Course Syllabus
Winter 2019

Introduction to Philosophy 哲學導論 (暨思想史)
PHIL 1713 Y1

Instructor: Dr. Andrew Yan 颜钟祜博士
Phone: 647-985-9685
Email: zhonghuyan@gmail.com
Website: To be advised
Office: By appointment

COURSE INFORMATION

COURSE DESCRIPTION 課程簡介
This course is an introduction to the perennial issues in Western intellectual history, particularly philosophy, such as knowledge and scepticism, the existence of God, the problem of evil, freedom of the will and the foundations of morality. Some aspects of Eastern philosophy will also be covered. Emphasis is placed on critical thinking and the development of understanding in the intellectual contexts.

Prerequisites: None

LEARNING OUTCOMES 學習成果

At the end of the course, students should be able to 課程結業後，學生可以:

1. Understand the meaning of life in the OT Poetical Literatures
2. Familiarize themselves with the history of both Western and Eastern philosophies.
3. Articulate the main points of major issues of philosophy including Epistemology, Metaphysics, and Ethics.

January 10, 2019
4. See the connections between philosophy and theology, and integrate the philosophical insights in evangelism and apologetics.
5. Apply an understanding of philosophy and its method to practical ministries and Christian living, missiological, cultural and theological reflections.
6. Become more proficient in written communication and experience in library research.

一、掌握聖經詩歌智慧書對生命意義的智慧
二、了解東西哲學之沿革發展與基督教對哲學之回應
三、研討哲學的重要課題：明道(知識論)、天道(本體論)、人道(倫理學)
四、明白哲學與護教學、神學、科學等之相互關係
五、將哲學應用在神學、護教學、傳福音、文化學、宣教學各領域上
六、學習寫作及研究

REQUIRED TEXTS & MATERIALS 必讀課本

1. 林國祥、梁燕城、區應毓著，《面子學 – 價值觀與人生觀的探索》，加拿大恩福協會出版，2008。
   (Title in English: the Philosophical and Theological Analysis of ‘Face Saving” in Chinese Culture)

2. 弗蘭西斯·薛華（Francis A. Schaeffer）著，《前車可鑒：西方思想文化的興衰》(How Then Should We Live)，華夏出版社出版，2009。
   (Francis A. Schaeffer, How Then Should We Live)

3. 冯友兰著，《中国哲学简史》，北京大学出版社，1985
   (Feng Youlan, A Short History of Chinese Philosophy, New York Macmillan Co., 1058)

SUPPLEMENTARY TEXTS 推薦閱讀書目

See selected Bibliography

COURSE OUTLINE 課程進度表

The readings specified for each week are to be done prior to the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
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<tbody>
<tr>
<td>Feb. 13</td>
<td>Introduction 導論</td>
<td>林國祥、梁燕城、區應毓著， 《面子學 – 價值觀與人生觀的探索》</td>
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<tr>
<td></td>
<td></td>
<td>有關哲學，宗教，科學和神學的概念</td>
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<tr>
<td></td>
<td>明道(知識論) 天道(本體論) 人道(倫理學)</td>
<td>講義:</td>
</tr>
<tr>
<td>Date</td>
<td>Course</td>
<td>Lectures</td>
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<tr>
<td>Feb. 20</td>
<td>History of Philosophy in the West 西方哲学史 I</td>
<td>希臘哲學 - 西方哲學之搖籃 中世紀哲學 - 經院哲學</td>
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<td>课堂展示:</td>
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<td>古代罗马 中古時代 文艺复兴 宗教改革 启蒙运动</td>
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<td>薛華著，《前車可鑒：西方思想文化的興衰》</td>
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<td>Feb. 27</td>
<td>History of Philosophy in the West 西方哲学史 II</td>
<td>現代哲學</td>
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<td>近代哲學 (十九至廿世紀初期)</td>
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<td>當代哲學</td>
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<td>课堂展示:</td>
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<td>现代科学的兴起 哲学与科学的崩溃 现代哲学与现代神学 现代艺术 西方社会</td>
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<td>薛華著，《前車可鑒：西方思想文化的興衰》</td>
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<tr>
<td>March 6</td>
<td>History of Eastern Thoughts 東方哲学 I</td>
<td>印度哲学</td>
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<td>佛教哲学史</td>
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<td>课堂展示:</td>
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<td>孔子 老子 禅宗 朱熹 王阳明</td>
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<td>冯友兰著《中国哲学简史》 讲义</td>
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</tbody>
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January 10, 2019
| March 13 | History of Eastern Thoughts 東方哲学 II  
- Confucianism,  
- Taoism,  
- Chinese Buddhism | 冯友兰著《中国哲学简史》  
讲义 |
| March 20 | Research Paper Due!!! |

**EVALUATION & ASSIGNMENTS:** 評核及作業

**Reading Reflection 閱讀報告 (10%)**: Read《面子學 – 價值觀與人生觀的探索》，write a reflection on it. The reflection will be 4-5 pages, should be typed with one-inch margins all around, double space, using 12 point font. 閱讀上述這本書，撰寫三至五頁的閱讀報告。

**Class Presentations 课堂展示（30%）**: present your digestion of the assigned readings from *How Then Should We Live* and *A Short History of Chinese Philosophy*. 展示阅读《前車可鑑：西方思想文化的興衰》和《中国哲学简史》的心得。

**Research Paper 研究專文 (30%)**: The paper could deal with a philosophical issue or intellectual thought approved by the instructor. Late papers, without prior permission from the instructor, will not be accepted after the final day of the semester.

For an early start on the research paper, please refer to the list of sample topics provided on the page of this syllabus. Each topic has strong arguments on both sides and you must consider both sides before you come to a conclusion. Your paper will be evaluated both on the basis of how well you argue for your own position and also on the basis of how fair you are to the other side. If you decide to work on the issue of broader intellectual thought, you must come up with a thesis. And your paper must work to support your thesis.

The paper must be typed in 12 point font, double-spaced, with one inch margins and must be between 2000 and 2500 words (8-10 pages) in length (not including footnotes and bibliography). It must include a bibliography of scholarly sources and footnotes done according to the traditional (Turabian) format. See Hacker, *A Canadian Writer’s Reference*.

**Final Exam 測驗 (20%)**: A one-hour exam will be taken on the last day of class. This exam will cover both the textbooks and lectures and will consist of definitions and short essay questions. A list of key terms will be given in class throughout the course.

**Participation 勤到 (10%)**: This portion of the grade will be based on attendance, class participation and the general effort put forth and displayed by the student. Attendance will be taken at the beginning and end of each class and students will lose marks for each unexcused absence. Students who must miss a class for an unavoidable reason must communicate the reason to the professor by either e-mail or voice-mail prior to the class, if at all possible. If the
reason is not considered sufficient to miss a class, the absence will be considered unexcused. Normally, absences are excused only in cases where the student had no choice in missing the class, such as attending a funeral or being sick in bed. Non-emergency doctor/dentist appointments, work schedules, etc. should not be scheduled in conflict with classes and absences resulting from them generally are not excused.

<table>
<thead>
<tr>
<th>Reading Reflection</th>
<th>10%</th>
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<tbody>
<tr>
<td>Class presentations</td>
<td>30%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30%</td>
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<tr>
<td>Test</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Total Grade 總分</td>
<td>100%</td>
</tr>
</tbody>
</table>

Students are responsible to keep a backup print copy of all assignments

For proper citation style, consult the Chicago-Style Quick Guide (Tyndale e-resource) or the full edition of the Chicago Manual of Style Online, especially ch. 14. For citing scripture texts, refer to sections 10.46 to 10.51 and 14.253 to 14.254.

COURSE & INSTRUCTOR POLICIES

ATTENDANCE

Faithful attendance at classes is an important indicator of student maturity and involvement. Class attendance and participation are part of the evaluation of the student and may have a bearing on the final grade for the course.

When a student misses a significant number of classes because of illness, he or she should notify the Dean of Student Life in person or by phone. The student will need to submit a doctor’s certificate upon return. The Dean of Student Life will notify the student’s professors of the reason for the absence and suggest that they take this reason into consideration when grading assignments.

The University College faculty have adopted the following guidelines to define student responsibilities in this matter and to assist the student in developing a disciplined life:

Attendance Policy for Fall and Winter Courses:

<table>
<thead>
<tr>
<th>Absence from once-per-week courses</th>
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<tbody>
<tr>
<td>1 or 2 absences: Absence from class for any reason (including illness) is permitted twice without penalty.</td>
</tr>
<tr>
<td>3 or 4 absences: Students with three or four absences without legitimate reason will lose one grade level from their total course grade. Legitimate absences include personal illness or injury or death in the immediate family. Students are responsible to report to the instructor the reason for all absences.</td>
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</tbody>
</table>

January 10, 2019
5 absences or more: Absenteeism for any reason that exceeds four absences will automatically mean the student has chosen not to complete the course and a grade of “F” will be assigned. Students who are absent because of extended illness or injury verified by a doctor’s certificate are eligible to apply through the Academic Standards Committee for permission to complete the subject. If excessive absenteeism due to illness or injury extends into the following semester, the student must have a reduced load in the following semester.

The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester. Instructors have the prerogative of instituting their own attendance policies for individual courses.

COMMUNICATION & COURSE WEBPAGE

Email
Students must use their myTyndale email accounts for all course-related email correspondence.

Classes.Tyndale.ca (Moodle)
Students are required to check the Classes.Tyndale.ca course page on a regular basis for updates regarding classes as well as any materials required for participating in lectures and completing assignments. Readings may be posted on the course page at classes.tyndale.ca. Students are also required to respect the university’s copyright policy and not post works that infringe copyright on the course webpage. For more information on the “Fair Dealing Policy”, see http://libguides.tyndale.ca/fair.

Commuter Hotline
Class cancellations due to inclement weather or illness will be announced/posted on the commuter hotline at 416-226-6620 ext. 2187.

COURSEWORK

Submitting Assignments & Late Policy

Assignments
Major assignments will be specified at the beginning of a semester in the course syllabus, so that students can organize their time effectively. All essays and other written assignments shall be written at the university level as far as grammar, style and structure are concerned. When this is not the case, instructors shall:

1. Comment in writing on the deficient parts of the essay or other written assignment;
2. Recommend that the student get help from the Centre for Academic Excellence; and
3. Lower the grade in proportion to the seriousness of the deficiency.

Research papers for University College courses should conform to the style requested by the professor. A summary of the three standard forms is found on The Centre for Academic Excellence webpage: www.tyndale.ca/academic-excellence.

Students are required to keep backup copies of all assignments submitted.

Electronic Submission

January 10, 2019
1. For courses where electronic submission of assignments is required, it is the responsibility of the student to ensure that the instructor has received the assignment by the established due date and to ensure that the assignment submitted is the complete and correct version.

2. Any student may be requested to submit papers in electronic form to facilitate the professor’s routine checks for academic fraud.

**Late Assignments**

Assignments should be submitted on the due date in order to receive full credit. The penalty for unexcused late assignments will be determined by the following scale:

1. For each day or part thereof late, the instructor will reduce the assigned grade by one-third of a letter; e.g., “A” to “A-,” “B+” to “B.” Saturdays, Sundays and holidays are excluded from the reckoning.

2. The above policy should be considered as being in effect unless the instructor indicates otherwise at the beginning of the semester in the syllabus. Instructors have the prerogative of implementing their own late assignment policies for individual courses.

3. Excessively late assignments may receive no credit and result in failure. In some subjects, no late assignments will be accepted for credit, and this will be communicated to the students at the beginning of the course.

**Extensions on Assignments**

No instructor may grant extensions on any assignments, nor accept assignments after the final day of exams in the fall or winter semesters. Students requiring extension must follow the procedures outlined below. Penalties for late assignments and attendance expectations will be stipulated in each course syllabus. The following procedure will be followed for students requesting extensions:

1. If a student is not able to complete all assignments within a course by the last day of exams, the student may appeal to the Registrar for an extension. Such an appeal should be made in writing using a form available from the Office of the Registrar or online at www.tyndale.ca/registrar/forms.

2. Extensions will be granted by the Registrar only in cases where the student was clearly prevented from completing the assignments by circumstances beyond his or her control (e.g., hospitalization, illness documented by a note from a doctor, etc.). Extensions are not granted for what best could be described as “poor time management” or “over involvement” in an extracurricular activity.

3. If a student is unsure if he or she has a valid reason to appeal, the student may wish to discuss the matter with the Registrar.

4. If an extension or grade of “incomplete” is granted by the Registrar, all work for the course will be due with a new deadline. Once an “incomplete” is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work.

5. Failure to submit assignments by the deadline will result in failing grades (a grade of “F”) on those assignments, and the final grades on courses will be calculated accordingly.

6. The decision of the Registrar may be appealed in writing to the Academic Standards Committee. The Academic Standards Committee will respond in writing to the student and provide a copy of the decision to the various parties. The decision of the Academic Standards Committee is final.

**CLASSROOM CONDUCT**

**Laptops/Electronics**

**Electronics Policy:**
Professors have the right to prohibit the use in class of some or all electronic communication devices. Students who require electronic devices (such as laptop computers) because of officially documented disabilities will be exempted from such prohibitions.

**Recording**
We respect the privacy rights of all our students and instructors, therefore, all voice and video recording require consent of everyone involved in class.

為保障同學和老師的私隱權，課堂上的錄音和錄像必須得到每一位同意才可進行。

TYNDALE POLICIES & RESOURCES FOR STUDENTS

**Academic Integrity** 學術誠信
Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors, using false information (including false references to secondary sources) in an assignment, improper or unacknowledged collaboration with other students, and plagiarism.

Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to apply consequences for academic dishonesty. Students are advised to consult the Academic Calendar [http://www.tyndale.ca/registrar/calendar](http://www.tyndale.ca/registrar/calendar) for more information on this policy and its application to their work in this course.

學生有須詳讀學科日曆，明瞭學術誠信，性別區分之用詞，恰當適用於學術性文章，延期或遲交的作業，學科的評分及作業的交還皆須預知遵守。有關學科日曆在網上可查詢。

**The Centre for Academic Excellence**

Tyndale’s Centre for Academic Excellence has been established to help students achieve their full potential as learners. The Centre consists of Writing and Tutoring Services, Accessibility Services, and Academic Advising. These areas have been designed to work in tandem, guiding students toward academic success through an integrative, supportive network of skilled advisors. The Centre for Academic Excellence is committed to the success, support, and academic flourishing of its students. Students at all levels of ability can profit from the Centre’s free services by booking one-on-one sessions, attending workshops and group study sessions, and accessing resources both online and at the Centre.

**Academic Tutoring**
Friendly, knowledgeable tutors are available to help UC students in free one-on-one sessions in multiple areas of study. Tutors can assist students with any of the following:
- Mastering course material
- Sharpening note-taking and research skills
- Refining study and test-taking skills

According to student need, tutors will also host group study sessions for selected courses. For further details visit the Centre for Academic Excellence website or contact academictutoring@tyndale.ca.

**Writing Consultation**

January 10, 2019
The Centre offers a comprehensive program of writing support to students regardless of skill level or area of study. Writing Consultants can assist at any stage of the writing process, including the following:

- Starting an assignment
- Organizing and outlining ideas
- Learning to edit
- Refreshing grammar skills
- Documenting sources
- Refining style

Students may also bring essays that have been graded to identify patterns and improve their skills. For more information, please contact Writing and Tutoring Services by email at writing@tyndale.ca or academictutoring@tyndale.ca, or by phone at 416.226.6620 ext. 2179.

**Accessibility Services**

The Accessibility Services Office supports students who have permanent and temporary disabilities. Services such as academic accommodations, learning strategies, and assistive technology training are provided to support students in meeting their academic demands while managing their disabilities functional limitations.

Accessibility Services strives to create a safe and comfortable environment for students by providing services that respect their dignity, encourage independence and promote full participation throughout their academic career at Tyndale. Students experiencing difficulties in their learning and academic performance due to the functional limitations of their disability are encouraged to book a confidential appointment with the Accessibility Specialist.

- **New students** must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services.
- **Current students** must renew their plans as early as possible to have active accommodations in place.

For more information, please contact the Accessibility Services Office at accessibilityservices@tyndale.ca, 416.226.6620 ext. 2189.

**Advising Services**

Advising Services is available to students at any stage of their academic program. Students can approach Advising Services with questions related to their program of choice, advice on selecting the correct program or courses, guidance on how to balance their workload, or suggestions on how to implement an academic plan. Students can also speak to Advising Services to understand their learning style and how it can best serve their academic experience. At any point in the semester, Advising Services may contact students for progress meetings. The purpose of these meetings is to understand how a student is progressing during the semester, identify any challenges that might be affecting their performance, and refer students to support services at Tyndale. Advising Services has a close relationship with faculty and may intervene and provide assistance to students on a faculty member’s recommendation.

Midterm progress reports are administered at the halfway point in the fall and winter semesters. Faculty will release midterm grades to Advising Services and in conjunction with the Office of the Registrar, students will be informed of their progress, if appropriate. It is understood that midterm progress meetings are mandatory for any students who are contacted.

For more information on Advising Services or to arrange an appointment, contact schuah@tyndale.ca, 416.226.6620 ext 6745.

January 10, 2019
## Tyndale Grading System & Scale

Grades which count in the Grade Point Average (GPA):

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
<th>Grade Points</th>
<th>Definition</th>
</tr>
</thead>
</table>
| A+           | 90-100          | 4.0          | **Excellent, Good**  
These grades are earned only when evidence indicates that the student has consistently maintained above average progress in the subject. 
Sufficient evidence may involve such qualities as creativity, originality, thoroughness, responsibility and consistency. |
| A            | 85-89           | 4.0          |            |
| A-           | 80-84           | 3.7          |            |
| B+           | 77-79           | 3.3          |            |
| B            | 73-76           | 3.0          |            |
| B-           | 70-72           | 2.7          |            |
| C+           | 67-69           | 2.3          | **Satisfactory**  
This grade means that the student has fulfilled the requirements of the subject to the satisfaction of the instructor. These requirements include the understanding of subject matter, adequacy and promptness in the preparation of assignments and participation in the work of the class. |
| C            | 63-66           | 2.0          |            |
| C-           | 60-62           | 1.7          |            |
| D+           | 57-59           | 1.3          | **Poor**  
This grade indicates that the accuracy and content of work submitted meets only the minimal standards of the instructor. Performance at this level is considered inadequate for graduation. |
| D            | 53-56           | 1.0          |            |
| D-           | 50-52           | 0.7          |            |
| F            | 0-49            | 0.0          | **Failing**  
Work submitted is inadequate. Attitude, performance and attendance are considered insufficient for a passing grade. |

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**Course Bibliography 附加書目**

章力生著《聖道通詮》，香港晨星書屋出版，1970
白高倫著《哲學與基督教信仰》，香港福音証主協會，1980
唐佑之著《信仰與知識》，香港福音証主協會，1977
林榮洪著《中華神學五十年》，香港中國神學研究院，1998
周功和著《基督教科學觀》，台灣中華福音神學院，1976
曹增友著《傳教士與中國科學》，北京宗教文化出版社，1999
唐君毅著《哲學概論》，台灣學生書局，1985
章士嶸著《西方認識論史》，吉林人民出版社，1983
蕭保羅著《薛華的心靈世界》，台灣雅歌出版社，1994
區應毓著《濁流清澗》，加拿大恩福協會出版，1999
區應毓著《苦難與希望》，證主協會出版，1998


1. 白高伦 《哲学与基督信仰》。香港：证道，1980。

January 10, 2019
(以基督教观点按哲学史来看西方哲学主要人物的思想)

2. 邬昆如《西洋哲学史》。台北：正中，1971。
   (按哲学史来看西方哲学的主要思想。作者曾受神学教育，但讨论中肯适切。可作为教科书)

3. 薛华《前车可鉴》。(从基督教角度看西方哲学的兴盛和没落)

   (著名西方哲学教科书。字里行间反对和嘻笑基督教。)

5. Hunnex, M. D. *Chronological and Thematic Charts of Philosophy and Philosophers*.
   Grand Rapids: Academie, 1986. (认识西方哲学人物和思想表格)

6. 邬昆如《哲学概论》。台北：五南，1984。(按西方哲学主题来讨论)

7. 傅伟勋《西洋哲学史》。台北：三民，1965. (按哲学史来看西方哲学。作者为佛教徒)

8. 塔那斯.理查《西方心灵的激情》。王又如译。台北：正中，1995。
   (从社会和心理学角度来看西方哲学的发展和转变。没有一般哲学书的苦闷难读)

9. 布鲁格《西洋哲学辞典》。台北：国立编译，1976。

10. 唐佑之《信仰与知识》。香港：证主，1978. (从基督教角度看宗教哲学和它的价值)

11. 梁燕城《寂智思风云》。台北：宇宙光，1990。
    (从基督教角度默想数个西方哲学的主题和人物)

12. 冯友兰《中国哲学史》。香港：开明，1924。

13. 范寿康《中国哲学史纲要》。台湾：开明，1970。

14. 劳思光《中国哲学史》。一至三卷。香港：友联，1980。

Suggested Topics for Research Paper

Each topic has strong arguments on both sides and you must consider both sides before you come to a conclusion. Your research paper will be evaluated on the basis of (a) how well you argue for your position, and (b) how well you integrate opposing views. However, you must argue your point theologically - taking account of various interpretations of key Scripture texts and the history of theological argumentation on the issue. You are expected to put a personal touch in the conclusion and not before.

This research paper must deal with a philosophical issue approved by the professor. The paper must be typed in 12 point font, double-spaced, with one inch margins and must be between 2000 and 2500 words (10 pages) in length (not including footnotes and bibliography). It must include a bibliography of at least 5 scholarly sources – according to the traditional research paper format (MLA, Turabian, etc). No more than 1 Internet
sources may be included in the 8 sources used and there must be at least one scholarly journal article.

Below are some suggested topics. You may also select another topic of your choice with my approval. The earlier you begin your research paper the better your paper is likely to be. Remember, we have very limited time (ONLY 5 weeks).

- “The Existence of God”  「神存在的論証」
- “Is Skepticism a viable option?”  「懷疑主義可信嗎？」
- “Metaphysical Options?”  「不同的世界觀」
- “Biological Evolution and the Christian Doctrine of Creation: Are They Compatible?”  「進化論與創造論是否水火不相融？」
- “The Problem of Evil: Does It Make Belief in God Impossible?”  「苦罪的存在真的可以否定神的存在嗎？」
- “Ethical Issues”  「道德倫理問題」
- “Wisdom from Ecclesiastes”  「傳道書的人生智慧」
- “Buddhist Meaning of Life”  「佛教的生命意義觀與基督教的對比」
- “Meaning of Harmony”  「和諧的意義」