



加拿大華人神學院  
Canadian Chinese School of Theology



**TYNDALE**  
• SEMINARY •

## Course Syllabus Fall 2019

**CROSS-CULTURAL UNDERSTANDING OF MISSION 跨文化宣教學**  
**MISS CM07 X1**

**SEPTEMBER 11, 2019 – DECEMBER 4, 2019**  
**WEDNESDAY, 11:15AM – 2:05PM**

**INSTRUCTOR: REV. DR. GEORGE YIP 葉大銘牧師**

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*Office Hours: By Appointment*

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

### I. COURSE DESCRIPTION 課程簡介

This course is designed to introduce the students to the discipline of cultural anthropology from a Christian perspective. The students will learn not only the basic concepts including the definition of culture, worldview, social structure, kinship system, and religion, but also the application to cross-cultural missionary work.

本課程幫助學生從宣教的角度了解文化人類學。學習的內容包括文化的定義、世界觀、社會結構、親屬系統、和宗教信仰，並怎樣應用於異文化的宣教事工。

### II. LEARNING OUTCOMES 課程目的

**At the end of the course, students should be able to: 完成課程後學生能够:**

1. explain the relationship between mission and culture  
解釋宣教與文化的關係
2. distinguish the ways the concepts of culture, cultural variations, and culture change are applied to cross-cultural missionary work

了解怎樣應用文化,文化差異,與文化變遷的基本觀念於跨文化宣教事工

3. analyze various socio-cultural behaviour using the systems approach  
用系統方法來分析異文化行為
4. apply the approach of critical contextualization to deal with cross-cultural missionary issues  
用批判處境化方法來處理跨文化宣教問題

### III. COURSE REQUIREMENTS 課程要求

#### A. REQUIRED READING: 必讀課本

1. 周大鳴。《文化人类学概论》。中山大学出版社, 2009。  
(Zhou, Daming. An Introduction to Cultural Anthropology. Guangzhou, China: University of Zhongshan, 2000)
2. 溫德, 賀思德。《宣教心視野第三冊:文化視野》。橄欖基金會, 2015。  
(Winter, Ralph, and S. Hawthorne. Perspectives on the World Christian Movement: A Cultural Perspective. Pasadena: William Carey Library, 2009)

#### B. SUPPLEMENTARY / RECOMMENDED READING 推薦閱讀書目

Refer to Selected Bibliography

#### C. ASSIGNMENTS AND GRADING 作業及評核

1. Required Reading and two assignments (20%)  
閱讀必讀課本和做兩個習題 (20%)  
After completing the book *Perspectives on the World Christian Movement: A Cultural Perspective* complete two assignments given by the instructor.  
閱讀完《宣教心視野第三冊:文化視野》後, 做講師給的兩個習題。  
The assignments are due on October 25. 於 10 月 25 日呈交習題。
2. Four Case Studies (80%)  
四個個案研究 (80%)  
The cases will be given in class. For each case, write a paper of about 1,500 words analyzing the case according to the anthropological (the systems approach to socio-cultural behaviour), theological, and pastoral perspectives based on the approach of critical contextualization. Each case study is due one week after the class.  
上課時討論個案, 然後寫約 1500 字的研究。要按著批判處境化方法的人類學的角度(用系統方法), 神學的角度, 與教牧的角度來寫。於一星期後呈交個案研究。

**D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**  
呈交作業的一般性準則

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](#).

**Academic Integrity**

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 penalize academic dishonesty.

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar>.

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。

**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。

**E. SUMMARY OF ASSIGNMENTS AND GRADING 課程分數總結**

Evaluation is based upon the completion of the following assignments

Book assignments 習題	20%
Four case studies 四個個案研究	80%
Total Grade	100 %

**F. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale

**Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.**

**Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.**

**Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.**

#### **IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS 課程進度及內容**

September 11 9月11日

Introduction to the discipline of anthropology and cultural anthropology; the concept of culture; systems approach to socio-cultural behaviour  
人類學與文化人類學簡介; 文化的觀念; 系統方法

September 18 9月18日

Ethnocentrism and cultural relativism; worldview and values  
民族中心主義; 文化相對論; 世界觀和價值觀

September 25 9月25日

Basic values (basic values evaluation); critical contextualization  
基本價值觀; 批判處境化方法

October 2 10月2日

Economy; status; marriage and kinship; case on polygamy  
經濟; 地位與角色; 婚姻, 親屬與繼嗣; 一夫多妻的個案

October 9 10月9日

Household dynamics; associations  
家戶內的動力; 社群

October 16 10月16日

Geographical groups, ethnic groups; political life  
地域性群體; 族群; 政治

October 23 10月23日

Reading week

October 30 10月30日

Religion; case on African ancestor  
宗教; 非洲敬祖的個案

November 6 11 月 6 日

Religion  
宗教

November 13 11 月 13 日

Religion; case on witchcraft  
宗教; 巫術的個案

November 20 11 月 20 日

Culture change; social games; form and meaning  
文化變遷; 社會遊戲; 形式與意義

November 27 11 月 27 日

Contextualization of the gospel and rituals; case on Diwali  
福音與儀式的處境化; 慶祝狄華利的個案

December 4 12 月 4 日

Intercultural communication  
跨文化溝通

## V. SELECTED BIBLIOGRAPHY 附加書目

1. 庄孔韶。《人类学概论》。中国人民大学出版社，2006。
2. 庄孔韶。《人类学经典导读》。中国人民大学出版社，2008。
3. 林惠祥。《文化人类学》。上海书店出版社，2012。
4. 石奕龙。《文化人类学导论》。首都经济贸易大学出版社，2010。
5. 王铭铭。《西方人類學思潮十講》。廣西師範大學出版社，2005。
6. 王铭铭。《20世纪西方人类学主要著作指南》。世界图书出版公司北京公司，2008。
7. 罗伯特·F.墨菲。《文化与社会人类学引论》。商务印书馆，2009。
8. 杰里·D.穆尔。《人类学家的文化见解》。商务印书馆，2009。
9. 菲奥纳·鲍伊。《宗教人类学导论》。中国人民大学出版社，2004。
10. 罗伯特·埃默森，雷切尔·弗雷兹，琳达·肖。《如何做田野笔记》。上海译文出版社，2012。
11. 玛丽亚·海默。《在中国做田野调查》。重庆大学出版社，2012。
12. 陳方，黃懿合著。《文化衝擊》。新加坡華人基督教會懷恩堂，1992。
13. 丹納·嬌恩著，胡問憲譯。《恩臨異邦—跨文化宣教手冊》。新加坡：國際事工差會東亞區，2001。
14. 特里·史密斯、安德森。《差傳學概論：認識普世宣教之基礎歷史與策略》。浸信會出版社，2010。