

**THEO5920 處境神學**  
**CONTEXTUAL THEOLOGIES**

Sino Building LT2  
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科目摘要  
(Blackboard)

簡介：

本課程嘗試指出神學的特殊性及處境性，以致基督宗教的多元性，亦會探討不同神學如何在特定時空下形成。按此了解，神學家並不是在學習別人的神學以應用於當下處境，而是在特定的時間、空間、文化、社會、政治、經濟等現實下去「做」神學，去為當下處境再詮釋基督教信仰傳統。本課程也會按著以上的脈絡，嘗試議論「做」神學之實踐性質。

目標：

- 1 知識方面：
  - 1.1 明白神學研究之特殊性及處境性
  - 1.2 認識處境神學研究之方法及方法論
  - 1.3 認識至少四個典型之處境神學
  - 1.4 最少閱讀一本處境神學的重要專書
- 2 態度方面：
  - 2.1 對基督教信仰的開放持守正面態度
  - 2.2 更關心社會及世界
- 3 技巧方面：
  - 3.1 能初步以處境神學之方法分析社會、政治、文化、經濟議題

課程內容：

- 1 定位
  - 1.1 甚麼是處境神學？
  - 1.2 信仰(福音)與政治之關係—以聖經詮釋釋經為例子
    - 1.2.1 意識型態批判：對意識型態及結構主義之批判：可12:42-44
    - 1.2.2 天國的政治含意：天國、天國對邊緣人的偏愛、對不公平之抗衡
      - 1.2.2.1 天國裡的人：可十13-16等
      - 1.2.2.2 對公平的新求：約八1-11
      - 1.2.2.3 天國之介入、耶穌之生死、救恩
    - 1.2.3 抗爭(resistance)：可一1之政治變革抗爭策略(後首論)
    - 1.2.4 總論：新約聖經中對政治(權力)的三種態度
  - 1.3 信仰(福音)與歷史及文化經驗
    - 1.3.1 以聖經詮釋釋經為例子
      - 1.3.1.1 基於歷史經驗的旨點：以一神論之歷史沿革為例
      - 1.3.1.2 另類文化實踐：以路七36-50之女性身體為例

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- 1.3.2 詮釋學與歷史文化經驗的糾結：以聖經權威為例
  - 1.3.3 基督與文化的關係類型
  - 1.4 處境神學的歷史沿革
  - 1.5 Stephen B. Bevans 的六個處境神學類型
  - 1.6 從基督宗教藝術看基督宗教的多元現實
  - 2 處境神學之實例—選讀
    - 2.1 拉丁美洲之解放神學
    - 2.2 後殖民神學
    - 2.3 亞洲神學
    - 2.4 香港處境下的神學沉思
    - 2.5 婦女神學
    - 2.6 歐陸批判神學
  - 3 處境神學—幾個〔系統〕神學考慮
    - 3.1 耶穌論/基督論
    - 3.2 上帝論
    - 3.3 罪
    - 3.4 教會論

### 評分：

- 1 閱讀報告(40%) –
  - 1.1 任選以下一本書
    - Bergmann, Sigurd. *God in Context: A Survey of Contextual Theology*. Aldershot, Hants, England; Burlington, VT: Ashgate, 2003.
    - Bevans, Stephen B. *Models of Contextual Theology*. Rev. and expanded ed. Maryknoll, N.Y.: Orbis, 2002.
    - Chan, Simon. *The Grassroots Asian Theology*. Downers Grove, IL: Intervarsity Press, 2014.
    - Green, Laurie. *Let's Do Theology Resources for Contextual Theology*. London; New York: Mowbray, 2009. (中譯：《做神學：一同走進處境神學》。香港：基督教文藝)。
    - Hesselgrave, David J., and Edward Rommen. *Contextualization: Meanings, Methods, and Models*. Grand Rapids, Mich.: Baker 1989.
    - Keller, Catherine, Michael Nausner, and Mayra Rivera. *Postcolonial Theologies: Divinity and Empire*. St. Louis, Mo.: Chalice, 2004.
    - Kwan, Simon Shui-Man. *Postcolonial Resistance and Asian Theology*. London; NY: Routledge, 2014.
    - Kwok, Pui-lan. *Introducing Asian Feminist Theology*. Sheffield: Sheffield Academic, 2000.
    - ———. *Postcolonial Imagination and Feminist Theology*. Louisville, Ky.: Westminster John Knox, 2005.
    - Niles, D. Perman. *Is God Christian? Christian Identity in Public Theology: an Asian Contribution*. Minneapolis, MN: Fortress, 2017.
    - Pears, Angie. *Doing Contextual Theology*. London; New York: Routledge, 2010.
    - Schreiter, Robert J. *Constructing Local Theologies*. London: SCM, 1985.
    - Sedmak, Clemens. *Doing Local Theology*. Maryknoll, N.Y.: Orbis, 2002.
    - Sugirtharajah, R. S. *Exploring Postcolonial Biblical Criticism History, Method, Practice*. Chichester; Malden, MA: Wiley-Blackwell, 2012.

\* Bevans', Schreiter's, and Bergmann's are good entry points. If you prefer a more difficult one, Pears' is a good choice. In case you want to focus more on Asian contextual theology, you may read Niles', Kwan's, and Chan's.

- 1.2 字數 2000以上
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- 1.3 交報告日期 最後一堂之後一星期
- 1.4 評分準則 請參看附頁
- 2 在家考試(60%) (評分準則: 請參看附頁)
- 3 重要事項:
  - 3.1 所有作業, 必須直接提交至Blackboard 和 Veriguide 網頁。無須提交紙版或電郵版。
  - 3.2 有關學術著作誠信的要求, 適用於本科所有作業。請留意中大下開之告示:

請注意大學有關學術著作誠信的政策和規則, 及適用於犯規事例的紀律指引和程序。詳情可瀏覽網: [http://www.cuhk.edu.hk/policy/academic\\_honesty/](http://www.cuhk.edu.hk/policy/academic_honesty/)。學生遞交作業時, 必須連同已簽署的聲明一併提交, 表示他們知道有關政策、規則、指引及程序。如屬小組作業, 則組內各學生均須簽署聲明。如作業以電腦製作、內容以文字為主, 並經由大學「維誠」(VeriGuide) 系統提交者, 學生將作業的電子檔案上載到系統後, 便會獲得收據, 收據上已列明有關聲明。未有夾附該收據的作業, 老師將不予批閱。學生只須提交作業的最終版本。

**主要書目:** 參看「閱讀報告」段

**其他參考書目/文章:** (請一併參見課堂講義的參考目錄)

- ◆ Abraham, K. C., ed. *Third World Theologies: Commonalities and Divergences: Papers and Reflections from the Second General Assembly of the Ecumenical Association of Third World Theologians, December 1986, Oaxtepec, Mexico*. Maryknoll, NY: Orbis, 1990.
- ◆ Althaus-Reid, Marcella, and Lisa Isherwood. *Controversies in Feminist Theology*. Controversies in Contextual Theology Series. London: SCM, 2007.
- ◆ Althaus-Reid, Marcella, and Lisa Isherwood. *Controversies in Body Theology*. Controversies in Contextual Theology Series. London: SCM, 2008.
- ◆ Amesbury, Richard, and G. M. Newlands. *Faith and Human Rights: Christianity and the Global Struggle for Human Dignity*. Facets. Minneapolis: Fortress, 2008. (中譯《信仰與人權: 基督教與人類尊嚴的全球奮鬥》。香港: 基督教文藝)。
- ◆ Anderson, Gerald and Thomas F. Stransky. eds. *Mission Trends No. 4: Liberation Theologies in North America and Europe*. Grand Rapids: Eerdmans, 1979.
- ◆ Anderson, Gerald H. and Thomas F. Stransky. ed.. *Mission Trends No. 3: Third World Theologies*. NY: Paulist and Grand Rapids: Eerdmans 1976.
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- ◆ Berkey, Robert F. and Sarah A. Edwards. eds. *Christology in Dialogue*. Cleveland, Ohio: Pilgrim, 1993.
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- ◆ Boff, C. *Theology and Praxis - Epistemological Foundations*. New York, 1987.
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- ◆ Boff, Leonardo, et al. eds. *Option for the Poor: Challenge to the Rich Countries*. Edinburgh: T. &T. Clark, 1986.
- ◆ Boff, Leonardo. *Good News to the Poor: A New Evangelization*. Melbourne: Collins Dove, 1992.
- ◆ Boer, Roland. *Criticism of Heaven on Marxism and Theology*. 2 vols. Leiden, The Netherlands; Boston: Brill, 2007. (中譯《天國的批判(上) — 論馬克思主義與神學》。香港: 基督教文藝)。

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- ◆ Brown, Robert McAfee. *Gustavo Gutierrez: An Introduction to Liberation Theology*. Maryknoll, NY: Orbis, 1990.
  - ◆ Carson, Donald A. *Biblical Interpretation & the Church: The Problem of Contextualization*. Nashville: Thomas Nelson 1984.
  - ◆ Cheah, Joseph, and Grace Ji-Sun Kim. 2014. *Theological Reflections on 'Gangnam Style' : A Racial, Sexual, and Cultural Critique*. 1st ed. New York: Palgrave Macmillan.
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  - ◆ Dyrness, William A., ed. *Emerging Voices in Global Christian Theology*. Grand Rapids, MI: Zondervan, 1994.
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  - ◆ Schreier, Robert J. ed. *The Faces of Jesus in Africa*. Maryknoll, NY: Orbis, 1991.
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  - ◆ 賴品超。《大乘基督教申學—漢語申學的思想真驗》。香港 漢語基督教文化研究所道風書社 2011。

#### 講師著作選：

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## 附頁

**Assessment Rubrics for Book Review:** 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  |
| <p><b>Summary</b></p> <p><b>Weight 20.00%</b></p>                         | 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.   |
| <p><b>Organization &amp; Presentation</b></p> <p><b>Weight 20.00%</b></p> | 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 audience. | 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 much longer or shorter than the assignment requirement. | 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. |

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| <b>Clarity of Concepts</b><br><br><b>Weight 20.00%</b>            | 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.  |
| <b>Criticality and Reflectiveness</b><br><br><b>Weight 20.00%</b> | 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. |
| <b>Argumentativeness</b><br><br><b>Weight 20.00%</b>              | 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.  |

## Assessment Rubrics for Take Home Examination

| <b>CATEGORY</b>  | <b><i>Excellent</i></b><br><b>5</b>  | <b><i>Good</i></b><br><b>4</b>  | <b><i>Fair</i></b><br><b>3-2</b>   | <b><i>Poor/</i></b><br><b><i>Inadequate</i></b><br><b>1-0</b>   |
|--|--|---|--|---|
| <b><i>Introduction/ Thesis (10%)</i></b><br>_____                    | <ul style="list-style-type: none"> <li>- exceptional introduction that grabs interest of reader and states topic.</li> <li>- thesis is exceptionally clear, arguable, well-developed, and a definitive statement.</li> </ul>   | <ul style="list-style-type: none"> <li>-proficient introduction that is interesting and states topic.</li> <li>-thesis is clear and arguable statement of position.</li> </ul>  | <ul style="list-style-type: none"> <li>-basic introduction that states topic but lacks interest.</li> <li>-thesis is somewhat clear and arguable.</li> </ul>   | <ul style="list-style-type: none"> <li>-weak or no introduction of topic.</li> <li>-paper's purpose is unclear/thesis is weak or missing.</li> </ul>  |
| <b><i>Program Design / Quality of Information (30%)</i></b><br>_____ | <ul style="list-style-type: none"> <li>-makes in-depth synthesis of thoughtfully connections between what is learned/observed from outside experiences/observations and the topic.</li> <li>-information clearly relates to the thesis.</li> <li>-paper is exceptionally researched and extremely detailed.</li> </ul> | <ul style="list-style-type: none"> <li>-makes general connections between what is learned/observed from outside experiences/observations and the topic.</li> <li>-information relates to the main topic.</li> <li>-paper is well-researched in detail and from a variety of sources.</li> </ul> | <ul style="list-style-type: none"> <li>-identify some general ideas or issues from outside experiences/observations related to the topic.</li> <li>-information relates to the main topic, few details and/or examples are given.</li> <li>-shows a limited variety of sources.</li> </ul> | <ul style="list-style-type: none"> <li>-weak to relate the outside experiences/observations and the topic.</li> <li>-information has little or nothing to do with the thesis.</li> <li>-Illogical with little evidence</li> </ul> |
| <b><i>Support of Thesis/Analysis (30%)</i></b><br>_____              | <ul style="list-style-type: none"> <li>-exceptionally critical, relevant and consistent connections made between evidence and thesis.</li> <li>-excellent analysis.</li> </ul>   | <ul style="list-style-type: none"> <li>-consistent connections made between evidence and thesis</li> <li>-good analysis.</li> </ul>   | <ul style="list-style-type: none"> <li>-some connections made between evidence and thesis.</li> <li>-some analysis.</li> </ul>   | <ul style="list-style-type: none"> <li>-limited or no connections made between evidence and thesis.</li> <li>-lack of analysis.</li> </ul>  |
| <b><i>Conclusion (10%)</i></b><br>_____                              | <ul style="list-style-type: none"> <li>-excellent summary of topic with concluding ideas that impact reader.</li> <li>-introduces no new information.</li> </ul>   | <ul style="list-style-type: none"> <li>-good summary of topic with clear concluding ideas.</li> <li>-introduces no new information.</li> </ul>  | <ul style="list-style-type: none"> <li>-basic summary of topic with some final concluding ideas.</li> <li>-introduces no new information.</li> </ul>   | <ul style="list-style-type: none"> <li>-lack of summary of topic.</li> </ul>  |
| <b><i>Organization/ Development of Thesis (10%)</i></b><br>_____     | <ul style="list-style-type: none"> <li>-exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs.</li> </ul>  | <ul style="list-style-type: none"> <li>-clear and logical order that supports thesis with good transitions between and within paragraphs.</li> </ul>  | <ul style="list-style-type: none"> <li>-somewhat clear and logical development with basic transitions between and within paragraphs.</li> </ul>  | <ul style="list-style-type: none"> <li>-lacks development of ideas with weak or no transitions between and within paragraphs.</li> </ul>  |
| <b><i>Citation/ Bibliography Format (10%)</i></b>                    | <ul style="list-style-type: none"> <li>-conforms to academic rules for formatting and citation of sources are perfect.</li> </ul>  | <ul style="list-style-type: none"> <li>-conforms to academic rules for formatting and citation of sources with minor exceptions.</li> </ul>   | <ul style="list-style-type: none"> <li>-frequent errors in academic format.</li> </ul>   | <ul style="list-style-type: none"> <li>-lack of academic format/numerous errors.</li> </ul>   |