

**THEO5234**  
**Chinese Christian Thinkers**  
**中國基督教思想家**  
(Second Term 2022-2023)

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

Time and Day: Monday, 2:30pm-5:15pm

Term Dates: 9 January 2023 – 17 April 2023

Venue: YCT LG201

Media of Instruction: Cantonese and English

**Course Description**

This course adopts the “great thinker” model in church historiography by examining prominent Christian figures in twentieth-century Chinese history. It aims to explore their formative experiences, professional practices, critical thought, as well as their interaction with and responses to the changing historical landscape.

**Learning Outcomes**

The students will be able to:

1. familiarize themselves with the lives and thoughts of some of the outstanding Chinese Christian thinkers in the twentieth century;
2. situate what these thinkers did and said in the larger socio-political and religio-cultural contexts; and
3. understand diverse Chinese expressions of Christian thoughts and practices as part of World Christianity.

## Course Schedule

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

1. Introduction: Chinese Christianity as Intellectual History

### Socio-Political:

2. Thy Communism Come: Wu Yaozong 吳耀宗
  - Other Candidates: Liu Liangmo 劉良模; Jiang Wenhan 江文漢; Deng Yuzhi 鄧裕志

### Theological:

3. From Liberalism to Neo-Orthodoxy to...: Zhao Zichen 趙紫宸
  - Other Candidates: Jia Yuming 賈玉銘; Ni Tuosheng 倪柝聲; Zhang Lisheng 章力生

### Philosophical:

4. Philosophy of Religion: Xie Fuya 謝扶雅
  - Other Candidates: Liu Xiaofeng 劉小楓; He Guanghu 何光滬

### Cultural:

5. Beyond East and West: Wu Jingxiong 吳經熊
  - Other Candidates: Wu Leichuan 吳雷川; Wei Zhuomin 韋卓民; Wang Weifan 汪維藩; Xu Songshi 徐松石

### Journalistic:

6. Jesusism: Zhang Shizhang 張仕章
  - Other Candidates: Zhang Yijing 張亦鏡; Zhang Xueyan 張雪岩

### Educational:

7. Confucian Feminism: Zeng Baosun 曾寶蓀
  - Other Candidates: Wu Yifang 吳貽芳; Xu Baoqian 徐寶謙; Liu Tingfang 劉廷芳; Ma Xiangbo 馬相伯

### Literary:

8. Between Qu Yuan and Jesus: Zhu Weizhi 朱維之
  - Other Candidates: Mi Xingru 米星如; Lin Yutang 林語堂; Xu Dishan 許地山; Bing Xin 冰心; Shi Tiesheng 史鐵生; Bei Cun 北村

### Historical:

9. A Revolutionary Historian: Jian Youwen 簡又文
  - Other Candidates: Luo Xianglin 羅香林; Wang Zhixin 王治心

### Ecclesial:

10. We—For the Sake of Faith: Wang Mingdao 王明道
  - Other Candidates: Song Shangjie 宋尚節; Chen Chonggui 陳崇桂; Cheng

Jingyi 誠靜怡; Ding Guangxun 丁光訓; Wang Yi 王怡

## **Assessment Scheme**

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

### **1. Reflection Journal and Sharing 20%**

- Content: you may reflect on either a specific lecture or reading material about a specific topic before sharing your reflection with the class.
- Word count: at least 500 words.
- Submission deadline: you may submit it in any of the classes before the end of the semester.

### **2. Chronicle 20%**

- Make a chronicle (a description of events in the order that they happened) about the figure you will be working on.
- Submission deadline: the same as that of the term paper.

### **3. Term Paper Proposal Presentation 20%**

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

### **4. Term Paper 40%**

- Work on one of the Chinese Christian figures in the twentieth century, and you may focus either on the biographical side or a thematic side. They do not need to be those figures discussed in class.
- Word count: about 5000 words.
- Submission deadline: 1 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.

## References

(\* A bibliography by topic will be provided in class)

### Reference Books

- Boorman, Howard L., and Richard C. Howard, eds. *Biographical Dictionary of Republican China*. Vols. 1-5. New York: Columbia University Press, 1967-79.
- Hamrin, Carol Lee, with Stacey Bieler, eds. *Salt and Light: Lives of Faith that Shaped Modern China*. Vols. 1-3. Eugene, Oregon: Pickwick Publications, 2009-11.
- Tiedeman, R. G. e.d. [Handbook of Christianity in China, Volume Two: 1800-Present](#). Leiden: Brill, 2009.
- 貝德士 (M. Searle Bates) 輯，劉家峰譯：〈中國基督徒名錄〉，載章開沅、馬敏主編：《社會轉型與教會大學》(武漢：湖北教育出版社，1998)，頁369-486。

### Primary Sources: Compilations

- 林榮洪編：《近代華人神學文獻》(香港：天道書樓，1986)。
- 邵玉銘編：《二十世紀中國基督教問題》(臺北：中正書局，1980)。
- 張西平、卓新平編：《本色之探——二十世紀中國基督教文化學術論集》(北京：中國廣播電視出版社，1999)。
- 曾慶豹編：《中國基督教公共神學文選(一)：社會思想篇》(香港：研道社，2012)。
- 曾慶豹編：《中國基督教公共神學文選(二)：耶穌形象篇》(香港：研道社，2012)。
- 曾慶豹編：《中國基督教公共神學文選(三)：學生運動篇》(香港：研道社，2015)。

### Secondary Sources

- 方豪：《中國天主教史人物傳》3冊(北京：中華書局，1988)。
- 吳利明：《基督教與中國社會變遷》(香港：文藝，1981)。
- 吳利明著，郭佩蘭譯：〈1920至1950年中國基督教神學家的貢獻與局限〉，《景風》，第59期(1979)。
- 李金強，《香港教會人物傳：一九一五至二零一五》(香港：香港華人基督教聯會，2014)。
- 李金強：《近代中國牧師群體的出現》(臺北：萬卷樓圖書股份有限公司，2020)。
- 邢福增：《基督信仰與救國實踐——二十世紀前期的個案研究》(香港：建道神學院，1997)。
- 林榮洪：《中華神學五十年》(香港：中國神學研究院，1998)。
- 查時傑：《中國基督教人物小傳》上卷(臺北：中華福音神學院，1983)。
- Chow, Alexander. *Theosis, Sino-Christian Theology and the Second Chinese Enlightenment: Heaven and Humanity in Unity*. Basingstoke: Palgrave Macmillan, 2013.

### Electronic Sources

- [CUHK Library Databases](#): 民國時期期刊全文數據庫  
[基督教史人物傳記](#)

### **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.