

# THEO5964

## SPECIAL TOPICS ON MISSION I

### MISSIONARIES' CHINA: FROM EUROPEAN JESUITS TO AMERICAN DIPLOMATS

#### 基本資訊 BASIC INFORMATION

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| 2024-2025 學年第 2 學期<br><b>2024-2025, Term 2</b><br>6 Jan. 2025– 17 April 2025 | 人數上限 Quota 40              | Language of instruction: English;<br>assignments may be submitted in<br>Chinese or English |
| 時間和日期: 星期三 9:30-12:15<br><b>Time and Day: Wed. 9:30-12:15</b>                | 地點<br><b>Room: HYS G05</b> | 授課語言: 英文; 課程作業使用的<br>語言: 中文/英文   |

#### 1. 簡介 BRIEF DESCRIPTION

The course examines portrayals of China in missionary publications beginning with writings connected to the early Jesuits, as well as 19<sup>th</sup>-20<sup>th</sup>-century Protestants, highlighting salient examples of how the 'missionary gaze' and other western lenses captured and recast key moments in Chinese history & life.

#### 2. 課程概述 COURSE DESCRIPTION

In considering missionaries' introductions to China, their "memorials" as introduced by Alexander Wylie for the early Protestant era or DuHalde in the case of early Qing Jesuits, looking at missionary periodicals in the late Qing and Republican eras, as well as examining interpretations of the Chinese tradition, history, and language by a small but significant cohort of missionary sinologists that the missionary enterprise produced, this course will trace the changes in Western portrayals of China by writers who mostly went to China to "change" it in one way or another and ended up themselves being changed by their diverse experiences and contemplations of the cultural, social, and political realities of the Chinese contexts they encountered – and in which several spent the better part of their lives.

Each lecture will capture one instance of what China historian Jonathan Spence called "sightings" of China by Europeans and Americans (see *The Chan's Great Continent*) – whether during the so-called "Catholic Century," the 19<sup>th</sup>-century missionary enterprise, or when early 20<sup>th</sup>-century missionaries sought to shift their approaches to social gospel initiatives, highlighting the transformative potential of Christian ethics in education and public welfare whilst portraying, for home audiences, the material needs of a war-torn nation and the expediency of courting this East Asian ally seeking modernization.

We will consider different critical perspectives and approaches as we study these "sightings"; students will complete their coursework by submitting an academic research paper at the end of the term.

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

- (1) Students will be acquainted with different genres of missionary writings that introduce the perspectives of Roman Catholic, mainstream Protestant and other Protestant missionaries.
- (2) We will read secondary sources on the writings and portrayals of China written and popularized by western missionaries – as well as some of their children – and discuss what effects these had on Western perceptions of China and the missionary enterprise in general.
- (3) Different critical approaches are applied to and within the readings under (1) & (2), and students will practice applying scholarly methodologies in their own research. Each lecture, moreover, focuses on one particular genre of foreign writing on China in different eras, and students will gain a grasp of the various ways in which “China” has been rendered using “non-Chinese” interpretive frames. The notions of China, insider (emic) and outsider (etic) –ness will also be problematized.

### 4. COURSE SYLLABUS

| 節數<br>SESSION                     | 課程題目<br>LECTURE TITLES AND TOPICS   | 閱讀材料<br>ASSIGNED READINGS (TBC)                               |
|-----------------------------------|---|---|
| <b>I. INTELLECTUAL ENCOUNTERS</b> |   |   |
| <b>LESSON 1</b><br>JAN. 8         | <b>COURSE INTRODUCTION</b><br>MODERN IMAGES OF CHINA                              | 1. COHEN, “TOWARD A CHINA-CENTERED HISTORY OF CHINA”          |
| <b>LESSON 2</b><br>JAN. 15        | <b>EARLY JESUIT MISSION</b><br>& THE JESUIT TRANSMISSION OF CHINA                 | 2. STARR, “MISSIONARY WRITINGS TO CHINESE CHRISTIAN TEXTS”    |
| <b>LESSON 3</b><br>JAN. 22        | <b>PRECURSORS TO CHINESE THEOLOGY</b><br>FROM JESUIT ACCOMMODATION TO PROTESTANTS | 3. A. WEI, “REINTERPRETATION”; B. CHOW, “GOD’S CHINESE NAME”  |
| JAN. 29                           | JAN. 28 – FEB. 3  | <b>LUNAR NEW YEAR VACATION</b>                                |
| <b>II. MISSIONARY GAZE</b>        |   |   |
| <b>LESSON 4</b><br>FEB. 5         | <b>PROTESTANT SINOLOGY</b><br>MISSION, SCHOLARSHIP & CONVERSION                   | 4. THELLE, “KARL LUDVIG REICHEL’S PILGRIMAGE”                 |
| <b>LESSON 5</b><br>FEB. 12        | <b>CONSTRUCTING CHINESE RELIGIONS</b><br>RENDERING CHINESE 教                      | 5. CHEN, “HISTORICAL DEVELOPMENT OF JIAO 教”                   |
| <b>LESSON 6</b><br>FEB. 19        | <b>“MISSIONARY INTELLIGENCE”</b><br>WESTERN “CHINA HANDS”                         | 7. HOLLINGER, “TELLING THE TRUTH ABOUT THE TWO CHINAS”        |
| <b>LESSON 7</b><br>FEB. 26        | <b>“CHINA” IN MISSIONARY PERIODICALS</b><br><i>SIGN MAGAZINE</i> (CATHOLIC)       | 8. FRENCH, “GOD, MAMMON, & FLAG”                              |
| MAR. 5                            | MAR. 3-8  | <b>READING WEEK</b>   |
| <b>III. OTHER RENDERINGS</b>      |   |   |
| <b>LESSON 8</b><br>MAR. 12        | <b>THE FEMALE GAZE</b><br>WOMEN MISSIONARIES & WRITERS                            | 10. HOLLINGER, “TO MAKE THE CROOKED STRAIGHT”                 |
| <b>LESSON 9</b><br>MAR. 19        | <b>EURO-AMERICAN SYMPATHIZERS</b><br>“FELLOW TRAVELERS” IN CHINA                  | 11. KERR, “FELLOW-TRAVELER’S TALES”                           |
| <b>LESSON 10</b><br>MAR. 26       | <b>STUDENT PRESENTATIONS</b>  | FEEDBACK & DISCUSSIONS  |
| <b>LESSON 11</b><br>APR. 5        | <b>EXOTICISM AND ITS CRITICS</b>  | 12. ZHANG, “THE FALLACY OF CULTURAL INCOMMENSURABILITY”       |
| <b>LESSON 12</b><br>APR. 12       | <b>ADVERTISING MISSIONS:</b><br>MISSION AGENCIES IN THE 21 <sup>ST</sup> CENTURY  | WEBSITES OF VARIOUS MISSION AGENCIES (“ABOUT”; “HISTORY” ...) |

## 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

|  |                           |
|--|---------------------------|
| 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** (ca. 1,250 English words/2,000 中文)

Possible works to review (choose one of the following or present an alternative title for approval):

- 1) **Chow, Alexander, editor. *Scottish Missions to China: Commemorating the Legacy of James Legge (1815-1897)*. Leiden: Brill, 2022.**
- 2) **Hollinger David A. *Protestants Abroad: How Missionaries Tried to Change the World but Changed America*. Princeton: Princeton UP, 2017.**
- 3) **Lee (Li), Thomas H. C., *China and Europe: Images and Influences in Sixteenth to Eighteenth Centuries*. Hong Kong: Chinese University Press, 1991.**
- 4) **Spence, Jonathan D. *The Chan's Great Continent: China in Western Minds*. New York: Norton, 1998. (This title is also available in Chinese translation 《大汗之國：西方眼中的中國》).**

#### 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.

#### **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 (how will I develop the topic?)
4. List of initial sources/working bibliography (what are my main references?)
5. Expected difficulties/limitations (what challenges does the project pose/what will I *not* be able to address within the scope of this paper?)

### 3. Final Paper (50%).

#### Grading of the final paper

The final paper will be graded on the following points:

- **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)
  - Grasp of the material – including adequate reading comprehension – and problem consciousness; critical analysis; engagement of relevant historical sources; accuracy
  - Clarity of language, fluency 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. REFERENCES

### ARTICLES & BOOK CHAPTERS

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- Chen, I-Hsin. "The Historical Development of *Jiao* 教 in Chinese and Its Impact on the Concept of 'religion' in English Scholarship." *Translation and interpreting studies* 13.2 (2018): 317–336.
- Christie, Stuart, and Tsz-Huen Kwok. "Interpreting the Keyword 'China' and Its Collocations in Selected Correspondence of Pearl S. Buck, 1939–1946." *Literature Compass* 18.4 (2021): N/a.
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- Yoshihara, Mari. "Popular Expert on China" Authority and Gender in Pearl S. Buck's *The Good Earth*." In *Embracing the East: White Women and American Orientalism* (2003).

### FULL-LENGTH WORKS

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#### PERIODICALS

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**8. 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.

**9. 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。

#### **10. USE OF GENERATIVE AI TOOLS FOR COMPLETING ASSIGNMENTS IN THIS CLASS**

“... is permitted in this course for the following activities: brainstorming and refining your ideas; fine-tuning your research questions; finding information on your topic; drafting an outline to organize your thoughts; and checking grammar and style.”

From: “Sample Syllabus Statements for the Use of AI Tools in Your Course” Temple University, Center for Advancement and Teaching, accessed 2 April 2024.

Please read CUHK’s [“Guidelines on the Use of Artificial Intelligence Tools in Teaching, Learning and Assessments.”](#) For this course, THEO 5964, we will follow “Approach 3,” that is:

*AI tools to be used only with explicit acknowledgement.*

**11. GRADING RUBRIC FOR FINAL PAPER**

| <b>CATEGORY</b>                                | <b>Excellent</b>  | <b>Good</b>   | <b>Fair</b>  | <b>Inadequate</b>   |
|--|---|---|--|---|
| <b>Introduction/<br/>Thesis</b>                | *exceptional introduction that sparks interest and states topic.<br>** exceptionally clear thesis, arguable, well-developed, statement. | *proficient introduction that is interesting and states topic.<br>**thesis is clear and arguable statement of position. | *basic introduction that states topic but lacks interest.<br>**thesis is somewhat clear and arguable.  | *weak or no introduction of topic.<br>**paper's purpose is unclear/thesis is weak or missing.                       |
| <b>Quality of Information/<br/>Evidence</b>    | *paper is exceptionally well researched and appropriately detailed; historical accuracy<br>**information clearly relates to the thesis. | *information relates to the main topic.<br>**paper is well-researched in detail and from a variety of sources.          | *information relates to the main topic, few details and/or examples.<br>** limited variety of sources. | *information has little or nothing to do with the thesis.<br>**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.<br>**rigorous analysis.                       | *consistent connections made between evidence and thesis<br>**good analysis.  | *some connections made between evidence and thesis.<br>**some analysis.                                | *limited or no connections made between evidence and thesis.<br>**lack of analysis.                                 |
| <b>Conclusion</b>                              | *excellent summary of topic with concluding ideas that impact reader.<br>**introduces no new information.                               | *good summary of topic with clear concluding ideas.<br>**introduces no new information.                                 | *basic summary of topic with some final concluding ideas.<br>**introduces no new information.          | *lack of summary of topic.  |
| <b>Organization/<br/>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/<br/>Bibliography<br/>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 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.