TYNDALE UNIVERSITY

TYNDALE SEMINARY
COURSE SYLLABUS

"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."

Semester, Year	WINTER, 2027
Course Title	CHRISTIANITY AND CHINESE CULTURE 基督教與中國文化
Course Code	THEO CM06 XP XS
Date **Time** **Delivery Format**	From January 13, 2027 to April 7, 2027 **Wednesdays** From 2:15 AM to 5:05 PM IN-PERSON WITH SYNCHRONOUS ONLINE OPTION
Class information	☒ The classes will be IN-PERSON on Mondays
Instructor **Contact Information**	**CHEN QUAN 权陈**, (Ph.D. Studies) Email: Cquan.ccst@tyndale.ca
Office Hours	☒ By appointment only.
Course Materials	Access course material at classes.tyndale.ca or other services at Tyndale One. Course emails will be sent to your @MyTyndale.ca e-mail account only.

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.

本課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

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

1. Learning Outcomes in the Cognitive Domain 認知目的：
   1.1 培育學員對中國文化與它和基督教的关系有一全面、且深入的認識和喜愛。
   Cultivate a comprehensive and in-depth understanding and appreciation of Chinese culture and its relationship with Christianity.
   1.2 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。
   Examine the diachronic-historical interplay the way in which the two affect each other of Christianity
   and Chinese Culture down through the centuries.
   1.3 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）。
   Master the synchronic-thematic interplay of Christianity and Chinese Culture in our contemporary context.

2. Learning Outcomes in the Affective Domain 感知目的：
   2.1 促進學員進行中國神學的處境化和本色化。
   Engage in the process of theological contextualization and indigenization.
   2.2 培育學員對中國文化的喜好及對中國人傳福音的熱忱。
   Cultivate a love for Chinese culture and a passion for evangelism and mission towards the Chinese.

3. Learning Outcome in the Practical Domain 實踐目的：
   3.1 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。
   Develop an apologetic approach to various issues of Chinese culture and formulate a biblical position towards these issues.
   3.2 激發學員將中國文化的認識應用在牧養教會的事奉上。
   Be able to apply the understanding of Chinese culture to student's pastoral ministries in preaching, counseling, and teaching, writing.
   3.3 幫助學員對中國文化與宣教課題有所認識。
   Gain insights in various missiological issues. Missiological consideration includes issues faced by Chinese immigrants worldwide.

III. COURSE REQUIREMENTS

A. REQUIRED READING

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

2. 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。
   (The Philosophical and Theological Analysis of "Face Saving" in Chinese Culture)
3. 莊祖鯤著，《契合與轉化》。加拿大恩福協會出版，2004。

(*Conformation and Transformation*）

4. 區應毓著，《苦海無邊有情天》。加拿大恩福協會出版，2002。
(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 **STEPBible** – 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. ASSIGNMENTS AND GRADING

The following assignments are to be completed as described below by the dates.
下列的作業必須在指定日期前繳交。

Required Assignments Summary – 100%

1. Class Participation: Attendance, Discussion, Assigned Readings 教室參與和討論 （5%）
   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。

2. 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.
   课堂展示（一）： 研究《華典》一個基督教人物，並在班上展示約三分鐘；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: February 10

3. Presentation #2: Power point presentation on a minority group in China in class for 5 minutes. 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.
   课堂展示（二）：自選一個中國少數民族，並在班上展示約五分鐘，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。(10%)

   Due: February 24

4. Presentation #3: 8 minutes evangelistic or apologetic presentation in class based on a traditional Chinese folklore
   课堂展示(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。（15%）

This assignment drives home the practical implication of this course and let the student see the relevancy of the research. 这项作业使这门课程的实际意义深入人心，让学生看到研究的相关性。

Due: March 31

5. Reading Reports: Read the assigned reading and write a 6-9 page reflection on one of three required reading books (2nd-4th ones).
閱讀反思：撰寫一份閱讀反思(从必读书目的第 2-第 4 本这三本中选择一本)，六至九頁；參考評估標準要求。(25%)

Due: March 17

6. Research Paper: 15-page paper on an issue in any of the 5 major religions in China
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.

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。(35%)

Due: April 16, 2027

7. 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

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Classroom participation 課堂參與	5%
Presentation: #1 课堂展示（一）人物	10%
Presentation: #2 课堂展示（二）少數民族	10%
Presentation #3 课堂展示（三）護教或佈道性的題目	15%
Reading Report 閱讀反思 （从必读书目第 2-4 本中任选一本）	**25**%
Research Paper 研究專文	35%
Total 總分	100%

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date	Topic(s)	Reading	Assignment Due
1/13	基督教與中國文化導論 Comprehensive overview of Christianity and Chinese Culture	《面子學－價值觀與人生觀的探索》（第一部）。参考：吴宗文 《迷信与信仰》第一章。	
1/20	中國文化的特色Characteristic of Chinese Culture	《面子學－價值觀與人生觀的探索》（第二部）。参考：權陳〈中國傳統文化的特征〉，《華人教會與普世宣教：獻與麥振榮牧師論文集》。	
1/27	儒家Confucianism	《面子學－價值觀與人生觀的探索》（第二部）。参考：何世明 《基督教與儒學對談》。	
2/3	釋家Buddhism	《契合与转化》第二章；《苦海无边有情天》第二章。	
2/10	道家Taoism	《契合与转化》第一章。参考：杨庆球《中国文化新视野》第五章。權陳 〈淺論劉笑敢論及《老子》中的“道”非基督教上帝的觀點〉，《以生命影響生命：獻予區應毓牧師論文集》	课堂展示（一）《華典》人物
2/17	閱讀周no class		
2/24	中國民間宗教及神話傳說 Traditional Chinese Religions and Folklore	《契合与转化》第三章。参考： 吴宗文 《迷信与信仰》第二、三章。	课堂展示（二）少數民族
3/3	新文化運動的影響 The New Cultural Movement	李靈、尤西靈、謝文鬱主編《中西文化交流：回顧與展望---紀念馬禮遜來華兩百周年國際學術研討會論文集》	
3/10	中國景教The Context of Nestorianism		

3/17 3/24 3/31	中國伊斯蘭教、猶太教在中国, Islam and Judaism in China 近代文化研究The Contemporary Context 處境文化議題Issues in Contextualization; 几部中国当代著名小说中的信仰立场，世界观、价值观、人生观表达The Expression of Faith Worldviews, Values, and Philosophies of Life in Several Renowned Contemporary Chinese Novels	李靈、尤西靈、謝文鬱主編《中西文化交流：回顧與展望---紀念馬禮遜來華兩百周年國際學術研討會論文集》	交閱讀反思作業 课堂展示（三）護教或佈道題目；
4/7 4/16	聖經生態神學，中華傳統生態思想 Bible and Ecology, Traditional ecological thinking in China	参见：包衡 《圣经生态学：重探人与万物的关系》	 提交專文 Paper Due

V. SELECTED BIBLIOGRAPHY

（按姓氏笔画顺序）

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何除、林慶華主編《基督教與道教：倫理思想研究》。成都：四川大學出版社，2006年。
郭清香《耶儒倫理比較研究---民國時期基督教與儒教倫理思想的沖突與融合》。北京：中國社會科學出版社，2006。
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權陳 〈淺論劉笑敢論及《老子》中的“道”非基督教上帝的觀點〉，《以生命影響生命：獻予區應毓牧師論文集》，多倫多：加拿大華人神學院，2022。

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VI. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (*SYNCHRONOUS ONLINE COURSE ONLY*)

- Livestream attendance for the entire duration of the class 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
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

**exceptions with permission from professor*

C. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to "Guidelines for Interactions" on your course resource page at classes.tyndale.ca.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric
Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the Academic Integrity website for further details.

For proper citation style, consult Citation Guides for different styles. Students are encouraged to consult Writing Services.

Students should also consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- Student Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity (Guide, Video, Spectrum)

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 (aau@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from "A+" to "A-," from "B" to "C+"). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the

Extension Request Form. The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete ("I") may be granted by the Registrar. Once an extension is granted, it is the student's responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of "F" will be recorded for students who do not complete the outstanding work by the deadline.

E. 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 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.

F. LIBRARY RESOURCES

Tyndale Library supports courses with e-journals, e-books, and the mail delivery of books and circulating materials. See the Library FAQ page.

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary Grading System & Scale.