

**THEO5959**  
**SPECIAL TOPICS ON CHRISTIANITY IN CHINA II:**  
**FOREIGN MISSIONARIES AND CHINESE CULTURE**  
**傳教士與中國文化**

*“We have been greatly grieved by certain publications on the subject of Missions... in which less desire is apparent for the increase of the Kingdom of God than for the influence of writer’s own country; and we are amazed that these authors seem not to care how much these views alienate the minds of the heathen.”*

■ Pope Benedict XV<sup>1</sup>

*The Chinese are not such heathens, deep-drowned in their sins, as the Christian missionaries would imagine .... It would be better if the missionaries tried to understand them ...*

■ Lin, Yutang, *My Country and My People*<sup>2</sup>

**BASIC INFORMATION**

**THEO5959** Special Topics on Christianity in China II: Foreign Missionaries and Chinese Culture

**Term 2:** 11 January-24 April 2021

**Language of Instruction:** English

**Quota:** 40

<b>Teacher</b> Naomi Elaine Thurston	Office hours: by appointment	<a href="mailto:naomielainethurston@cuhk.edu.hk">naomielainethurston@cuhk.edu.hk</a>
<b>Time and Day</b>	9:30am-12:15pm	Saturday (Classes start 16 Jan. 2021)

**SHORT DESCRIPTION**

This course aims to introduce students to the varying stances towards and perceptions of Chinese culture and religion, broadly defined, developed by missionaries acting in China from the Ming and Qing dynasties onward, with a central focus on the 19<sup>th</sup> and early 20<sup>th</sup> centuries. From “bringing Christ to the nations” to religious “invasion” and “cultural imperialism”; “evangelizing culture,” Christian “conquest,” and “accommodation,” terminologies used to describe and critique the shifting modes of encounters between the western missionary enterprise and the rich and diverse cultures of an ancient empire will be critically examined and discussed.

**COURSE OBJECTIVES AND FORMAT**

The goal of the course is to familiarize students with some of the approaches of missionaries to Christian evangelizing and encountering culture – whether in societal norms, family ethics, art, scholarship or religion – by introducing the histories of prominent figures and missionary societies and their philosophies of mission. Students are invited to think about the challenges of cultural accommodation and contextualization from different vantage points, both theologically and historically, and to reflect on the role of Chinese cultures – whether traditional or contemporary – in historical Chinese Christianities and the emerging Church.

Session breakdown: 2 x 45-minute lectures + a 45-minute tutorial (class discussion)

**REQUIREMENTS:**

Participants in the course are expected to keep up with weekly readings (20-40 weekly) posted online before the sessions, participate in tutorial discussions, and submit work on time (consult the **COURSE SCHEDULE** below).

**GRADE BREAKDOWN:**

Short book review (20%); term paper proposal & presentation (30%); term paper (in English or Chinese) (50%).

<sup>1</sup> Pope Benedict XV, *Maximum Illud*. Qtd. in: Hastings, Adrian. “The Clash of Nationalism and Universalism within Twentieth-Century Missionary Christianity.” Stanley, Brian, and Elaine M. Low, eds. *Missions, Nationalism, and the End of Empire*. Grand Rapids, Mich.: W.B. Eerdmans Pub., 2003, p. 15.

<sup>2</sup> Lin, Yutang. *My Country and My People*. New York: Reynal & Hitchcock, 1935. Read Books Ltd. Kindle Edition (Location 2794).

**COURSE SCHEDULE**

<i>Session</i>	<i>Topics</i>	<i>Concepts, Work due</i>
<b>I. Catholic orders: accommodation, elite conversion, liturgy</b>		
1 Week 1 16 Jan	<i>“A Theological Reflection on the Missio ad Gentes”</i> Matteo Ricci 利瑪竇 (1552-1610) & Confucianism 交友論; 天主實義	<i>Theology of Mission</i> <i>Accommodation</i>
2 Week 2 23 Jan	<i>The Jesuits &amp; China: Du Halde (1674-1743)</i> 杜赫德的《中华帝国全志》 “The Catholic Invasion of China”	<i>European Depictions</i> “Jesuit Cultural Learnings”
3 Week 3 30 Jan	<i>Catholic Education: Maryknoll Sisters (20<sup>th</sup> century)</i> “China to the Chinese”: Father Frédéric-Vincent Lebbe 雷鳴遠 (1877—1940)	<i>Counsels of perfection</i> <i>Going Native</i>
<b>II. Century of missions: missionary societies, translation, Christian education, indigenization</b>		
4 Week 4 6 Feb	<i>The London Missionary Society:</i> Robert Morrison 馬禮遜 (1782-1834) William Milne 米憐 (1785–1822)	<i>The “Protestant Plan”</i>
Week 5	<b>11-17 Feb: Lunar New Year Holiday</b>	
5 Week 6 20 Feb	<i>The China Inland Mission:</i> Hudson Taylor 戴德生 (1832-1905) Leslie Lyall (1905-1996)	<i>Faith Mission</i>
6 Week 7 27 Feb	<i>German Missionaries:</i> Karl Gützlaff 郭實臘 (1803-1851) Ernst Faber 花之安 (1839-1899)	<b>Book review due (20%)</b>
7 Week 8 6 Mar	<i>Evangelism and Translating the Classics:</i> James Legge 理雅各 (1815-1897) <i>Missionary Sinology</i>	<b>Topic for term paper due</b>
8 Week 9 13 Mar	<i>Transformative Encounter:</i> Timothy Richard 李提摩太 (1845-1919) <i>Protestant education: Saint John’s University</i>	<i>Evangelizing through Education</i> <i>Education Reform</i>
9 Week 10 20 Mar	<i>Non-Han Missionary Legacies:</i> Samuel Pollard 柏格理 (1864-1915) <i>Missionary to the Miao</i>	<i>Borderland Missions</i>
<b>III. Winds of change: critique of the missionary enterprise, encountering the anti-Christian movement, 21<sup>st</sup> century missions</b>		
10 Week 11 27 Mar	<i>Missionaries and Sino-Foreign Relations</i> <i>Missionary, Diplomat:</i> John Leighton Stuart 司徒雷登 (1876-1962)	<b>Term paper proposal due</b>
Week 12	<b>Easter Holiday</b>	
11 Week 13 10 April	<i>American Social Gospel and the YMCA</i> <i>Search for a “way out” (出路)</i> <i>Missionaries vis-à-vis Communism</i>	<u><i>The Conversion of Missionaries</i></u> <b>Return proposals</b>
12 Week 14 17 April	<i>Daughter of missionaries, daughter of China:</i> Pearl S. Buck (賽珍珠) (1892-1973)	<u><i>Protestants Abroad</i></u> <b>Proposal presentations (30%)</b>
13 Week 15 24 April	<i>China, Christianity and Globalization:</i> <i>Missions and the Diaspora Church</i>	<i>Reverse Missions</i> <b>Term paper (50%)</b>

**REFERENCES**

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## **RESOURCES ON THE WEB**

Bibliographic Dictionary of Chinese Christianity (English and Chinese) <http://www.bdconline.net>

Chicago Manual of Style Online, “Quick Citation Guide”

[https://www.chicagomanualofstyle.org/tools\\_citationguide.html](https://www.chicagomanualofstyle.org/tools_citationguide.html)

China Historical Christian Database <https://chcdatabase.com/review-and-recordings-from-workshop/>

Chinese University of Hong Kong, Independent Learning Center (ILC)

<https://www.ilc.cuhk.edu.hk/Chinese/APAMLA/APA/APAliterature.aspx>

China Zentrum, *Religions & Christianity in Today's China* (English-language journal) <http://www.china-zentrum.de/en/e-journal-rctc/>

Hathi Trust Digital Library (“not-for-profit collaborative of academic and research libraries preserving 17+ million digitized items”) <https://www.hathitrust.org> (Here you can find digitized issues of the *Chinese Recorder*: <https://catalog.hathitrust.org/Record/012178095>)

Internet Archive <https://archive.org/details/ita-bnc-mag-00002831-001> (an online library of millions of documents) (Here you can find works by Matteo Ricci such as *De Christiana expeditione apud Sinas* 《利瑪竇中國札記》 <https://archive.org/details/ita-bnc-mag-00002831-001>)

KU Leuven, *Chinese Christian Texts Database* [http://heron-net.be/pa\\_cct/index.php/Search/advanced/ccts](http://heron-net.be/pa_cct/index.php/Search/advanced/ccts)

Maryknoll Mission Archives <https://maryknollmissionarchives.org/collection-overview/>

MIT Visualizing Cultures <https://visualizingcultures.mit.edu/home/index.html> > “Missionary Commentary on an Illustrated Anti-Christian Chinese Pamphlet.” [https://visualizingcultures.mit.edu/cause\\_of\\_the\\_riots/cr\\_book\\_01.html](https://visualizingcultures.mit.edu/cause_of_the_riots/cr_book_01.html)

Passionist Historical Archive > Passionist China Collection: <https://passionistarchives.org/explore-our-history/international-passionist-history/china-historical-summary/passionist-china-collection/>

Purdue University, Purdue University Online Writing Lab (OWL) <https://owl.purdue.edu>

SOAS Special Collections Library, University of London, “Missionary Collections” (including LMS, Methodist, Presbyterian, CIM) <https://www.soas.ac.uk/library/archives/collections/missionary-collections/>

University of Southern California, *International Mission Photography Archive, ca.1860-ca.1960 (IMPA)* <http://digitallibrary.usc.edu/cdm/collections/collection/p15799coll123>

Whitworth University, SAM China Mission Photograph Collection on the Whitworth Digital Commons [https://digitalcommons.whitworth.edu/societe\\_auxiliaires\\_missions/](https://digitalcommons.whitworth.edu/societe_auxiliaires_missions/)

Yale University Library, Yale Divinity Library Special Collections (Including missionary papers, mission agency reports) <https://web.library.yale.edu/divinity/digital-collections>



**ASSESSMENT SCHEME**

1. Book review (E)	1,500 English words	20% of final grade
2. Presentation (E)	1-2-page proposal outline	30% of final grade
3. Final Paper (E/C)	4,000 English words/6,400 字内	<u>50% of final grade</u>
		100%

**1. Book Review**

- a. Choose a work written about the history of Christian mission in China. Some examples will be given in the course, but you are free to choose a work yourself. If it is a biographical work, make sure it is a critical one that offers scholarly insights and extends beyond pure narrative.
- b. What to include in your review:
  - i. State the book's overall argument and purpose clearly and succinctly. Situate the work in a particular discipline, field of study, and/or discourse.
  - ii. Provide an overview of the work's content.
  - iii. Highlight the work's uniqueness and/or drawbacks.
  - iv. Assess its general contribution and significance.
  - v. Make a recommendation and specify the target audience.

2. **Presentation** Prepare a short presentation on the topic of your final paper. Supply a handout with your central argument (thesis), outline, and main points.

**Presentation Outline:**

1. Aim of the research or central research question
2. Statement of interest in the topic
3. Rough outline/sketch (sub headings)
4. List of initial sources (works cited)
5. Expected difficulties and how you might resolve these

**3. Final Paper**

- a. For your final paper, write on one of the issues covered in class or a related concern, such as:
  - i. *accommodation*,
  - ii. *conversion of the missionaries*,
  - iii. *mission studies and rationales for the missionary enterprise in China*,
  - iv. *selected figures covered in the course, and their struggles with their mission, theology and culture*
- b. Your paper should be written in academic register and consistently follow one academic citation style such as Chicago, MLA, or APA. Check online resources such as: <https://www.chicagomanualofstyle.org/book/ed17/frontmatter/toc.html>.
- c. Consult relevant primary and secondary sources and cite appropriately.
- d. You may want to consider using a program such as Grammarly (<https://www.grammarly.com/>) or other language correction programs.

**GRADING RUBRIC FOR FINAL PAPER**

<i>CATEGORY</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Inadequate</i>
<b>Introduction/ Thesis</b>	*exceptional introduction that sparks interest and states topic. ** exceptionally clear thesis, arguable, well-developed, 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.
<b>Quality of Information/ Evidence</b>	*paper is exceptionally well researched and appropriately detailed; historical accuracy **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. ** limited variety of sources.	*information has little or nothing to do with the thesis. **information has weak or no connection to the thesis.
<b>Support of Thesis/Analysis</b>	*exceptionally critical, relevant and consistent connections between evidence and thesis. **rigorous 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.
<b>Conclusion</b>	*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.
<b>Organization/ Development of Thesis</b>	*exceptionally clear, logical, mature, and thorough development of thesis, 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.
<b>Citation/ Bibliography Format</b>	*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.

**GENERAL GRADING POLICY**

The grading follows the general grading policy of the CUHK outlined below (in short form):

- Grade A / Excellent:** Outstanding performance on ALL learning outcomes.  
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study.
- Grade A- / Very Good:** Generally outstanding performance on all or almost all learning outcomes.  
Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfill the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.
- Grade B / Good:** Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance.  
Demonstrates the ability to apply the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfill the normal expectations at this level.
- Grade C / Fair:** Satisfactory performance on the majority of learning outcomes.  
Demonstrates the ability to partially apply the principles or skills learned in the course in a manner that would meet the basic requirement at this level.
- Grade D / Pass:** Barely satisfactory performance on a number of learning outcomes.  
Addresses the task inadequately by meeting the basic requirement at this level only in some areas while responding minimally with possibly tangential content in others.
- Grade F / Failure:** Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.  
Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.

**SUBMITTING YOUR WORK**

1. Upload your assignment to BLACKBOARD. Only Word-format is accepted. PDF is regarded as non-submission. Clearly indicate your name, the date, and the course name and number on your submission.
2. At the same time also upload a soft copy of the completed assignment to the plagiarism detection engine VeriGuide, at the URL: <https://veriguide2.cse.cuhk.edu.hk/cuhk/>
3. The system will issue a receipt that also contains a declaration of honesty, which is the same as that in <http://www.cuhk.edu.hk/policy/academichonesty/p10.htm>. The declaration should be uploaded in PDF to BLACKBOARD.
4. Please check the university's academic honesty guide: <http://www.cuhk.edu.hk/policy/academichonesty/>.