


“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”

Course	CHRISTIANITY AND CHINESE CULTUR 基督教與中國文化 THEO CM06 X1
Date and Time	January 12 – April 6, 2021 TUESDAYS 6:45PM – 9:35PM
Instructor  加拿大華人神學院 Canadian Chinese School of Theology	(Lead) Dr. Peter Au (Ph.D.) 區應毓博士 Telephone number: (416)226-6620 x 2192 Email: pau@tyndale.ca or epipeterau@gmail.com Office Hours: By appointment CO-TEACH INSTRUCTOR: DR. ZHONGHU YAN (Ph.D.) 顏鐘祐博士 Phone: 647-985-9685 Email: zhonghuyan@gmail.com Office hours: By appointment GUEST LECTURER: REV. CARL QUAN Ph.D. (Studies) 權陳老師 (博士研究) Email: carlquan63@yahoo.com
Class Information	The classes will be livestreamed on TUESDAYS 6:45PM – 9:35PM
Course Material	Access course material at classes.tyndale.ca Course emails will be sent to your @MyTyndale.ca e-mail account only. Learn how to access and forward emails to your personal account.

I. COURSE DESCRIPTION

Survey the history, development and characteristics of the Chinese culture in comparison to the Christian faith (theology, anthropology and world view). Explore the possibility of a dialogue between the two traditions. Building on an interplay of diachronical (historical) and synchronical (thematic) approaches, explore the relationship and integration of Christianity and Chinese culture. Special emphasis is put on the application on apologetic evangelism, pastoral ministries, missiological considerations and theological contextualization.

此科以歷時觀和共時觀的交織，去探討基督教與中國文化的契合與轉化的關係。課程的重點在於將資料實用在護教、佈道、牧會、宣教、神學等領域上。班上的討論與作業鼓勵學員嘗試將內容應用在以上的範圍內。

II. LEARNING OUTCOMES 學習成果

At the end of the course, students will be able to 讀畢本科，學生可以：

1. Cognitive Outcomes 認知目的

1.1 Cultivate a comprehensive and in-depth understanding and appreciation of Chinese culture and its relationship with Christianity.

培育學員對中國文化與基督教有一全面、且深入的認識和喜愛。

1.2 Examine the diachronic-historical interplay of Christianity and Chinese Culture down through the centuries.

學員可以從歷時和歷史角度認知到基督教與中國文化的相互關係。

1.3 Master the synchronic-thematic interplay of Christianity and Chinese Culture in our contemporary context.

學員可以從共時和主題角度認知有關中國傳統宗教（儒、釋、道）及民間宗教（諸神、命理、神話、傳說）

2. Pragmatic Outcomes 實用知識目的

2.1 Develop an apologetic approach to various issues of Chinese culture and formulate a biblical position towards these issues.

啟發學員對一些重要的中國文化課題建立一個聖經的立場和護教的對策。

2.2 Be able to apply the understanding of Chinese culture to student's pastoral ministries in preaching, counseling, and teaching, writing.

激發學員將中國文化的認識應用在牧養教會的事奉上。

2.3 Gain insights in various missiological issues. Missiological consideration includes issues faced by Chinese immigrants worldwide.

幫助學員對中國文化與宣教課題有所認識。

3. Affective Outcomes 感知目的

3.1 Engage in the process of theological contextualization and indigenization.

促進學員進行中國神學的處境化和本色化。

3.2 Cultivate a love for Chinese culture and a passion for evangelism and mission towards the Chinese.

培育學員對中國文化的喜好及對中國人傳福音的熱忱。

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本

《華人基督教人物辭典》（華典）(Biographical Dictionary of Chinese Christianity <bdcconline.net>)

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*)

莊祖鯤著《契合與轉化》，加拿大恩福協會出版，2004 (Title in English: *Conformation and Transformation*)

區應毓著《苦海無邊有情天》加拿大恩福協會出版，2002 (Title in English: *The Philosophical and Theological Analysis of the Problems of Evil and Sufferings*)

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

(See Selected Bibliography below 參看附加書目)

Tyndale recommends www.stepbible.org – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi

D. ASSIGNMENTS AND GRADING

1. Class Participation: Attendance, Discussion, Assigned Readings 教室參與討論

The students are required to read the assigned texts and class notes according to the class schedule, and prepare to interact in class with other student. 按時閱讀課本及講義，以準備參與教室討論。 Presentation #1: Search one biography from bdcconline.net and present in class for 3 minutes. The presentation should include a short biographical sketch, a reflection, and a prayer. (10%)

展示（一）：研究《華典》一個基督教人物，並在班上展示三分鐘；展示內容需包括簡短生平介紹、個人感想、啟發、觸動，並將感想轉化為帶領全班的禱告。(10%)

Due: March 2, 2021

2. Presentation #2: Power point presentation on a minority group in China in class for 5 minutes. (10%) This assignment orients the student to a specific minority group in China of the student's choice and attempts to cultivate a passion for China's minority groups. The content should include demographical studies, cultural aspects, religious beliefs, missiological concerns.

展示（二）：自選一個中國少數民族，並在教室中以 5 分鐘介紹此少數民族。學員藉此作業培育對少數民族的情懷，展示內容需包括人口地理、文化飲食、宗教信仰、宣教關懷。

Due: March 2, 2021

3. Presentation #3: 8 minutes evangelistic or apologetic presentation based on a traditional Chinese folklore (20%)

展示(三): 8 分鐘以傳統中國文化為題的展示，可選有關護教或佈道性的題目。

This assignment drives home the practical implication of this course and let the student see the relevancy of the research. The sermon could be apologetic or evangelistic in nature. It should include a sermon outline and the full content of the sermon.

Due: April 6, 2021

4. Reading Reports: Read the assigned reading and write a 3 page reflection on each book (30%).

閱讀反思：撰寫三份閱讀反思，每份三頁；參考評估標準要求。

Due: Jan 26, Feb 23, March 23, 2021

5. Research Paper: 15-page paper on an issue in any of the 5 major religions in China (30%)

研究專文: 十五頁專文，自選有關中國五大宗教或有關中國文化的一些課題，並嘗試建立聖經對這些課題的立場。

This assignment orients the student to a specific issue of the student’s choice in a designated Chinese religion and attempts to formulate a biblical position.

6. Grading Assessment 評估標準

- a. Intrapersonal Level 個人層面
- b. Interpersonal Level 人際層面
- c. Extrapersonal Level 人與處境層面
- d. Transpersonal Level 人與神層面

7. Learning Covenant 學習公約

- a. Research Area 專文範圍
- b. Anticipated Goals 期望目標
- c. Concrete Plan 具體計劃
- d. Critical Evaluation 評估檢討

E. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *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.

F. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Presentation: #1 Biography	10%
Presentation: #2 Minority	10%
Presentation #3 Evangelistic/apologetic	20%
Reading Report: 閱讀反思	30%
Research Paper	30%
Total 總分	100%

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

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 [10.44 to 10.48](#) and [14.238 to 14.241](#).

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 takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also 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.

學生須詳讀學科日曆 [Academic Calendar](#)，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。

Research Ethics

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office (aa@tyndale.ca) before proceeding.

Recording 錄音和錄像

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。

H. COURSE EVALUATION 課程評估

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 link can also be found in the left column on the course page. 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

Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.

I. Comprehensive overview of Christianity and Chinese Culture

基督教與中國文化導論

1. Definition of Culture 文化定義
 2. Structural analysis of Chinese Culture 中國文化結構分析
- Christian analysis of Culture 基督教文化分析

Reading Requirement:

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

II. Diachronical (historical) View of Christianity and Chinese Culture

基督教與中國文化歷時（歷史）研究

1. Considerations of Church history 中國歷史
2. Considerations of Chinese church history 中國教會歷史

Reading Requirement:

區應毓著《苦海無邊有情天》加拿大恩福協會出版，2002

III. Synchronical (thematic) View of Christianity and Chinese Culture

基督教與中國文化共時（主題）研究

1. Chinese culture in historical context 中國文化及思想史
2. Confucianism, Taoism, Buddhism 儒、釋、道
3. Traditional Chinese Religions and Folklore 中國民間宗教及神話傳說
4. Characteristic of Chinese Culture 中國文化的特色

5. Chinese Muslim 中國伊斯蘭教及回民研究

Reading Requirement:

莊祖鯤著《契合與轉化》，加拿大恩福協會出版，2004

IV. Contextualized View of Christianity and Chinese Culture

基督教與中國文化的處境研究

1. The Context of Nestorianism 中國景教研究
2. The Context of the New Cultural Movement 新文化運動的影響
3. The Contemporary Context 近代文化研究
4. Issues in Contextualization 處境文化議題

Schedule: 課程進度表

1/12 1/19 1/26	Comprehensive overview of Christianity and Chinese Culture 基督教與中國文化導論 Diachronical (historical) View of Christianity and Chinese Culture 基督教與中國文化歷時（歷史）研究 Traditional Chinese Religions and Folklore 中國民間宗教及神話傳說 閱讀反思作業#1 Jan 26	區應毓博士 視頻
2/2 2/9 2/23	Confucianism 儒家 Buddhism 釋家 *2/18 Reading Week – no class * Taoism 道家 閱讀反思作業#2 Feb 23	顏鐘祜博士
3/2	Presentations #1, #2: Biography and Minorities 展示：傳記，少數民族	權陳老師（博士研究）
3/9 3/16 3/23	The New Cultural Movement 新文化運動的影響 Characteristic of Chinese Culture 中國文化的特色 The Contemporary Context 近代文化研究 The Context of Nestorianism 中國景教研究 閱讀反思作業#3 March 23	權陳老師（博士研究）
3/30	Issues in Contextualization 處境文化議題 近代新儒家（視頻：區應毓） 中國伊斯蘭教（視頻：區應毓）	權陳老師（博士研究） 區應毓博士

4/6 4/13*	Presentation #3 展示（護教或佈道題目） * 展示 Presentation (if Needed) *4/19 Paper Due – 專文 *4/14-20 Final Exams Week	權陳老師（博士研究）
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V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals](#), [e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).)

- Anderson G. H. & D'Costa G.. *Christ's Lordship & Religious Pluralism*. New York: Orbis Books, 1981.
- Anderson G. H. & Stransky T. F. *Christ's Lordship and Religious Pluralism*. New York, 1981.
- . *Theology and Religious Pluralism*. New York: Basil Blackwell, 1986.
- Anderson J. N. D. *Christianity and World Religions: The Challenge of Pluralism*. Leicester, 1984.
- Greinacher, N. & Mette, N. *Christianity and Cultures*. London: SCM, 1994.
- C. H. Kraft. *Christianity in Culture*. New York, 1979.
- 尼布爾著《基督與文化》，賴英澤譯，1992。R. Niebuhr. *Christ and Culture*. New York, 1951.
- J. R. W. Stott. *Down to Earth – Studies in Christianity and Culture*. Grand Rapids, 1980.
- The Willowbank Report – Gospel and Culture*. Lausanne Occasional Papers, 2; Wheaton, 1978.
- 林治平 《基督教與中國文化》。台北：宇宙光，1990。
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- 楊慶堃 《中國文化新視域：從基督教觀點看中國文化》。香港：三聯，2004。
- 曾慶豹 《從傳統尋找「現代性」－儒學與馬西亞華人社會》。白屋書坊：吉隆坡1993。
- 何光瀟 《儒釋道與基督教》：對話一、二。北京：社會科學文獻，2001。
- 顧長聲 《傳教士與近代中國》。上海：人民出版社，2004。
- 何世明 《基督教與儒學對談》。北京：宗教文化，1999。
- 何世明 《基督教儒學四講》。北京：宗教文化，1999。
- 趙春晨 《基督教與近代嶺南文化》。上海：人民出版社，2002。
- 劉小楓 《道與言－華夏文化與基督文化相遇》。上海：三聯，1995。
- 楊森富 《中國風土與基督教信仰》。高雄：天啟出版社，1966。
- 孫尚楊 《基督教與明末儒學》。北京：東方出版社，1994。
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何光瀟、許志偉 《對話：儒釋道與基督教》。北京：社會科學文獻出版社，1998。
秦家懿、孔漢思 《中國宗教與基督教》。香港：三聯，1989。
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