

THEO 5323/3221

History of Christianity in China

BASIC INFORMATION

Teacher Naomi Thurston	Office phone 3943 1369	naomielainethurston@cuhk.edu.hk
Term 2021-2022, 1	Quota 40	Language of instruction English*
Time and Day Tuesday 2:30pm-5:15pm Classes start 7 Sept. 2021	Room PSC MPH	*written assignments may be submitted in English or Chinese

1. COURSE DESCRIPTION

Dating back to the seventh-century mission led by the Syrian emissary Alopen, Christianity in China has a history of well over a thousand years. This course aims to trace the development of Christianity in China from the Tang dynasty to the present. Particular emphasis will be placed on interactions between religious faith – different expressions of Chinese Christianities – and its socio-cultural contexts, as well as the ways in which both foreign missionaries and Chinese Christians reflected on and confronted the social, political and cultural transformations of their times. Lectures will focus on different modes of historical writing, which will be discussed and critically evaluated in subsequent tutorials.

2. COURSE OBJECTIVES (LEARNING OUTCOMES)

1. *Gain an overview.* Students are expected to develop a basic grasp and general understanding of important developments in the history of Christianity in China.
2. *Develop a problem consciousness in relation to the topics of discussion.* Students should understand the nature of specific problems encountered in the process of Christian evangelization, as well as issues affecting the growth of the church in China, including theological differences, relevant political developments, social change, and Christianity's ongoing dialogue with Chinese culture.
3. *Write on an issue in the history of Chinese Christianity coherently, critically and engagingly.* Students will be introduced to different processes of Christian contextualization in China and will be asked to reflect on these processes critically and creatively, with sensitivity to relevant theological, socio-political and cultural issues, relating these (if relevant) to broader concerns.
4. *Become familiar with some of the recent debates and scholarly voices in the academic study of Chinese Christianity.*

3. COURSE SYLLABUS AND SCHEDULE

Week	Topic	Contents
		<i>check Blackboard for assigned readings</i>
1. 9/7	<i>Voices from the Past¹: Writing the History of Christianity in China</i>	Major problems & shifting trends in the historiography of Christianity in China e-add/drop on CUSIS: Sept. 13-19
2. 9/14	<i>Preface: Traces of Early Christian Encounters</i>	Church of the East in China; Alopen; Franciscans during the Mongol Empire; beginning of Chinese Catholic history
3. 9/21	<i>Friendship: Images of the Jesuits in Imperial China</i>	Accommodation; Chinese Acceptance and Rejection of Christianity; Rites Controversy
4. 9/28	<i>The Task: Sketching the Protestant Plan for China</i>	Beginnings of the Protestant Missionary Enterprise; the birth of Chinese Protestantism; the treaties &
5. 10/5	<i>Foreword: A Warning to Writers: Final Paper</i> <hr/> <i>The Taipings Civil War</i>	Collecting Sources, Academic Composition, & Avoiding Plagiarism
6. 10/12	<i>Sisters: Portraits of Women in Chinese Christianity</i>	Women in Chinese Protestantism; "Bible women" Christian Virgins
7. 10/19	<i>Culture: Reflecting on the Story of 19th-century Chinese Protestant Progress</i>	Christian institutions; missionary cases; "Christian civilization" -A. Smith; Boxers Reading Reflection due (20%)
8. 10/26	<i>Contextualization: In Search of an Indigenous Chinese Christianity</i>	Indigenous Christianities; Edinburgh Conference 1910; Cheng Jingyi Zhao Zichen
9. 11/2	<i>Conflict: Remembering the Anti-Christian Movement & Chinese Anti-Imperialism</i>	May 4 th and Chinese criticisms of Christianity, "multiple crises" (Bays) Paper topic due
10. 11/9	<i>Officials: Political Campaigns and Religious Policy After 1949</i>	<i>Documents of the Three-Self</i> ; beginnings of the TSM; consolidation Feedback on paper topics
11. 11/16	<i>Historical Reflections: Christianity in the People's Republic of China</i>	Struggling for survival Catholic resistance Proposal due (30%)
12. 11/23	<i>Perceptions: Contemporary Chinese Christianities</i>	Three-Self today; Sinicization, house church Christianity, New Calvinism Presentations THEO 3221
13. 11/30	<i>Experience: Empiricist Research on Christianity in Contemporary China</i>	The proliferation of empiricism, field studies & ethnography in researching Christianity in China Presentations THEO 5323
14. 12/7-8	Course Conclusion	Term paper due (50%)

¹ "Headings," cf. Andrew T. Kaiser. *Voices from the Past: Historical Reflections on Christian Missions in China*. 1st ed., 2015.

4. COURSE COMPONENTS

Each course session will consist of two parts lecture and one part discussion (tutorial). Students are expected to participate in class discussions on a regular basis. Discussion prompts and questions will be provided in class.

Assignments are listed in the schedule above and must be submitted +/-12 hours within the due date, uploaded to Blackboard (confer “7. E-LEARNING PLATFORM: SUBMITTING ASSIGNMENTS” and “5. ASSESSMENT SCHEME”). Failure to submit assignments on time may result in a failing grade.

5. ASSESSMENT SCHEME

A. Overview

1. General attendance: Students must attend no fewer than 9 sessions to pass the course.
2. Presentation attendance: Students must attend presentation session to pass the course.
3. Reading reflection: 1,250 English words/2,000 字内 20% of final grade
4. Proposal and Presentation: Outline and PowerPoint Presentation 30% of final grade
5. Final Paper: 4,000 English words/6,500 字内 50% of final grade
100%

B. Reading Reflection (20%)

The reading reflection is due on 12 Oct. 2021

The reading reflection should be around 1,250 English words or 2,000 Chinese characters in length and critically engage with one of the assigned course readings.

C. Proposal and Presentation (30%)

The proposal is due on Nov. 16 2021

Prepare a short presentation on the topic of your final paper engaging with one of the course themes.

Please supply a handout with your central argument (thesis), main questions or ideas, and a working bibliography of 5-8 sources. Post-graduate students should also prepare a PowerPoint presentation.

The proposal outline should contain the following:

1. Statement of interest in the topic (why do I want to know more about this?)
2. Aim of the research or central research question (how does my research contribute?)
3. Paper outline with heading/title and sub-headings (a topic and a title are not the same)
4. List of initial sources (works cited, bibliography in progress)
5. Expected difficulties and ideas on how to resolve these

D. Term Paper (50%)

The term paper is due on 8 Dec. 2021

Detailed instructions and guidelines on writing the final paper will be given in session 5 on Oct. 5.

E. Submitting Your Work

- a. Upload your assignment to BLACKBOARD or email it to the instructor. 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. The paper must also contain a title, introduction & conclusion, and bibliography.
- b. 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/>
- c. **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 or emailed to the instructor.**
- d. Please check the university’s academic honesty guide: <http://www.cuhk.edu.hk/policy/academichonesty/>.

6. REFERENCES

HANDBOOKS

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- Ying Fuk-tsang, *Looking Back on the Road of the Church* 邢福增：《回溯教會路》（香港：福音證主協會，1997）。
- Gu Changsheng, *Missionaries and pre-1949 China* 顧長聲：《傳教士與近代中國》（上海：人民出版社，1981初版，1991增補本，2004修訂版，2012四版）。
- Gu Weimin, *Christianity and Modern Chinese Society* 顧偉民：《基督教與近代中國社會》（上海：人民出版社，1996，2010）。
- Wu Liming, *Christianity and Chinese Social Change* 吳利明：《基督教與中國社會變遷》（香港：基督教文藝，1981初版，2012四版）。
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FURTHER READINGS (FOR ASSIGNED READINGS, SEE BLACKBOARD POSTS)

- 〈大泰景教流行中國碑〉，翁紹軍：《漢語景教文典詮釋》（香港：漢語基督教文化研究所，1995）。
- 〈湖南合省公檄〉、〈傳教〉，王明倫編：《反洋教書文揭帖選》（濟南：齊魯書社，1984），頁1至6；420至423。
- 《聖朝破邪集》一篇（四擇其一）：黃貞：〈請顏壯其先生關天主教書〉，卷3；或黃貞：〈尊儒極鏡〉，卷3；或許大受：〈聖朝佐關〉，卷4；或陳侯光：〈辨學芻言〉，卷5。
- Bridgman, E. C. 〈在華的英國官員〉、〈論目前鴉片貿易的危機〉，廣東省文史研究館譯：《鴉片戰爭史料選譯》（北京：中華書局，1983），頁22至40；138至145。
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- Ding Guanxun (K. H. Ting) 丁光訓：〈三自愛國運動的發展和充實〉，《天風》，2000年1月，頁4至5。---. *God Is Love: Collected Writings of Bishop K. H. Ting*.
- Gu Hongming 辜鴻銘：〈為吾國吾民爭辯〉，黃興濤等譯：《辜鴻銘文集》，上冊（海口：海南出版社，1996），頁41至51。
- Huang Jianbo and Hu Mengyin, "Trends and Reflections: A Review of Empirical Studies of Christianity in Mainland China Since 2000." *Review of Religion and Chinese Society* Vol. 6, Issue 1 (Apr. 2019), pp. 45-70.

- Huang Yinong 黃一農：〈明末清初天主教傳華史的研究與展望〉·《新史學》·第7卷1期(1996年3月)·頁137至168。
- Kaiser, Andrew T. *Encountering China: The Evolution of Timothy Richard's Missionary Thought (1870-1891)*. Eugene: Pickwick Publications, 2019.
- Liao Yiwu. *God Is Red: The Secret Story of How Christianity Survived and Flourished in Communist China*. Translated by Huang Wenguang. New York: HarperCollins, 2011.
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- Luo Guanzong 羅冠宗：〈前言〉·羅冠宗主編：《前事不忘·後事之師—帝國主義利用基督教侵略中國史實述評》(北京：宗教文化出版社·2003)。
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7. E-LEARNING PLATFORM: SUBMITTING ASSIGNMENTS

All assignments must be submitted to **BLACKBOARD** +/- 12 hours within the due date specified on the syllabus, given in class, or posted in announcements via Blackboard relating to due dates. Not attending class and thus failing to follow assignment guidelines or keep specified due dates is not a valid excuse for late or faulty submissions, which may result in a failing grade.

Work submitted later than half a day late will not be accepted except under extenuating circumstances such as family bereavement, serious illness (in which case you must provide valid medical documentation), a family emergency (a sick or injured child or close family member in need of your attention), or unforeseen and unavoidable delays, of which you must inform me as soon as you can, preferably via email. Please note that I reserve the right to reject any late or faulty assignments based on a case-by-case judgment.

8. ACADEMIC HONESTY

From: "Honesty in Academic Work: A Guide for Students and Teachers":

The Chinese University of Hong Kong places very high importance on honesty in academic work submitted by students, and adopts a policy of zero tolerance on academic dishonesty.

While "academic dishonesty" is the overall name, there are several sub-categories as follows:

Impersonation fraud in tests and examinations (including violation of rule 19 of the University's Examination Rules or rule 15 of the University's Online Examination Rules)

- (i) Plagiarism
- (ii) Undeclared multiple submissions
- (iii) Employing or using services provided by a third party to undertake ones' submitted work, or providing services as a third party
- (iv) Distribution/ Sharing/ Copying of teaching materials without the consent of the course teachers to gain unfair academic advantage in the courses
- (v) Violating rules 15 or 16 of the University's Examination Rules ([Annex 1](#)) or rule 9 or 10 of the University's Online Examination Rules ([Annex 2](#))
- (vi) Cheating in tests and examinations (including violation of rules 17 or 18 of the University's Examination Rules or rule 11, 12, 13, 14 or 16 of the University's Online Examination Rules) (
- (vii) Impersonation fraud in tests and examinations (including violation of rule 19 of the University's Examination Rules or rule 15 of the University's Online Examination Rules)
- (viii) All other acts of academic dishonesty Any related offence will lead to disciplinary action including termination of studies at the University.

Everyone should make himself/herself familiar with the content of this website and thereby help avoid any practice that would not be acceptable.

香港中文大學對學生作業有嚴格的學術誠信要求，違反學術誠信的個案，一律以零容忍政策處理。「違反學術誠信」是一個統稱，包括以下類別：

- (i) 抄襲
- (ii) 未有聲明重覆使用作業
- (iii) 聘用或使用第三者服務以助其完成提交的作業，或作為第三者提供服務
- (iv) 未經科目老師事先同意下分發/分享/複製教學材料以在該科目獲得不公平的學術優勢
- (v) 違反大學考試試場規則（[附件一](#)）第十五或第十六條或違反大學網上考試規則（[附件二](#)）第九或第十條
- (vi) 測驗及考試作弊（包括違反大學考試試場規則第十七或第十八條或違反大學網上考試規則第十一、第十二、第十三、第十四或第十六條）
- (vii) 在測驗及考試中冒充他人的作弊行為（包括違反大學考試試場規則第十九條或違反大學網上考試規則第十五條）
- (viii) 所有其他違反學術誠信行為 違反有關規定的學生予以懲處，嚴重者包括開除學籍。

同學不能掉以輕心，應熟習本網頁內容，以免犯錯。

9. GRADING RUBRIC FOR FINAL PAPER

CATEGORY	Excellent	Good	Fair	Inadequate
Introduction / Thesis	*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.
Quality of Information/ Evidence	*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.
Support of Thesis/Analysis	*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.
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, excellent	*clear and logical order that supports thesis with good transitions between	*somewhat clear and logical development with basic transitions between	*lacks development of ideas with weak or no transitions between and within paragraphs.

	transitions between/within paragraphs.	and within paragraphs .	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.

10. 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.