topic. **paper is well-researched in detail and from a variety of sources.	*information relates to the main topic, few details and/or examples are given. **shows a limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
Support of Thesis/Analysis _____	*exceptionally critical, relevant and consistent connections made between evidence and thesis. **excellent analysis.	*consistent connections made between evidence and thesis **good analysis.	*some connections made between evidence and thesis. **some analysis.	*limited or no connections made between evidence and thesis. **lack of analysis.
Conclusion _____	*excellent summary of topic with concluding ideas that impact reader. **introduces no new information.	*good summary of topic with clear concluding ideas. **introduces no new information.	*basic summary of topic with some final concluding ideas. **introduces no new information.	*lack of summary of topic.
Organization/ Development of Thesis _____	*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.	*clear and logical order that supports thesis with good transitions between and within paragraphs.	*somewhat clear and logical development with basic transitions between and within paragraphs.	*lacks development of ideas with weak or no transitions between and within paragraphs.
Citation/ Bibliography Format _____	*conforms to academic rules for formatting and citation of sources are perfect.	*conforms to academic rules for formatting and citation of sources with minor exceptions.	*frequent errors in academic format.	*lack of academic format/numerous errors.

4. Course Schedule

1	5 Sept., 2018	Review: The Church during the Reformation Era Introduction: What Moves Church History? The Church at the Beginning of Modernity 宗教改革與反宗教改革? : 西方現代教會史導論
2	12 Sept., 2018	The Roman-Catholic Church during the 17th and 18th Centuries: Tradition and Revivalism 傳統與復興: 17-18 世紀的天主教會
3	19 Sept., 2018	Faith vs Reason: The Church during the Period of Enlightenment 信仰與理性: 啟蒙時代的基督教
4	26 Sept., 2018	Church and Politics: Puritanism 政權與教權下的對抗: 清教徒革命 (從英格蘭到美利堅) Spiritual Movements in 17th and 18th Century Protestantism: Pietism and Methodism 敬虔與成聖: 17-18 世紀的屬靈運動
5	3 Oct., 2018	Protestant Revival in the 18th and 19th Centuries: The First and Second Great Awakening 基督新教內部的復興運動: 18-19 世紀兩次大覺醒運動 - Presentation: David Bebbington, <i>Evangelicalism in Modern Britain: A History from the 1730s to the 1980s</i>
6	10 Oct., 2018	Revivalism in the 19th and 20th Centuries: Holiness Movement, Healing Movement and the Rise of Modern Pentecostalism and Charismatic Christianity 聖潔與醫治: 現代五旬節運動的興起與發展 - Presentation: David Bebbington, <i>Evangelicalism in Modern Britain: A History from the 1730s to the 1980s</i> ; Brian Stanley, <i>The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott</i>
7	17 Oct., 2018	Public holiday
8	24 Oct., 2018	Writing book report
*	30 Oct., 2018	Deadline for submission of book report
9	31 Oct., 2018	Tradition and Modernity: Roman Catholicism in the 19th and 20th Centuries 傳統與現代: 19-20 世紀的天主教會

10	7 Nov., 2018	<p>Protestantism in the 19th and 20th Centuries: Responding towards Social Issues</p> <p>神學與社會：19-20 世紀基督新教的發展</p> <ul style="list-style-type: none"> - Presentation: David Bebbington, <i>Evangelicalism in Modern Britain: A History from the 1730s to the 1980s</i>
11	14 Nov., 2018	<p>The Church and Totalitarian Ideologies: Protestantism during the Wartime (Film-Watching)</p> <p>兩戰時期的歐洲與基督新教</p>
12	21 Nov., 2018	<p>Renewal in the 20th Century: Ecumenism and Evangelicalism</p> <p>普世主義與福音主義：二十世紀基督教的復興</p> <ul style="list-style-type: none"> - Presentation: Brian Stanley, <i>The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott</i>
13	28 Nov., 2018	<p>Christianity as A World Religion</p> <p>本土與普世：基督教作為一個世界宗教（全球史與新版圖：基督教史/教會的未來）</p> <ul style="list-style-type: none"> - Presentation: Brian Stanley, <i>The Global Diffusion of Evangelicalism: The Age of Billy Graham and John Stott</i>
*	11 Dec., 2018	Deadline for submission of the take-home examination