

THEO3236/5953
Special Topics on Theological Studies II:
Chinese Contextual Theology
華人處境神學
(Second Term 2022-2023)

Instructor: Dr. Wang Zhixi (wangzhixi@cuhk.edu.hk)

Time and Day: Wednesday, 7:00pm-9:30pm

Term Dates: 11 January 2023 – 19 April 2023

Venue: HYS G01

Media of Instruction: Cantonese and English

Course Description

This course surveys a variety of theological discourses, practices, and institutes in broadly defined Chinese contexts, ranging from Tang through the late Ming and early Qing to the People's Republic. Also included for discussion is the theological production in Hong Kong and Taiwan. This course aims to locate the various expressions of Christian thought in its contemporary Chinese settings and ask about the ways both "Christian theology" and "Chineseness" may be reconceived and reformulated through their encounters and interactions with each other.

Learning Outcomes

The students will be able to:

1. develop a familiarity with the models, applied in Chinese contexts, of both contextual theology and history of Christian thought;
2. appreciate various expressions of Chinese theological discourses, practices, and institutes throughout history and across geographical spaces; and
3. both problematize the dominantly Western theological parochialism and complexify the nature of Chineseness in relation to theological production.

Course Schedule

(* This schedule is subject to revision as needed.)

1. Introduction

- Contextual theology; history of Christian thought; historical Chineseness

2. The Tang Context

- Influence of Buddhism and Daoism on Jingjiao theology; origin of political theology

3. The Ming-Qing Context

- Jesuit accommodation; Catholic-Confucian dialogues; Figurism; death rituals (funerals); domestic religiosity of Catholic women; the Rites controversy

4. The Late Qing Context

- The Protestant “Term Question”; Taiping theology; missionary novels; proto-Chinese Protestant theology

5. The Republican Context

- Christian-Buddhist dialogue; conversion narratives; apologetics; theological liberalism; theological pacifism; Christian socialism; theological education and journals

6. The People’s Republic Context

- Christian-Communist dialogue; post-denominational ecclesiology; cosmic Christ; theological education; sexual thics; Sino-Christian theology

7. The Hong Kong Context

- Public theology; Hong Kong Christian Industrial Committee; theology of reconciliation; handover theology

8. The Taiwan Context

- Contextualization; Asian theology; homeland theology; Chhut-thâu-thiⁿ theology

Assessment Scheme

(* Late submission of the following assignments will result in a deduction of marks)

1. Reflection Journals and Sharing 30%

- Content: you may reflect on either a specific lecture or reading materials about a specific topic before sharing your reflection with the class.
- Word count: at least 1000 words.
- Submission deadline: you may submit it in any of the classes before the end of the semester.

2. Term Paper Proposal and Presentation 30%

- Write a proposal for your upcoming term paper and present it in class. You are advised to include:
 1. Tentative title;
 2. Introduction: including research background, research question, primary sources, literature review, significance, and central argument/hypothesis;
 3. Working structure of your paper (session titles);
 4. Working bibliography; and
 5. Difficulties and possible solutions.
- Submission deadline: three days before presentation.

3. Research Paper 40%

- Write your final paper by focusing on *either* a historical theological topic *or* a constructive theological issue. Ground it in a broadly defined Chinese context—whether Mainland Chinese, Hong Kong, or Taiwan.
- Word count: about 5000 words.
- Submission deadline: 3 May 2023.

Grading Rubric for Proposal and Term Paper

- Titling: whether you can give a title that summarizes the topic or the argument.
- Research background: whether you can situate your subject in a larger historical context.
- Research question: whether you can state your question concisely and clearly.
- Primary sources: whether you base your study on relevant and sufficient primary sources.
- Literature review: whether you have familiarized yourself with the current scholarship on the subject concerned.
- Significance: whether you can address the larger importance of the subject.
- Structure: whether you can unpack your argument in a logical order, as shown by a structure with session (or even sub-session) titles.

- Analysis: whether you can support your arguments with relevant and sufficient reasons and their corresponding evidence.
- Conclusion: whether you can paraphrase the main argument and takeaways for the reader.
- Footnotes and bibliography: whether you are familiar with scholarly citation styles.

Generic Grade Descriptors

A (Excellent): Outstanding performance on all learning outcomes.

A- (Very Good): Generally outstanding performance on all (or almost all) learning outcomes.

B+/B/B- (Good): Substantial performance overall and fulfils most learning outcomes with above average competency. Indicates ability to analyse, apply and explain concepts fluently. A good demonstration of the ability to recall relevant information and sources when texts are given.

C+/C/C- (Fair): Satisfactory performance overall, shows an average grasp in most of the learning outcomes. Indicates adequate ability to analyse, apply and explain concepts but may not be as consistent. An average and general consistent performance to recall relevant information and sources when texts are given.

D+/D (Pass): Barely satisfactory performance overall, shows less than average in some of the learning outcomes. Indicates a general ability to analyse, apply and explain concepts when cues are provided. A passable ability to recall relevant information and sources with some guidance provided when texts are given.

F (Failure): Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Demonstrates lacking ability to analyse, apply and concepts even when cues are provided. Unable to process a given text satisfactorily.

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(* A more completed reference list will be provided as the class progresses)

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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/>

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment.

Assignments without the properly signed declaration will not be graded by teachers. Only the final version of the assignment should be submitted via VeriGuide. <http://www.cuhk.edu.hk/veriguide>

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.