

“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 CULTURE 基督教與中國文化 THEO CM06 XP
Date and Time	JAN 15 –APRIL 9, 2025 WEDNESDAY 6:45 PM – 9:35 PM IN-PERSON
Instructor	DANIEL SO, PhD 蘇智聰博士 Email: danielso@tyndale.ca
Class Information	The classes will start on Wednesdays the evenings at 6:45 and run until 9:35. This course is in-person only. Office Hours: By appointment 個別預約
Course Material	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 課程簡介

Surveys the history, development and characteristics of the Chinese culture in comparison to the Christian faith (theology, anthropology and world view). Explores the possibility of a dialogue between the two traditions. Building on an interplay of diachronical (historical) and synchronical (thematic) approaches, explores 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. Offered in Mandarin.

本課程嘗試在與基督教信仰（神學、人類學和世界觀）的對照當中，了解中國文化的歷史、發展和特徵，並探討這兩個傳統之間對話的可能性。我們將在「歷時」和「共時」方法的交織當中，探討基督教與中國文化的關連與契合，並特別注意將所學應用在護教、佈道、牧養、宣教、神學等領域上。

II. LEARNING OUTCOMES 學習成果

At the end of this course, students should be able to: 讀畢本科，學生將可以:

1. Learning Outcomes in the Cognitive Domain 認知目的
 - 1.1. Articulate some fundamental concepts and issues in the theology of culture
闡明文化神學中的一些基本概念和問題
 - 1.2. Identify some general characteristics of the Chinese culture and their manifestations in the social life and church life in Chinese communities.
指出中國文化的一些基本般特徵及其在華人社會和教會生活中的表現。
2. Learning Outcomes in the Affective Domain 感知目的
 - 2.1. Appreciate the beauty and richness of the Chinese culture, without losing sight of its shortcomings
欣賞中國文化的美麗和豐富，同時又不忽略其缺點
3. Learning Outcome in the Practical Domain 實踐目的
 - 3.1. Engage in dialogues on matters of faith with those who are under the influences of Chinese culture
與受中國文化影響的人士就信仰問題進行對話
 - 3.2. Apply one's understanding of Chinese culture to facilitate ministries in the Chinese context, in, for example, evangelism, mission, pastoral care, teaching, church leadership, etc.
運用自己對中國文化的理解，促進在華人處境下進行的事工，例如傳福音、宣教、教牧關懷、教學、教會領導等。

III. COURSE REQUIREMENTS 課程要求

A. REQUIRED READING 必讀課本和文章

莊祖鯤。《契合與轉化—基督教與中國文化更新之路》。加拿大恩福協會出版，2004，第3、6章

何友暉、彭泗清、趙志裕著。《世道人心：對中國人心理的探索》。香港：三聯書店，2006，pp. 109-194。

金耀基。《從傳統到現代》。臺北：臺灣商務印書館，1967，第1、4章。

Kraft, Charles H. *Christianity in Culture : A Study in Biblical Theologizing in Cross-Cultural Perspective*. Revised 25th anniversary ed. Maryknoll, N.Y: Orbis Books, 2005, Ch. 3-6.

克拉夫特著，鄭惟恩譯。《文化中的基督教：跨文化觀點下的聖經學院研究》。新北市：中華福音神學院, 2023，第 3 至 6 章。

Küng, Hans, and Julia Ching. *Christianity and Chinese Religions*. 1st ed.--. New York: Doubleday, 1989, Ch. I.1, II.1, III.1, IV.1.

秦家懿、孔漢思著，吳華譯。《中國宗教與西方神學》。香港：三聯書店，1989，第 I.1, II.1, III.1, IV.1 章

李秋零。〈「汉语神学」的历史反思〉，漢語基督教研究所，

https://www.iscs.org.hk/Common/Reader/News/ShowNews.jsp?Nid=70&Pid=12&Version=0&Cid=24&Charset=big5_hkscs 2024 年 7 月 14 日讀取。

林榮洪。《風潮中奮起的中國教會》。香港：天道書樓, 1980，第四章。

梁燕城。《儒, 道, 易与基督信仰》。北京：宗教文化出版社, 2013，pp.2-14。

梁家麟。《福臨中華：中國近代教會史十講》。香港：天道書樓, 1988，第 1、8 章

Moreau, A. Scott. *Contextualization in World Missions : Mapping and Assessing Evangelical Models*. Grand Rapids, MI: Kregel Academic, 2012, Ch. 1, 5.

莫羅著，張洵宜譯。《扎根本土的宣教：宣教處境化的實踐模》。新北市：中華福音神學院出版社, 2021，第 1、5 章

杜正勝篇。《中國文化史》。第四版。台北：三民書局，2023，第 1-3 章。（請經學校圖書館 進入華藝線上圖書館（iRead eBooks）閱讀）

殷海光。《中國文化的展望》。臺北市：國立臺灣大學出版中心，2009，第 5 章。

溫偉耀。《成聖, 成仙, 成佛, 成人：正視人的高貴與醜惡》。香港：明風出版社，2015。

王景慶。《耶佛合參》。香港：道聲出版社，1988。

B. SUPPLEMENTARY / RECOMMENDED READING 其他課本和文章

陳耀南。《信仰的拔河：一個基督徒看儒道佛》。香港：天地圖書有限公司，2007。

何光滬、楊熙楠編。《漢語神學讀本》。香港：道風書社，2009。

Niebuhr, H. Richard. *Christ and Culture*. San Francisco : HarperSanFrancisco, 2001.

尼布爾·利查箸，賴英澤, 龔書森譯。《基督與文化》。臺南：東南亞神學院協會臺灣分會, 1986。

梁燕城篇。《會通與轉化：基督教與新儒家的對話》。香港：文化更新研究中心，2019。

麥兆輝。《尊天敬祖：當代華人基督徒對祭祖的回應》。香港：浸信會出版社，2008

吳宗文。《傳統與信仰》。香港：中信出版社，1995。

——— 《傳統與信仰·續篇》。香港：基督教卓越使團，2004。

韋政通。《中國文化概論：對傳統文化的解析》。台北：水牛出版社，1972。

邢福增。《回溯教會路》。香港：福音證主協會，1997。

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. 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. ASSIGNMENTS AND GRADING 功課與評分

1. Participation of discussions in class 上課時參與討論: 15 % of final grade

This assessment is related to Outcome #1.1, 2.1, 3.1, 3.2 這關連學習成果#1.1, 2.1, 3.1, 3.2

Student participation will be graded on a scale of 5 levels 參與程度按五個層次評估:

E: Absent, disruptive; not responding when called on; no involvement 缺席，打擾課堂，不參與討論

D: Present, not disruptive; responds when called on but does not offer much; infrequent involvement 出席，不打擾課堂，當被提問時能回應但無甚貢獻，不常參與討論

C: Adequate preparation for classes, but no evidence of interpretation or analysis; offers straightforward information; contributes moderately when called upon 有準備來上課，能

提供簡單資料，但不能詮釋或分析，在被提問時作有限度貢獻。

B: Good preparation, offers interpretation and analysis, contributes well to discussions in an on-going fashion 上課準備充足，能提供詮釋或分析，對討論持續作出良好貢獻。

A: Excellent preparation, offers analysis, synthesis, and evaluation of materials; contributes significantly to ongoing discussion. 上課準備相當充足，能提供分析和對材料作出綜合和評價，對討論持續作出重要貢獻。

2. Group Presentation (10 min) 小組演示 (10 分鐘) 20 % of final grade

This assessment is related to Outcome #1.1, 3.1, 3.2 這關連學習成果#1.1, 3.1, 3.2

In groups of 2-3 students, present in class an example from the history of missions of how the gospel was contextualized in a *non-Han-Chinese* culture. The presentation should fulfill the following requirements

以兩至三名同學生為一組，在課堂上演示一個宣教史上的例子，說明福音如何在非漢族／非中國文化中被處境化。演示文稿應滿足以下要求：

- Includes accurate historical details as well as insightful analyses

包括準確的歷史細節以及有見地的分析

- Applies concepts and ideas we learned from this course

應用我們從本課程中學到的概念和想法

- Draws lessons from examples for the contextualization of the gospel in the Chinese culture

從例子中吸取有助於福音在中國文化中處境化的教訓

- Uses good information sources and includes proper annotations for them

使用良好的資料來源並為其提供適當的註腳

This is the marking scheme for this presentation:

演示按以下要求評分

- Historical details (accuracies, richness, etc.) 歷史細節（準確性、豐富度等）10%

- Insight on analyses and applications 分析和應用之洞見 5%

- Quality of the slides 幻燈片的素質 3%

- Quality of the in-class presentation 課堂上演示的素質 2%

3. Book Report 讀書報告 20 % of final grade

This assessment is related to Outcome #1.2, 2.1, 3.1, 3.2 這關連學習成果#1.2, 2.1, 3.1, 3.2

Choose a good quality, popular, non-technical work by a Christian author on some topics

about Christianity and Chinese culture. Write a book report (1500-2000 words) that summarizes the author's viewpoints on the topics, and evaluates the positions and arguments in the book using what you have learned from the course.

選擇一本又基督徒所著述，討論基督教與中國文化的普及性書籍，然後寫成一篇 1200-2000 字的讀書報告，撮要文章的論點並以我們在課程中所學對之作出評論。

The book report should demonstrate a good grasp of the discussion in the book and should engage with its arguments in a fair, careful, critical, and fruitful manner, making use of what you have learned from the course.

讀書報告必須表現出對被評論書籍內容的充分掌握，並對之作出公正、小心、批判性和有建設性的討論。

4. Final Essay 學期論文 45% of final grade

This assessment is related to Outcome #1.2, 3.1, 3.2 這關連學習成果#1.2, 3.1, 3.2

The essay should be about 15 pages long, and its topic should be in either one of the following areas 文章應長約 15 頁，其主題應屬於以下任一領域：

(1) Apologetical: Offer an answer to a particular challenge to the Christian faith (its theology, or practice) raise from the point of view of Chinese philosophy, religion, or culture in general 護教：從中國哲學、宗教或一般文化的角度，對基督教信仰（其神學或實踐）提出的特定挑戰提供答案。

(2) Historical: Discuss the interactions between Christianity and Chinese culture in a specific historical period, drawing lessons and insights for us today 歷史：討論特定歷史時期中基督教與中國文化之間的互動，為今天的我們吸取教訓和啟示。

(3) Practical: Offer a solution to a particular challenge in church life (church leadership, education, counseling...) that is heavily influenced by the values or practices in Chinese culture 實踐：為教會生活中深受中國文化價值觀或習俗影響的一項挑戰（如教會領導、教育、諮詢等方面）提供解決方案。

The requirements include: 要求包括：

- a. Must include theological or philosophical analyses if the topic is apologetical
護教性題目必須包涵哲學或神學上的討論
- b. Must include analyses of real-life situations if it is a practical topic
實踐性題目必須包含對現實處境的分析

- c. Must apply the concepts and ideas you learned from the course
必須應用一些我們在課堂上學習過的
- d. Must use sources or materials outside of the Required Reading
必須包括「必讀課本和文章」以外的參考資料
- e. Must follow Tyndale's policy on Academic Integrity
必須遵從天道神學院的學術誠信守則
- f. Must follow the *CCST Term Paper & Thesis Style Manual* on stylistic requirements
必須依據加神《研究專文及論文寫作守則》的範式要求

The essay should demonstrate a good grasp of the discussed topic and an ability to handle them carefully and critically, making use of what one has learned from the course. Students should demonstrate adequate skills in essay writing.

論文必須表現出對被討論問題的充分掌握，並對之作出小心、批判性、的討論。學員必須表現出在寫作論文上有足夠的能力。

Assignments will be marked using the Academic Grading System found in the [Academic Calendar](#).

所有功課按天道神學院 [校曆](#) 中的評分標準評估。

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:

Assignments & Evaluation	Percentage of Final Grade
Participation of discussions in class 上課時參與討論	15 %
Group Presentation 小組演示	20 %
Book Report 讀書報告	20 %
Final Essay 學期論文	45 %

G. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

For proper writing and citation style, follow the *CCST Term Paper & Thesis Style Manual* (加神《研究專文及論文寫作守則》), and consult the [tip sheet, “Documenting Chicago Style”](#) (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 from the *Chicago Manual of Style* or reference the [tip sheet, “How to Cite Sources in Theology”](#).

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.

H. 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.

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Date 日期	Lecture 討論題目	Assigned Readings 閱讀	Assignments/Test/Exam
Jan 15	Introduction 引言 Introduction to Theology of Culture 文化神學導論	克拉夫特，第 3, 5, 6 章	
Jan 22	Mission and Culture: Indigenization and Contextualization 宣教與文化：本色化與處境化	莫羅，第 1、5 章 莊祖鯤，第 3 章	
Jan 29	Introduction to Chinese Culture: Sources and Characteristics 中國文化導論：根源與特色	金耀基，第 1 章 杜正勝，第 1-2 章	
Feb 5	Confucianism 儒家	秦家懿、孔漢思, I.1, II.1 溫偉耀 pp.3-52, 89-109	
Feb 12	Taoism: Philosophy and Religion 道家與道教	秦家懿、孔漢思 III.1 溫偉耀 pp.56-69	
Feb 19	Reading Week: No Class 溫習週：無課		
Feb 26	Buddhism I 佛教 I	秦家懿、孔漢思 IV.1 溫偉耀 pp. 70-87	Group Presentation 小組演示
March 5	Buddhism II 佛教 II	王景慶 pp.1-89	Group Presentation 小組演示
March 12	The Three Traditions and Religious Faiths in China 三教與中國人的信仰	溫偉耀 pp.113-179	Group Presentation 小組演示
March 19	Development of Chinese Culture in Modern Times 近代中國文化的發展	殷海光，第 5 章 金耀基，第 4 篇，1-3 章	Book report due 提交書評
March 26	Interactions between Christianity and Chinese Culture I: Ancient to Modern Times 基督教與中國文化的互動 (一)：由古代到現代	梁家麟，第 1、8 章 林榮洪，第四章	
April 2	Interactions between Christianity and Chinese Culture II: F 基督教與中國文化的互動 (二)：由近代到今日北美	梁燕城，pp.2-14 李秋零 莊祖鯤，第 6 章	

April 9	Chinese Culture and Church life 中國文化與教會生活 Conclusion 結論	何友暉， pp. 109-194	
April 17	--	--	Final Essay Due 提交論文

V. SELECTED BIBLIOGRAPHY

See SUPPLEMENTARY /RECOMMENDED READING above

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