Course Number: SAI 322  
Course Title: Christian Archaeology and Religious Sites  
Term: Fall 2015  

Instructor: Rita Sawaya, E: rsawaya@holyapostles.edu  
T: 1 (416) 706-2290

1. COURSE DESCRIPTION

This course examines the role of archaeology and its investigation of sacred art and religious sites in relation to the Christian world. Its main focus is to highlight the nature and function of archaeology as a multidisciplinary discipline and concrete tool that specialists use to attempt to reveal various aspects of the historical and cultural context of the Scriptures and of Christianity, with a focus on sacred arts. In the course of this endeavor, an examination of several religious Christian sites and sacred art artifacts from various epochs will shed different lights on Christianity since its origins until the present times.

2. ENVISIONED LEARNING OUTCOMES

Upon successful completion of this course, students will:

- Demonstrate an understanding of archaeology's purpose, methods, terminology and findings, and develop critical interpretations of Biblical and sacred Christian art artifacts and religious sites.
- Contextualize Biblical chronology and major periods in the greater Near East and Christian presence in time and space based on interpretation of religious sites and sacred art artifacts.
- Demonstrate the ability to articulate major contrasting interpretations of Christian monuments and Sacred Art findings and religious sites.
- Understand the connectivity between archaeology and several related fields in studying Sacred Christian Art artifacts and religious sites.
- Appreciate Christian sacred art and religious sites and monuments as a valuable heritage and understand the importance of its preservation for posterity.

3. COURSE SCHEDULE

Week 1: Introduction: Archaeology

(In this first lecture will shed a light on Archaeology, its definition, a brief history of its evolution, its methods, sub-disciplines, related fields and disciplines. It will also explain what is meant by “Christian Archaeology”)

Note: For students with time constraints who are not able to attend live lectures the readings / multimedia resources and lesson notes (as applicable) will suffice to understand the topics of the corresponding week. Please feel free to email your professor should you have any course-related questions or require any clarifications.

Readings / Multimedia Review: List posted weekly on Populi.

Assignments

1. Post a brief introduction about yourself in the Discussion area.
2. Attend and participate in online live lecture.
4. Complete Week 1 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.
Week 2: Christian Archaeology (Part One)
Readings / Multimedia Review: List posted weekly on Populi.
Assignments
2. Attend and participate in online live lecture and Week 2 topics discussion.
3. Complete Week 2 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 3: Christian Archaeology (Part Two)
Readings / Multimedia Review: List posted weekly on Populi.
Assignments
2. Attend and participate in online live lecture and Week 3 topics discussion.
3. Complete Week 3 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 4: Christian Heritage and Religious Sites
Assignments
2. Attend and participate in online live lecture and Week 4 topics discussion.
3. Complete Week 4 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 5: Religious Sites and Sacred Art Artifacts
Notes: As of week six students will explore selected archaeological/heritage/religious sites and related Sacred Art topics as tangible evidence and tools that shed a light on ancient and more recent realities about the Christianity since its origins.
Assignments
2. Attend and participate in online live lecture and Week 5 topics discussion.
3. Complete Week 5 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 6: The Holy Land (Part One): From Jericho to the Dead Sea
Assignments
2. Attend and participate in online live lecture and Week 6 topics discussion.
3. Complete Week 6 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 7: The Holy Land (Part Two): From Masada to the Dead Sea
Assignments
2. Attend and participate in online live lecture and Week 7 topics discussion.
3. Complete Week 7 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 8: The Holy Land (Part Three): From Capernaum to Arimathea
Assignments
2. Attend and participate in online live lecture and Week 8 topics discussion.
3. Complete Week 8 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

Week 9: Other Biblical Sites: Ancient Near East
2. Attend and participate in online live lecture and Week 9 topics discussion.
3. Complete Week 9 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

**Week 10: Paleo-Christian Sites**
2. Attend and participate in online live lecture and Week 10 topics discussion.
3. Complete Week 10 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

**Week 11: Medieval Sites**
2. Attend and participate in online live lecture and Week 11 topics discussion.
3. Complete Week 11 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

**Week 12: Renaissance Sites**
2. Attend and participate in online live lecture and Week 12 topics discussion.
3. Complete Week 12 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

**Week 13: Age of the Enlightenment**
2. Attend and participate in online live lecture and Week 13 topics discussion.
3. Complete Week 13 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

**Week 14: Modern Sites**
2. Attend and participate in online live lecture and Week 13 topics discussion.
3. Complete Week 13 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

**Week 15: Contemporary Sites**
2. Attend and participate in online live lecture and Week 15 topics discussion.
3. Complete Week 15 assignment Questions and post on Discussion Board. Discuss week’s topics with peers.

4. **COURSE REQUIREMENTS**
   - Discussion Postings – 25%
   - Weekly Assignments – 45%
   - Final Exam – 40%

**Final Exam**: The final exam will be comprehensive. It covers all the course material. The format will include: (1) matching, (2) multiple choice, (3) short answer, (4) a choice of two or three essay questions. Grades will be assigned as per the grading scale posted below (cf. p. 4 infra). Logistic details TBD.

**Citations in Discussion Posts**
NOTE: For the purposes of the Discussions in Populi, please do provide a full footnote for sources at the end of your post. You will have to type a special character (^) at the beginning and end of your numbers to make a superscript in Populi, e.g. ^1^, ^2^, etc. Use the special characters for superscript also in your footnote.

Example Footnote


Also, to bold, italicize, or underline words in Populi, please refer to the “Formatting Guide” located below all discussion/comment fields in Populi.

5. REQUIRED READINGS and RESOURCES:

- Assigned Readings / Multimedia Review Posted on Populi weekly.

6. SUGGESTED READINGS and RESOURCES:

- E-books:
  - General Books on Archaeology & Biblical Archaeology
  - Biblical Atlases:

- Websites:
  - Archaeological Institute of America (AIA): [https://www.archaeological.org](https://www.archaeological.org)
  - Biblical Archaeology Society: [http://www.biblicalarchaeology.org](http://www.biblicalarchaeology.org)
  - BibleGateway: [https://www.biblegateway.com](https://www.biblegateway.com) (It provides a helpful online Biblical reference that includes the Catholic Douay-Rheims translation amongst several others.)

7. EVALUATION

(Basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below). Students who have difficulty with research and composition are encouraged to pursue assistance with the Online Writing Lab (available at [http://www.holyapostles.edu/owl](http://www.holyapostles.edu/owl)).

GRADING SCALE:

A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73 D 60-69; F 59 and below

<table>
<thead>
<tr>
<th>Grading Rubric for the Major Papers and Discussion Board (DB) Postings</th>
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<tbody>
<tr>
<td>0 pts. – Paper 0 pts. – DB Posting;</td>
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CONTENT
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<tr>
<th><strong>Absence of Understanding</strong></th>
<th><strong>Lack of Understanding</strong></th>
<th><strong>Inadequate understanding</strong></th>
<th><strong>Adequate understanding</strong></th>
<th><strong>Solid Understanding</strong></th>
<th><strong>Insightful understanding</strong></th>
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<tbody>
<tr>
<td>Analysis shows no awareness of the discipline or its methodologies as they relate to the topics.</td>
<td>Analysis seems to misunderstand some basic concepts of the discipline or lacks ability to articulate them.</td>
<td>Analysis is sometimes unclear in understanding or articulating concepts of the discipline.</td>
<td>Analysis demonstrates an understanding of basic concepts of the discipline but could express them with greater clarity.</td>
<td>Analysis demonstrates a clear understanding and articulation of concepts with some sense of their wider implications.</td>
<td>Analysis clearly demonstrates an understanding and articulation of concepts of the discipline as they relate to the topics; highlights connections to other concepts; integrates concepts into wider contexts.</td>
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<tr>
<th><strong>RESEARCH</strong></th>
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<tr>
<td><strong>Missing Research</strong></td>
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<tr>
<td>Paper shows no evidence of research: citation of sources missing.</td>
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<tr>
<td><strong>Inadequate research and/or documentation</strong></td>
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<tr>
<td>Over-reliance on few sources; spotty documentation of facts in text; pattern of citation errors.</td>
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<tr>
<td><strong>Weak research and/or documentation</strong></td>
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<tr>
<td>Inadequate number or quality of sources; many facts not referenced; several errors in citation format.</td>
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<tr>
<td><strong>Adequate research and documentation but needs improvement</strong></td>
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<tr>
<td>Good choice of sources but could be improved with some additions or better selection; did not always cite sources; too many citation errors.</td>
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<tr>
<td><strong>Solid research and documentation</strong></td>
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<td>A number of relevant scholarly sources revealing solid research; sources appropriately referenced in paper; only a few minor citation errors.</td>
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<tr>
<td><strong>Excellent critical research and documentation</strong></td>
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<td>Critically selected and relevant scholarly sources demonstrating extensive, in-depth research; sources skilfully incorporated into paper at all necessary points; all citations follow standard bibliographic format.</td>
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<tr>
<th><strong>WRITING &amp; EXPRESSION</strong></th>
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<tr>
<td><strong>Incomplete writing</strong></td>
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<tr>
<td>Analysis is only partially written or completely misses the topics.</td>
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<tr>
<td><strong>Writing difficult to understand, serious improvement needed</strong></td>
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<tr>
<td>Analysis fails to address the topics; confusing organization or development; little elaboration of position; insufficient control of sentence structure and vocabulary; unacceptable number of errors in grammar, mechanics, and usage.</td>
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<tr>
<td><strong>Episodic writing, a mix of strengths and weaknesses.</strong></td>
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<tr>
<td>Analysis noticeably neglects or misinterprets the topics; simplistic or repetitive treatment, only partially-intern alized; weak organization and development, some meandering; simple sentences, below-level diction; distracting errors in grammar, mechanics, and usage.</td>
</tr>
<tr>
<td><strong>Acceptable writing, but could use some sharpening of skill</strong></td>
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<tr>
<td>Analysis is an uneven response to parts of the topics; somewhat conventional treatment; satisfactory organization, but more development needed; adequate syntax and diction, but could use more vigor; overall control of grammar, mechanics, and usage, but some errors.</td>
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<tr>
<td><strong>Solid writing, with something interesting to say.</strong></td>
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<td>Analysis is an adequate response to the topics; some depth and complexity in treatment; persuasive organization and development, with suitable reasons and examples; level-appropriate syntax and diction; mastery of grammar, mechanics, and usage, with hardly any error.</td>
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<tr>
<td><strong>Command-level writing, making a clear impression</strong></td>
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<tr>
<td>Analysis is a thorough response to the topics; thoughtful and insightful examination of issues; compelling organization and development; superior syntax and diction; error-free grammar, mechanics, and usage.</td>
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| **COMMUNITY INTERACTION (50-word response)** |
|---|---|---|---|---|---|
| **Inadequate response** | **Poor response** | **Weak response** | **Acceptable response** | **Individually-conscious contributory response** | **Community-conscious contributory response** |
| Response merely provides laudatory encouragement for original post, e.g., “Excellent post! You” | Response misses the point of the original posting. | Response summarizes original posting to which it responds. | Response makes a contribution to the posting to which it responds. | Response makes a contribution to the posting to which it responds. | Response makes a contribution to the learning community. |
8. ACADEMIC HONESTY POLICY

Students at Holy Apostles College & Seminary are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. At this stage in your academic career, you should be fully conscious of what it means to plagiarize. This is an inherently unethical activity because it entails the uncredited use of someone else's expression of ideas for another's personal advancement; that is, it entails the use of a person merely as a means to another person's ends.

Students, where applicable:

● Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.

● Students should not copy more than two paragraphs from any source as a major component of papers or projects and should cite sources used.

● Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

● Should follow the Holy Apostles College & Seminary Stylesheet (available on the Online Writing Lab's website at http://www.holyapostles.edu/owl/resources).

Consequences of Academic Dishonesty:

Because of the nature of this class, academic dishonesty is taken very seriously. Students participating in academic dishonesty may be removed from the course and from the program.

9. ATTENDANCE POLICY

Even though you are not required to be logged in at any precise time or day, you are expected to login several times during each week. Because this class is being taught entirely in a technology-mediated forum, it is important to actively participate each week in the course. In a traditional classroom setting for a 3-credit course, students would be required to be in class 3 hours a week and prepare for class discussions 4.5 hours a week. Expect to devote at least 7 quality hours a week to this course. A failure on the student's part to actively participate in the life of the course may result in a reduction of the final grade.

10. INCOMPLETE POLICY

An Incomplete is a temporary grade assigned at the discretion of the faculty member. It is typically allowed in situations in which the student has satisfactorily completed major components of the course and has the ability to finish the remaining work without re-enrolling, but has encountered extenuating circumstances, such as illness, that prevent his or her doing so prior to the last day of class.

To request an incomplete, distance-learning students must first download a copy of the Incomplete Request Form. This document is located within the Shared folder of the Files tab in Populi. Secondly, students must fill in any necessary information directly within the PDF document. Lastly, students must send their form to their professor via email for approval. “Approval” should be understood as the professor responding to the student's email in favor of granting the “Incomplete” status of the student.

Students receiving an Incomplete must submit the missing course work by the end of the sixth week following the semester in which they were enrolled. An incomplete grade (I) automatically turns into the grade of “F” if the course work is not completed.

Students who have completed little or no work are ineligible for an incomplete. Students who feel they are in danger of failing the course due to an inability to complete course assignments should withdraw from the course.

A “W” (Withdrawal) will appear on the student's permanent record for any course dropped after the end of the first week of a semester to the end of the third week. A "WF" (Withdrawal/Fail) will appear on the student's permanent record for any
course dropped after the end of the **third** week of a semester and on or before the Friday before the last week of the semester.

11. **ABOUT YOUR PROFESSOR**

Rita Sawaya, MA, is currently a lecturer at the Sacred Art Institute Enders Island. She holds a Master of Advanced Studies degree in Sacred Art from the Institute of Sacred Art - Pontifical Theological Faculty at the University of the Holy Spirit (USEK) where she also taught several subjects, and a B.A. and Licentiate of Education in Arts and Archaeology from the Lebanese University, along with a number of certifications in the fields of communications & public relations, conflict transformation & peace-building, human rights and business. She previously taught several university level courses related to sacred art and archaeology at the University of the Holy Spirit and at the Antonine University. Rita currently lives in Canada, where she previously served at Salt and Light Television and Media Foundation - Toronto as News Anchor, Assistant Producer, Television Shows & Live events Co-Host, as well as Journalist, Reporter, Blogger, and multi-lingual Translator. She also served as Policy Advisor within the Government of Ontario. She has broad based international experience in several areas including and not limited to culture and heritage management and preservation, human and humanitarian rights with a focus on women’s, children’s and environmental rights, and cultural and religious tourism.