

## THEO3236/5953

## 神學研究:專題研究 II: 中國處境下的宣教神學

## Special Topics on Theological Studies II: Missionary Theologies in Chinese Contexts

## 基本資訊 BASIC INFORMATION

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學期 2021-2022 學年第 2 學期 Term 2021-2022, Term 2	人數上限 Quota 40	授課語言 / 課程作業使用的語言 Language of instruction/Course assignments to be submitted in
時間和日期: 自 1 月 14 日起, 逢 星期五晚 7:00-9:30 Time and Day: Fri, 7:00pm-9:30pm, as of 14 Jan.	地點 Room CKB UG03	中文或英文 Chinese or English

## 1. 簡介 BRIEF DESCRIPTION

在 19 世紀和 20 世紀初, 來自不同背景的西方傳教士湧向東方, 向「億萬華民」傳福音。在這場由宗教熱情推動的歷史性人口遷徙過程中, 傳教士、他們的差會及神學都經歷了種種轉變。此課程將探索標誌着「偉大的宣教世紀」的跨國變遷, 閱讀傳教士的個人傳記, 並對其影響和歷久不衰的傳奇提供批判視野。

In the 19th and early 20th centuries Western missionaries from diverse backgrounds flocked to the East to evangelize “China’s millions.” Throughout this historic human migration motivated by religious zeal, missionaries, their societies, and the theologies that motivated them, underwent various transformations. This course will explore the global shifts and personal biographies that marked the “Great Century of Missions,” offering critical perspectives on its impact and enduring legacy.

## 2. 課程概述 COURSE DESCRIPTION

在本課程中, 我們將探討現代傳教士來華的角色、職能和陳述的理據, 或稱作「宣教神學」。他們除了履行在靈性方面各種指定的職責之外, 還承擔從靈性照顧者到西方外交官或文化中介者的世俗職能。在華夏帝國廣大地區服事的傳教士, 特別是在「偉大的宣教世紀」來華的不同教派的新教徒, 要按他們的角色來分類, 而不是僅按教派、事工類型或個人呼召來分類, 這些在傳教士的職業生涯中可能而且經常會發生變化。

In this course we will explore the roles, functions and stated rationales – or, “missionary theologies” – of modern missionaries to China who, apart from their variously designated spiritually denoted vocations as priests and prophets filled functions that ranged from carers of souls to the profane duties of western diplomats or cultural brokers. Missionaries serving across the vast areas of imperial China, particularly Protestants of different denominations who came during the Great Century of Missions, might be classed by their roles, rather than merely by denominations, types of ministries or individual callings, which could and often did change over the course of a missionary career.

這些角色包括但不限於（1）傳教士作為福音傳教士先驅和單向翻譯人員（聖經、小冊子等）；（2）傳教士作為民族誌學者，或記者和雙向翻譯人員；（3）傳教士作為專家，在其原籍地區開創漢學或翻譯研究等領域；（4）傳教士作為跨文化服事的牧師，有時負責同胞和傳教士同工的屬靈關懷；（5）最後，傳教士作為西方專業人士和外交官，代表着他們的文化學習、技術或其他進口的文化產品的某些面向，或者他們最終僅僅是調解員的角色——向他們自己的政府代表中國的利益和向中國代表自己政府的利益，而身為外國基督徒的他們遇到了獨特的挑戰。

*Such roles included (1) missionaries as pioneer evangelists and one-way translators (Bible, tracts etc.); (2) missionaries as ethnographers or journalists and two-way translators; (3) missionaries as specialists who went on to pioneer such fields as Sinology or translation studies in their regions of origin; (4) pastors ministering cross-culturally, sometimes charged with the spiritual care of compatriots and fellow missionaries; and, finally, (5) Western professionals and diplomats who represented some aspect of the cultures of learning, technology, or other cultural goods which they imported – or who simply ended up representing the interests of home to the Chinese and Chinese interests to their own governments and in their roles as mediators encountered unique challenges as foreign Christians.*

無論是參考利瑪竇，還是十九世紀的新教傳教士學者，關於傳教士將福音傳到地極的過程間，其自身亦轉變的故事已被講述了很多遍；在本課程中，我們將聚焦於來華宣教事工鼎盛時期的不同層面，同時回顧並批判地評價在宣教史方面的著作。具體而言，此課程將側重於宣教團體和個別傳教士作為運作理據或使命宣言所宣揚的林林總總的神學，其中包括那些可在當時的傳教士著作中找到或詮釋而來的神學，比如期刊、其他歷史材料，以及記錄傳教士生活和宣教差會的文獻中。此外，我們還將研究來華傳教士和他們所代表的差會實際上所做的事情，以及為回應特定地區和現有文化、知識和社會經濟環境的需求而履行的職能。

Whether with reference to Matteo Ricci or nineteenth-century Protestant missionary-scholars, the story of missionaries changing in the process of bringing their message to the ends of the earth has been told many times; in this course we will focus on different aspects of the heyday of the China missionary *enterprise* while retracing and critically assessing writings in missionary history. Specifically, the course will focus the different theologies that mission societies and individual missionaries publicized as their operating rationales or in mission statements, including those that can be found in or interpreted from missionary writings at the time such as periodicals, other historical materials, and accounts written of missionary lives and missionary societies. Moreover, we will consider what missionaries to China and the societies they represented (some of which sprung out of their work “on the ground”) actually *did*, the functions they filled in response to the needs and demands of a given locale and existing cultural, intellectual and socio-economic milieus.

從參與跨文化的知識對話和交流，如明末清初耶穌會建立的耶儒正統論並撰寫迎合文化精英的神學護教學到「尋找有價值的人」（李提摩太），到建造醫院、學校和教會，經營出版物，編寫字典，開發原創劇本，甚至促進社會和政治改革，中國處境下的傳教士神學與他們的社會和專業角色（儘管他們在中國社會中因獨特的地位而面臨尷尬的挑戰，但他們認真對待自己的角色）深深地交織在一起；自 1990 年代以來，傳教士和他們的神學取向（方法）在國外的經驗所經歷的變化由連曦等學者明確地記錄（參見連曦（1996）的《傳教士皈依》，賓夕法尼亞州立大學出版社）。意識到宣教工作的取向邁向更現代主義這一轉變是重要的（特別是在民國中期），雖然正如但以理·貝斯所提醒我們的，它與宣教基要主義其後捲土重來甚有關聯；今天，無論是在傳統的「派遣國」還是在「反向宣教」的處境中，福音派、五旬節派和靈恩派的復興運動是全球宣教當中的主要驅動力。

From engaging in cross-cultural intellectual dialogue & exchange, as in the late Ming and early Qing Jesuit construction of a Confucian-Christian orthodoxy and writing theological apologetics catered to cultural elites (these early accommodationist attempts would influence later missionary generations, even where Protestants downplayed their indebtedness to Catholic predecessors), to “seeking the worthy” (Timothy Richard), building hospitals, schools, and churches, running publications, writing dictionaries, developing original scripts, and even promoting social and political reforms, the theologies of missionaries in Chinese contexts were deeply interwoven with their social and professional roles (roles they took seriously despite the awkward challenges of their *Sonderstellung* in Chinese society); the changes they and their theological approaches underwent in the course of their experiences abroad have been memorably documented by scholars such as Lian Xi since the 1990s (cf. Lian’s *Conversion of Missionaries*: Penn State University Press, 1996). The importance of recognizing a shift towards more modernist approaches in mission work, particularly in mid-Republican China notwithstanding, missionary fundamentalism, as Daniel Bays reminds us in this connection, made its comeback in due course; today, evangelical, Pentecostal and charismatic renewal movements are among the leading drivers of global missions, whether in traditional “sending countries” or in the context of “reverse missions.”

### 3. 課程學習目標 COURSE OBJECTIVES (LEARNING OUTCOMES)

本課程的學習目標有四個層面：

1. 讓學生熟悉宣教運動的批判研究（集中於 19 至 20 世紀初的外國宣教）已經發揮影響；
2. 提出一種整全的、仔細的、批判的和同情的方法來重新詮釋基督教在中國的宣教史；
3. 鼓勵學生廣泛閱讀中英文的專題研究，並對現有學術研究作出自己的批判性回應。
4. 研究歷史宣教神學及方法與學生自身處境的關聯，並在適用的情況下討論這些在當代處境中的重塑。

The goals of this course are:

1. To familiarize students with critical research on the missionary movement as it has played out in modern mission work in Chinese contexts, with a focus on 19<sup>th</sup>-early 20<sup>th</sup>-century foreign missions;
2. To present a holistic, suitably nuanced and critical *as well as* sympathetic approach to re-interpreting the history of Christian missions in China;
3. To encourage students to read broadly on the topics presented, in both English and Chinese, and formulate their own critical responses to existing scholarship.
4. To examine the relevance of historical mission theologies and approaches to students’ own contexts and, where applicable, discuss their reinvention in contemporary settings.

#### Notes

Area of interest on the syllabus

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Area of interest not on the syllabus

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Questions

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4. COURSE SYLLABUS

節數和日期 SESSION AND DATE	課程題目 LECTURE TITLES AND TOPICS	閱讀材料 READINGS
1 1. FRIDAY JAN 14	COURSE INTRO 課程簡介 THE 'RICCEAN SYNTHESIS' 利瑪竇規矩	文本 TEXT 1/補充材料 SUPPLEMENTARY READING 1
2 2. FRIDAY JAN 21	新教先驅者: 郭士立和中國傳教會 GÜTZLAFF & THE CHINA EVANGELIZATION SOCIETY	文本 TEXT 2/補充材料 SUPPLEMENTARY READING 2
3 3. FRIDAY JAN 28	聖靈的劍: 馬禮遜和宣教著作 THE SWORD OF THE SPIRIT MORRISON & MISSIONARY LITERATURE	文本 TEXT 3/補充材料 SUPPLEMENTARY READING 3
4. FRIDAY FEB 4	農曆新年假期: 1 月 31 日 – 2 月 5 日 CHINESE NEW YEAR VACATION: 31 JAN-5 FEB	CHOOSE BOOK FOR REVIEW CF.6.B "POSSIBLE WORKS TO REVIEW" (NARRATIVE)
4 5. FRIDAY FEB 11	傳教士的學術研究 I: 理雅各的中國典籍 MISSIONARY SCHOLARSHIP I: LEGGÉ'S CHINESE CLASSICS	文本 TEXT 4/補充材料 SUPPLEMENTARY READING 4
5 6. FRIDAY FEB 18	傳教士教育家和改革者: MISSIONARY-EDUCATORS AND REFORMERS	文本 TEXT 5/補充材料 SUPPLEMENTARY READING 5
6 7. FRIDAY FEB 25	《億萬華民》: 戴德生和中國內地會 CHINA'S MILLIONS: TAYLOR AND THE CIM	文本 TEXT 6/補充材料 SUPPLEMENTARY READING 6
7 8. FRIDAY MAR 4	新教聖徒: 傳教士傳記 PROTESTANT SAINTS: MISSIONARY BIOGRAPHIES	文本 TEXT 7/補充材料 SUPPLEMENTARY READING 7
8 9. FRIDAY MAR 11	傳教士的學術研究 II: 德國傳教士訪華 MISSIONARY SCHOLARSHIP II: GERMAN MISSIONARIES TO CHINA	文本 TEXT 8/補充材料 SUPPLEMENTARY READING 8
9 10. FRIDAY MAR 18	"GOING NATIVE" (LEBBE) & LOCAL LEADERSHIP 入鄉隨俗 (雷鳴遠) 與地方領導力:	文本 TEXT 9/補充材料 SUPPLEMENTARY READING 9
10 11. FRIDAY MAR 25	THE MISSIONARY'S GAZE 傳教士的凝視: MISSIONARY ETHNOGRAPHY 傳教士民族誌	文本 TEXT 10/補充材料 SUPPLEMENTARY READING 10
12. FRIDAY APR 8	READING WEEK: APR 1-9	VISIT TO 道風山
14. FRIDAY APR 15	復活節假期	4 月 15 日、16 日、18 日
11 15. FRIDAY APR 22	做在當中最小的身上: 服事他人的使命 TO THE LEAST OF THESE MISSION AS SERVICE TO OTHERS	GUEST SPEAKER: THE LAST MISSIONARY PROF. TOBIAS BRANDNER

## 5. COURSE COMPONENTS

每個課程將包括兩節講座和一節討論（指導）並定期邀請學生參加課堂討論。

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

作業列在下面的時間表中，且必須在截止日期的前後 24 小時之內提交並上傳到 Blackboard（參見下文的「8. 電子學習平臺：提交作業」和「6. 評估方案」）。

Assignments are listed in the schedule below and must be submitted +/-24 hours within the due date and uploaded to Blackboard (confer “8. E-LEARNING PLATFORM: SUBMITTING ASSIGNMENTS” and “6. ASSESSMENT SCHEME” below).

## 6. ASSESSMENT SCHEME

### A. Overview

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| 1. <b>Book review:</b> 1,250 English words/2,000 中文    | 20% of final grade        |
| 2. <b>Proposal Presentation:</b> Outline & 5-slide PPT | 30% of final grade        |
| 3. <b>Final Paper:</b> 4,000 English words/6,500 中文    | <u>50% of final grade</u> |

100%

### B. Assignment Specifics

1. **Book review of missionary biography or other missionary/mission society narrative account:**  
1,250 English words/2,000 中文 **Due date: 11 March 2022.**

Please write a book review of one of the missionary biographies or other narrative accounts (or books with substantial narrative portions) that are listed below or discovered in your own perusal and research. The work might be an account written around the time it pertains to or published much later. For works written in the 19<sup>th</sup> century, be sure that you feel comfortable with the language and modes of expression, as these differ from contemporary scholarly works in English. Some works have been translated into Chinese, and you may also browse the relevant sections on the second floor of the CC library; a few missionary biographies are located in the University Library.

Your review should be targeted at an academic audience (whether the work is a scholarly contribution or not), considering the merits and limitations of the work (also in relation to its own target audience) and offering a critical and thorough assessment. Read other reviews of the work for inspiration, reference, and to gain a general impression of its place in scholarship, particularly in the case of books published more recently. The lines between biography, critical history, hagiography or even propagandistic works are not always immediately evident; be aware of the author’s positions, unstated biases, angles, limitations and relevant alignments in your reading.

### Possible works to review:

Austin, Alwyn. *China's Millions: The China Inland Mission and Late Qing Society, 1832-1905*. Grand Rapids, Mich.: William B. Eerdmans Pub., 2007. [506pp.]

Broomhall, Marshall. *The Jubilee Story of the China Inland Mission*. San Francisco: Chinese Materials Center, 1977. [386pp.]

---. *Martyred Missionaries of the China Inland Mission*. London: Morgan & Scrott, 1901. [323pp.]

- Dunne, George H. 《利瑪竇到湯若望：晚明的耶穌會傳教士》 [*Generation of Giants: The Story of the Jesuits in China in the Last Decades of the Ming Dynasty*. Notre Dame, Ind.: U of Notre Dame, 1962. 389pp.] 上海：上海古籍出版社，2003。
- Foster, Arnold. *Christian Progress in China; Gleaning from the Writings and Speeches of Many Workers*. London: The Religious Tract Soc., 1889. [255pp.]
- Gibson, John Campbell. *Mission Problems & Mission Methods in South China; Lectures on Evangelistic Theology*. London: Oliphant, Anderson & Ferrier, 1902. [12 lectures; 332pp.]
- Glover, A. E. A 蓋落窪. *Thousand Miles of Miracle: A Personal Record of God's Delivering Power in China*. Singapore: Overseas Missionary Fellowship Ltd., 1991(reprinted of 1904 edition). [372pp.]
- Guinness, Mary Geraldine 金樂婷. *The Story of the China Inland Mission*. San Francisco: Chinese Materials Centre, 1977 (reprint of London: Morgan & Scott, 1897 - 1900).
- Gützlaff, Karl Friedrich. *Journal of Three Voyages Along the Coast of China, in 1831, 1832 & 1833*. Taipei: Cheng Wen Pub. Co., 1968 (reprint of London: F. Westley & A.H Davas, 1834).
- Hao Ping. *John Leighton Stuart's Political Career in China*, translated by Hao Tianhu. Abingdon, Oxon: Routledge, 2018.
- John, Griffith, *A Voice from China*. London: James Clarce & co., 1907.
- Lutz, Jessie Gregory. *Opening China: Karl F.A. Gützlaff and Sino-Western Relations, 1827-1852*. Grand Rapids, Mich.: William B. Eerdmans Pub., 2008.
- MacGowan, John. *Christ or Confucius, Which? Or, The Story of the Amoy Mission*. Taipei: Cheng Wen Pub. Co., 1971 (reprint of London : London Missionary Society, 1889). [208pp.]
- 麥高溫著，朱濤等譯：《中國人生活的明與暗》（北京：時事出版社，1998）。
- Martin, W.A.P. *The Awakening of China*. New York: Doubleday, Page & Com., 1901.
- . *A Cycle of Cathay*. New York: Fleming H. Revell Co., 1897.
- . *The Lore of Cathay or the Intellect of China*. New York: Fleming H. Revell Co., 1901.
- 丁韞良著，沈弘等譯：《花甲憶記——一位美國傳教士眼中的晚清帝國》（桂林：廣西師範大學，2004）。
- Matheson, Donald. *Narrative of the Mission to China of the English Presbyterian Church*. 1866.
- Medhurst, Walter Henry. *China: Its State & Prospects, with Special Reference to the Spread of the Gospel*. London: Snow, 1842.
- Nevius, Helen S.C. *The Life of John Livingston for Forty Years a Missionary in China*. New York ; Chicago : Fleming H. Revell Co., 1895. [476pp.]
- Paton, David M. *Christian Missions and the Judgment of God*. Grand Rapids, Michigan: William B. Eerdmans pub. Co., 1996.
- Pullinger, Jackie, and Andrew. Quicke. *Chasing the Dragon: One Woman's Struggle against the Darkness of Hong Kong's Drug Dens*. 2nd. American Ed.; Rev. and Updated ed. Ventura, Calif.: Regal, 2006. 中文：《追龍》 [Chinese version is available for borrowing at CC.]
- Ren, Chengyuan. *A Tamarisk Garden Blessed with Rain or The Autobiography of Pastor Ren*. London: The Religious Tract, 1930. [228pp.]
- Richard, Timothy 李提摩太. *Forty-five Years China, Reminiscences*. New York: Stokes, 1916. Print. 李提摩太, 李憲堂., 侯林莉., and 侯林莉. 《親歷晚清四十五年：李提摩太在華回憶錄。》天津市：天津人民出版社，2005. Print. 國家清史編纂委員會·編譯叢刊。
- Stock, Evgene. *For Christ in Fuh-kien, the story of the Fuk-kien Mission of the Church Missionary Society*. London: Church Missionary Soc., 1904.
- Stuart, John Leighton. *Fifty Years in China: The Memoirs of John Leighton Stuart, Missionary and Ambassador*. New York: Random House, 1954. [346pp.]

Taylor, Howard, Mrs. [Geraldine Taylor 金樂婷] China Inland Mission, and Overseas Missionary Fellowship. *Behind the Ranges: Fraser of Lisuland, S.W. China*. London: Lutterworth and the China Inland Mission, 1944. [255 pp.]

## 2. Proposal Presentation: Outline & 5-slide PPT

Prepare a short presentation on the topic of your final paper. Supply a handout with your central argument (thesis), subsidiary points or questions, and a working bibliography of 5-8 sources.

**Proposal due date for feedback: 15 April 2022** (presentation date: 22 April 2022)

### 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 (what major question am I addressing?)
3. Paper outline with heading/title and sub-headings (a topic and a title are not the same)
4. List of initial sources/working bibliography (the main work or works you are consulting)
5. Expected difficulties (perhaps in finding more sources or how to narrow down the topic)

## 3. Final Paper (50%). Final paper deadline TBA.

The final paper should be written on the topic of your book review, consulting relevant sources on the themes you have worked out in your initial engagement with critical questions on the period of missionary history it pertains to. It should be well-referenced, well-written, and well-argued.

### Grading of the final paper

- **50% Research, Substance, Coherence, Relevance, and Independent Critical Thought**
- **30% Structure and Organization (presentation of argument, structure, logic)**
- **20% Style and Language (your language should be clear, concise, polished)**
- Consistency and accuracy in bibliographic entries and footnotes (follow a style guide, such as the [Chicago Manual of Style](https://www.chicagomanualofstyle.org/home.html): <https://www.chicagomanualofstyle.org/home.html> or 《中國文哲研究集刊》 撰稿格式: <https://www.litphil.sinica.edu.tw/public/6-5-format.pdf> for papers written in Chinese)
- Presentation (formatting, including 'front matter,' name, student ID, course title, date)
- Clarity of language, accuracy and precision (avoid vague generalization), succinctness

## C. 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 contain a title (perhaps with a subtitle), 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.**

## 7. CLASS SCHEDULE: DUE DATES

SESSION	SESSION TOPIC	ASSIGNMENT
1 1. FRIDAY JAN 14	COURSE INTRO 課程簡介	<b>WEEKLY READING ASSIGNMENTS POSTED TO BB</b>
4. FRIDAY FEB 4	農曆新年假期: 1月31日–2月5日	<b>THINK ABOUT BOOK FOR BOOK REVIEW*</b>
4 5. FRIDAY FEB 11	傳教士的學術研究 I MISSIONARY SCHOLARSHIP I	<b>SELECT BOOK FOR REVIEW*</b>
8 9. FRIDAY MAR 11	傳教士的學術研究 II MISSIONARY SCHOLARSHIP II	<b>BOOK REVIEW DUE</b>
12. FRIDAY APR 8	READING WEEK: APR 1-9 VISIT TO 道風山	<b>PROPOSAL DUE (FOR FEEDBACK)</b>
14. FRIDAY APR 15	復活節假期	<b>RETURN PROPOSALS BEFORE PRESENTATION</b>
11 15. FRIDAY APR 22	做在當中最小的身上: 服事他人的使命 & PROPOSAL PRESENTATIONS WITH BRIEF DISCUSSION OF INDIVIDUAL PROPOSALS	<b>5-10-MIN. PRESENTATION 潘蕾蕾 《最後的宣教士》</b>
16. FRIDAY APR 27	SUBMISSION DEADLINE TBA	<b>FINAL PAPER DUE</b>

\*SEE SUGGESTIONS FOR MISSIONARY BIOGRAPHIES AND OTHER NARRATIVE MISSION ACCOUNTS UNDER SECTION 5. ABOVE. YOU MAY CHOOSE OTHERS.

## 8. REFERENCES

### DOCUMENTARY HISTORIES

Varg, Paul A. *Missionaries, Chinese, and Diplomats: The American Protestant Missionary Movement in China, 1890-1952*. New York: Octagon, 1977. Print.

### HANDBOOKS

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- 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> (See digitized issues of the Chinese Recorder: <https://catalog.hathitrust.org/Record/012178095>)
- Hu Jie 胡杰, 《麥地沖的歌聲》 [Songs from Maidichong] <https://youtu.be/A0umVais55c>
- Internet Archive <https://archive.org/details/ita-bnc-mag-00002831-001> (see Matteo Ricci’s 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/>  
<https://www.translatebible.com/chinese-bible-translation-timeline.html>
- 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/)
- and the China Christianity Studies Group, China Christianity Interview Series 2020-21  
<https://www.youtube.com/watch?v=r4emdqlhMhg&list=PLmp8L6PE8UoDTW4-D930HqUk226yJMnau>
- Yale University Library. “Missions and World Christianity: Online Content.” Curated by Christopher J. Anderson. Accessed 3 August 2021. <https://guides.library.yale.edu/c.php?g=296016&p=1976162>.
- Yale University Library. Mission Periodicals Online. Accessed 3 Jan. 2022.  
<https://guides.library.yale.edu/missionperiodicals>.
- 潘蕾蕾. 《十二》 01.-12. E<sup>2</sup>Studios. Accessed 3 Jan. 2022.  
<https://www.youtube.com/channel/UCRJekqldJpwclYB8m5Jo> HA.
- 潘蕾蕾. 《兴起发光--当代西方宣教士在中国 系列纪录片》 01.-12. E<sup>2</sup>Studios. Accessed 4 Jan. 2022.  
<https://www.youtube.com/channel/UCRJekqldJpwclYB8m5Jo> HA.

**9. E-LEARNING PLATFORM: SUBMITTING ASSIGNMENTS**

All assignments should be submitted to **BLACKBOARD** +/- 24 hours within the due date specified on the syllabus.

Please inform the instructor and provide relevant documentation (medical notes etc.) should you require any deadline extensions. Please note that I reserve the right to reject requests for extensions.

## 10. 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。

## 11. GRADING RUBRIC FOR FINAL PAPER

<b>CATEGORY</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>	<b>Inadequate</b>
<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/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.

## 12. GENERAL GRADING POLICY

The OVERALL 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



Grade B / Good:	<p>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.</p> <p>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.</p> <p>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.</p>
Grade C / Fair:	<p>Satisfactory performance on the majority of learning outcomes.</p> <p>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.</p>
Grade D / Pass:	<p>Barely satisfactory performance on a number of learning outcomes.</p> <p>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.</p>
Grade F / Failure:	<p>Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.</p> <p>Fails to address the task and likely does not understand what the task requires. In other words, the work completely misses the point.</p>