

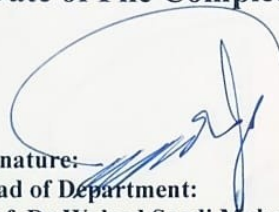
**Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Directorate
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**

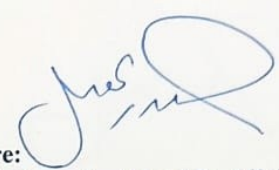


**Academic Program and Course
Description Guide for the
Academic Year ٢٠٢٥-٢٠٢٦
University of Al-Qadisiyah -
College of Archaeology -
Department of Archaeology**

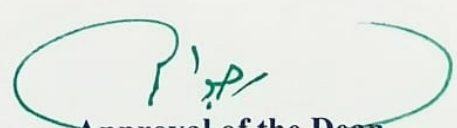
Academic Program Description Form

- University Name: University of Al-Qadisiyah
- College / Institute: College of Archaeology
- Department: Department of Archaeology
- Academic or Professional Program Name: Bachelor in Ancient Archaeology
- Final Degree Title: Bachelor (B.A.) in Archaeology
- Academic System: Annual System
- Date of Description Preparation: September 1, 2025
- Date of File Completion: October 1, 2025

Signature: 
Head of Department:
Prof. Dr. Waleed Saadi Mohammed
Date: 11/10/2025

Signature: 
Associate Dean for Scientific Affairs:
Asst. Prof. Dr. Hayder Aqeel Abed
Date: 11/10/2025

The file Reviewed by
Quality Assurance and University Performance Division
Head of Quality Assurance and University Performance Division:
Asst. Prof. Dr. Furqan Alaa Al-din Badr
Date:
Signature:


Approval of the Dean
Prof. Dr. Rajwan Faisal Al-Mayali
2025/10/1

١. Program Vision

To achieve leadership and excellence in academia and research within the field of ancient and Islamic archaeological studies at both local and regional levels. The program aims to contribute effectively to exploring, protecting, and sustaining human cultural heritage for future generations. It strives to diligently apply the latest rigorous scientific methodologies in archaeology, harnessing this specialization to serve the community and the nation. Furthermore, it seeks excellence in disseminating knowledge within the field of archaeology, while fostering an optimal environment for faculty and students to attain top-tier performance levels.

٢. Program Mission

To deliver outstanding academic education and rigorous scientific research in the fields of ancient and Islamic archaeology, and to prepare specialized national cadres who are scientifically and field-qualified to excavate, conserve, and manage antiquities. The program exerts every effort to cultivate students' scientific and cognitive abilities, while developing their talents, skills, and potential to contribute to community development and societal progress. Furthermore, it focuses on the proper development of graduates, ensuring they acquire the scientific, professional, and ethical expertise necessary to secure excellent opportunities locally, regionally, and globally, thereby meeting labor market demands. This is coupled with fostering community awareness regarding the vital importance of preserving cultural identity and human heritage, alongside updating and disseminating knowledge in the field of archaeology

٣. Program Objectives

- ١- To educate the community on the vital importance of Iraqi antiquities, highlighting them as the definitive identity of the nation and its human heritage since ancient times
- ٢- To prepare and qualify scientific personnel equipped to work effectively within archaeological institutions and museums.
- ٣- To engage faculty members and students with local and foreign excavation missions to gain practical experience in archaeological fieldwork.
- ٤- To train specialists in conservation and restoration, aiming to elevate the critical state of Iraq's antiquities through highly competent and qualified professionals.
- ٥- To provide specialized scientific consultations on archaeological matters to state institutions and sectors, fostering the advancement of the country's cultural reality.
- ٦- To deliver specialized studies and research within the field of archaeology.

Program Accreditation .٤

Preparations are underway to apply for the academic program accreditation for scientific departments, issued by the Ministry of Higher Education and Scientific Research.

٥. Other External Influences

There are no other external influences impacting the program at the present time.

٦. Program Structure

Institution Requirements	Number of Courses	Credit Hour	Percentage	Remarks
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Program Structure Table		credit hours for each branch ١٩٠		Core Course
College Requirements	١٠٤			
Department Requirements	yes			
Summer Training	yes			
Others	None			

٧. Program Specification

"Curriculum for Undergraduate Students for the Academic Year ٢٠٢٥-٢٠٢٦"

– Second Year - First and Second Semesters

Second Year- First Semester		Second Year- Second Semesters		
No.	First Semester	Credit Hours	Second Semester	Credit Hours
١	Sumerian Language (The Verbal Sentence)	٢	Sumerian Language (Grammatical Applications)	٢
٢	Akkadian Language (The Verb)	٢	Akkadian Language (Grammatical Applications)	٢

٣	Origins of Civilization	٢	Mesopotamian Civilization	٢
٤	Mesopotamian Arts (From the Stone Ages to the End of the Third Millennium BCE)	٣	Mesopotamian Arts (From the Old Babylonian Period to the End of the Sasanian Period)	٣
٥	Ancient Sites and Cities	٢	Islamic Sites and Cities	٢
٦	Anthropology	٢	Geology	٢
٧	Arabic and Islamic Arts	٣	Arabic and Islamic Architecture	٣
٨	Introduction to Semitic Languages	٢	English Language	٢
٩	Tangible and Intangible Heritage	٢	Archaeological Tourism	٢
١٠	Crimes of the Ba'ath Party	٢	Arabic Language	٢
١١			Computer Science	٢
	Total Credit Hours	٢٢	Total Credit Hours	٢٢

– **Third Year / Ancient Archaeology Branch - First and Second Semesters**

No.	First Semester	Credit Hours	Second Semester	Credit Hours
١	Sumerian Texts (Economic and Historical)	٣	Old Babylonian Texts (Legal and Letters)	٣
٢	Archaeology of the Near East (Iran)	٣	Archaeology of the Near East (Anatolia)	٣

٣	Archaeology of Iraq Under Occupation (Achaemenid and Seleucid Periods)	٢	Archaeology of Iraq Under Occupation (Parthian and Sasanian Periods)	٢
٤	Prehistoric Periods in Iraq	٢	Prehistoric Periods in the Near East	٢
٥	Geoarchaeology	٢	Scientific Research Methodology and Teaching Methods	٢
٦	Conservation and Restoration (Building Conservation)	٣	Conservation and Restoration (Conservation of Archaeological Artifacts)	٣
٧	Surveying and Engineering Drawing	٣	Archaeological Survey and Geographic Information Systems (GIS)	٣
٨	Cuneiform Copying of Sumerian Texts	٢	English Language	٢
Total Credit Hours		٢٠	Total Credit Hours	٢٠

– **Fourth Year\ Old Syllabus \ First Semester- Second Semester**

First Semester		Second Semester		
No.	First Semester	Credit Hours	Second Semester	Credit Hours
١	Archaeological Excavation Methods (Techniques)	٣	Archaeological Excavation Methods (Applications)	٣

٢	Historical Geography of Mesopotamia	٣	Pottery (Figurines and Tablets)	٣
٣	Sumerian Language (Readings)	٢	Akkadian Language (Readings)	٢
٤	Architecture and Art in Ancient Arabia and the	٢	Civilizations of Ancient Arabia and the Arabian Gulf	٢
٥	Antiquities of Ancient Egypt	٢	Greco-Roman Antiquities	٢
٦	Archaeological Tourism	٢	Archaeological Cities and Sites	٢
٧	Professional Ethics	٢	Archaeological Documentation	٢
٨	English Language	٢	English Language	٢
٩	Graduation Research	٢	Graduation Research	٢
Total Credit Hours		٢٠	Total Credit Hours	٢٠

٨. Program Expected Learning Outcomes

Knowledge

- ١- Knowledge of concepts, facts, and theories in archaeological studies.
- ٢- Clarity of the educational program in terms of interpretation,

deduction, and inference.

- ٢- Knowledge of the earliest civilizations, including their origin and development (historically, artistically, and architecturally).
- ٤- Analyzing, interpreting, applying, exploring, and evaluating archaeological cognitive concepts in light of archaeological and historical discoveries and evidence at local and regional levels.

Skills

- ١- Training in archaeological excavations.
- ٢- Acquiring surveying and engineering drawing skills.
- ٣- Training in conservation and restoration.
- ٤- Understanding museum management requirements.
- ٥- Understanding museum management requirements.

Values

- ١- Equipping students with scientific thinking skills in archaeological knowledge.
- ٢- Equipping students with archaeological excavation skills using modern scientific and technological methods.
- ٣- Providing students with the foundational knowledge required to recognize the heritage of Mesopotamia in particular, and the world in general.
- ٤- Equipping students with the skills for the conservation, preservation, and museum curation of archaeological artifacts.

٩. Teaching and Learning Strategies

- ١- Delivering in-person, live online, and recorded video lectures.
- ٢- Utilizing data projectors (Data Show) in delivering lectures.
- ٣- Training students during practical lectures on preparing clay tablets and inscribing cuneiform signs on them.
- ٤- Employing constructive scientific discussion and dialogue approaches.
- ٥- Assessment through quizzes, monthly exams, and final annual examinations.

- ٦- Training students through field visits to archaeological sites to observe excavation works.
- ٧- Training students through practical lectures on engineering drawing and surveying.
- ٨- Providing detailed explanations of the academic scientific material to students.
- ٩- Engaging in discussions and dialogues regarding course syllabus topics.

١٠. Assessment Methods

- ١- Student commitment to daily lecture attendance.
- ٢- Midterm / Semester examinations.
- ٣- Monthly exams.
- ٤- Daily quizzes.
- ٥- Reports and research papers assigned by instructors as student activities.
- ٦- Graduation research / projects.

١١. Academic Staff

t	Teaching Name	General Specialization	Specific Specialization	Certification	Scientific Title
١	Abbas Ali Abbas	Ancient History	Ancient Civilization	PhD	Professor
٢	Shaimaa Jasim	Archaeology	Islamic	PhD	Professor

	Hussein		Archaeology		
٣	Ali Kadhim Abbas	Archaeology	Islamic Archaeology	PhD	Professor
٤	Raid Abbas Fadhil	History	Modern History	PhD	Professor
٥	Waleed Saadi Mohammed	Archaeology	Ancient Archaeology	PhD	Professor
٦	Rajwan Faisal Ghazi	Archaeology	Islamic Archaeology	PhD	Professor
٧	Lateef Tayeh Hasoon	Archaeology	Islamic Archaeology	PhD	Professor
٨	Jafar Hamza Abdul-Hussein	Science	Geology	PhD	Professor
٩	Furqan Alaa Al-Din Badr	Archaeology	Ancient Archaeology	PhD	Assistant Professor
١٠	Mahmoud Hamza Razzouqi	History	Pre-Islamic Arab History	PhD	Assistant Professor
١١	Ibtihal Abid Ali Farhan	Geography	Geographical Thought	PhD	Assistant Professor
١٢	Abdul-Amir Abu Shnein	Archaeology	Ancient Archaeology	Master	Assistant Professor

	Jarallah				
١٣	Thamer Aliwi Toama	Archaeology	Islamic Archaeology	Master	Assistant Lecturer
١٤	Jasim Mohammed Mustafa	History		Master	Assistant Lecturer
١٥	Alaa Ahmed Abdul-Hussein	English	Literature	Master	Lecturer
١٦	Ahmed Hadi Jassim	Arabic Language	Phonetics	Master	Lecturer
١٧	Ashwaq Kadhim Sakab	Arabic Language	Linguistics	Master	Lecturer
١٨	Salah Mahdi Khtheith	Quranic Sciences	Hadith Sciences	Master	Lecturer
١٩	Manal Allawi Fleih	Sociology	Sociology of Knowledge	Master	Lecturer
٢٠	Alaa Rashid Neama	Geography	Hydrology	Master	Lecturer
٢١	Fatima Talal Razzaq	Archaeology	Ancient Archaeology	Master	Lecturer
٢٢	Hasanain Yahya Abbas	Law		Master	Lecturer

٢٣	Hala Hassan Hadi	Archaeology	Ancient Archaeology	Master	Lecturer
٢٤	Muna Makki Ukab	Archaeology	Ancient Archaeology	Master	Lecturer
٢٥	Ikram Hussein Khafeef	Mathematics	Applied Mathematics	Master	Lecturer
٢٦	Fawzia Jasoom Kadhim	Accounting		Master	Lecturer
٢٧	Ali Faisal Hussein	Physical Education	Specify Fine Specialization	Master	Lecturer
٢٨	Hussein Kadhim Bandar	Computer Science		Master	Lecturer

Professional Development

Orientation for New Faculty Members

- ١- Training courses on computer software applications.
- ٢- Cooperation programs with foreign entities (institutions, universities, institutes, and workshops).
- ٣- Continuous education courses.
- ٤- Training and capacity-building courses in multiple fields (GIS, GPS, GPR, antiquities conservation and preservation, manuscripts, museum management and rehabilitation).

Faculty Professional Development

- ١- Training courses on computer software applications.
- ٢- Cooperation programs with foreign entities (institutions, universities, institutes, and workshops).
- ٣- Continuous education courses.
- ٤- Training and capacity-building courses in multiple fields (GIS, GPS, GPR, antiquities conservation and preservation, manuscripts, museum management and rehabilitation).

١٢. Admission Criteria

- ١- Central Admission.
- ٢- Direct application to the college upon obtaining the High School Certificate (Preparatory School Certificate), including Scientific, Literary, and Fine Arts branches.
- ٣- Students are distributed equally between the two departments, taking into consideration the student's GPA (grade average) and preference.

١٣. Main Information Sources about the Program

- ١. Academic literature.
- ٢. Scientific research and publications.
- ٣. Academic and professional experts.
- ٤. Various evaluation and assessment lists.

١٤. Program Development Plan

- ١- Developing annual curricula in cooperation with the Ministry and the Sectoral Committee.
- ٢- Establishing postgraduate studies (Master's and Ph.D. programs).
- ٣- Enhancing the department's academic standing by improving educational learning outcomes.
- ٤- Developing operational workflows and institutional efficiency.
- ٥- Developing and continuously updating cognitive course materials to achieve student excellence.

- ٦- Teamwork: Working actively and effectively within groups.
- ٧- Time Management: Managing time effectively, prioritizing tasks, and working organizationally under deadlines.
- ٨- Preparing scientific research and reports to analyze and critique events.

Course description :

١. name The decision
The origin of civilization
٢. code The decision
A ٢ C١ O C
٣. the chapter / year
first semester/ Second Year ٢٠٢٥-٢٠٢٦
٤. date numbers this Description
١٧/٩/٢٠٢٥
٥. Available attendance forms
Attend personally
٦. Number of study hours (total) / Number of units (total)
٣٠ hours / ٣ units
٧. Name of the course administrator (if more than one name is mentioned)
Name: M D Mahmoud Hamza Rizouqi Email :
٨. Course objectives
Subject objectives : It is prepared study pedigreed Civilization from Most important Studies in understand nature Events Historical For the nations Previous Dialogue and discussion strategy Also relying on the story strategy
٩. Teaching and learning strategies
Strategy

١٠. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
		١- The concept of the origin of civilization	Enable researcher in understand nature Evolution Conflicts that It arrived To Nations Previous	٢	١
				٢	٢
				٢	٣
		٢- The beginning of studying the origin of civilization		٢	٤
				٢	٥
				٢	٦
				٢	٧
		٣- Scientists of the origin of civilization		٢	٧
				٢	٨
				٢	٩
		٤- The origin of the Sumerian civilization			١٠
					١١
					١٢
		٥- The origin of Persian civilization			١٣
					١٤
					١٥
		٦- The origin of Roman civilization			
		٧- The origin of Egyptian civilization			
		٨- The origin of the Mongolian civilization			
		٩- The origin of Byzantine civilization			
		١٠- The origin of Arab civilization			
١١. ٢١٠ Course Evaluation					
distribution Degree from ١٠٠ on according to Tasks The person in charge With it The student like					

Preparation Daily And exams Daily and oral And monthly and editorial and reports etc.

١٢. Learning and teaching resources

	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

١. Course Name:

Anthropology

٢. Course Code:

A ١ C ١ A

٣. Semester / Year:

first semester /Second Year/2025-2026

٤. Description Preparation Date:

١٧/٩/٢٠٢٥

٥. Available Attendance Forms:

Attend personally

٦. Number of Credit Hours (Total) / Number of Units (Total) ٣٠

٣٠/٢

٧. Course administrator's name (mention all, if more than one name)

Name: Prof. Dr. Ibtihal Abid Ali Farhan

٨. Course Objectives

Course Objectives

- The topics and vocabulary contained in anthropology are of interest to the student in archaeology, and their vocabulary helps the archaeologist perform his work.
- Identifying the scientific heritage, classifications, and stages that civilization passed through.
- Identify the concept of anthropology and its relationship with other sciences, especially its relationship with archaeology and the stages of human development and emergence.

٩. Teaching and Learning Strategies

Strategy

The lecture method is used to clarify the material, giving examples, with student

participating in explaining some of the concepts and duties they are assigned from the previous lecture, using electronic methods such as presentations, and using teaching aids that are appropriate to the topic of the lecture.

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	٢	Getting to know the concept of anthropology,	the concept of anthropology	giving the lecture, then asking questions to the students to brainstorm to determine their understanding and preparation of the material	Oral participation in explaining the lesson
The second	٢	Identifying the relationship of anthropology to other sciences, and in particular its relationship to archaeology.	The relationship of anthropology to other sciences	=	=
Third	٢	Identify the basic branches of anthropology	Branches of Anthropology	=	=
Fourth	٢	Identify the trends followed by	trends in the study of anthropology	=	=

		anthropology students in their studies			
Fifth	۲	Introducing the theories that talked about the origin of man on Earth	the origin of man	=	=
Sixth	۲	Identify the stages of human development	human evolution	=	=
Seventh	۲	Identify the foundations adopted by researchers to develop a classification of human breeds	human breeds	=	=
Eighth	۲	Identify the classification of human breeds	Classification of human breeds	=	=
Eleventh	۲	Identify the concept of culture	the concept of culture	=	=
The twelfth	۲	on what culture consists of	components of culture	=	=
Thirteenth	۲	Identifying one of the stages of human civilizational development	civilizational history (the earliest Stone Age)	=	=
Fourteenth	۲	Identifying one of the stages of human civilizational	civilizational history (the Middle Stone Age)	=	=

		development			
Fifteenth	٢	Identifying one of the stages of human civilizational development	civilizational history (Late Stone Age)	=	=

١١. Course Evaluation

A monthly exam for two months each month (15 marks), an activity report for each month (4 marks), one mark for each month, an evaluation of participation and explanation of the lecture in the classroom in order to complete a semester quest (40 marks), and a written end-of-course exam (60 marks).

١٢. Learning and Teaching Resources

Required textbooks (curricular books any)

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Main references (sources)

- ١- Qais Al-Nouri, Introduction to Anthropology, Roya Publishing and Distribution, ٢٠٢٠.
- ٢- Muhammad Riyad, Al-Insan, Al-Hindawi Foundation for Education and Culture, ٢٠١٤.
- ٣- Issa Al-Shamas, Introduction to Anthropology, Arab Writers Union, ٢٠٠٤.
- ٤- Shaker Mustafa Selim, Anthropology Dictionary, Kuwait University, ١٩٨١.
- ٥- Julius Labs, The Origin of Things, The Beginnings of Culture, edited by Kamel Ismail, Al-Mada, 2004.
- ٦- Farouk Mustafa Ismail, Cultural Anthropology, Egyptian General Authority in Alexandria, 1980.
- ٧- Peter Farb, The Sons of Man, published by Zuhair Al-Karmi, The World of Knowledge, ١٩٨٣.
- ٨- Hassan Shehata Saafan, Anthropology, Al-Irfan Library, ١٩٦٦.

Recommended books and references (scientific journals, reports...)

a group of miscellaneous sub-sources in Arabic and English

Electronic References, Websites

Among the most important electronic references are:

-١

<https://ar.wikipedia.org/wiki/%D8%A7%D9%84%D8%B5%D9%81%D8%AD%D8%A9%D8%A7%D9%84%D8%B1%D8%A6%D9%8A%D8%B3%D9%8A%D8%A9>

٢- <https://scholar.google.com/>

٣- <https://archive.org/details/texts>

١. Name of Rapporteur:					
Arab Islamic Arts					
٢. Symbol of decision					
٣. Chapter/year:					
First Semester / Second Year ٢٠٢٥-٢٠٢٦					
٤. Date of preparation of this description:					
١٧/٩/٢٠٢٥					
٥. Forms of presence available:					
Personal or electronic					
٦. Number of hours (total)/ number of units (total)					
٣/٣					
٧. Name of the course administrator (if more than one name is mentioned)					
Name: Prof. Dr. Lateef Tayeeh Hasoon Lateef.hasson@qu.edu.iq					
٨. Objectives of the decision					
١- clarifying the most important Islamic decorative arts used by humans in antiquity, and by Arabs in particular before Islam, while explaining the methods followed in producing these diverse arts ٢- Identifying the key production centers of decorative arts across different historical eras					Objective of the study material
٩. Teaching and learning strategies					
١- Cooperative Learning ٢- Brainstorming ٣- Observation Chain					Strategies
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews	١. Office	١- Introduction to Decorative Arts + Wood Carving in the Umayyad Period ٢- Wood Carving in the Abbasid and Ayyubid Periods ٣- Wood Carving in the Mamluk Period + in Andalusia and the Maghreb	Ability to use survey equipment and tools	١ ٢ ٣ ٤ ٥ ٦ ٧ ٨	

		٤- Mosaics Before the Islamic Era, the Prophetic Era + the Umayyad Period ٥- Mosaics in the Abbasid Period + Mosaics in Andalusia and the Maghreb ٦- Stone and Stucco Carving in the Dawn of Islam + the Umayyad and Abbasid Periods ٧- Stone and Stucco Carving in the Fatimid, Ayyubid + Andalusia and the Maghreb Periods ٨- Jewelry in the Pre-Islamic Era + the Dawn of Islam ٩- Jewelry in the Umayyad Period + Jewelry in the Abbasid Period ١٠- Definition of Glass + Theories on its Place of Origin + Methods of its Manufacture ١١- Glass Artifacts in the Umayyad Period ١٢- Glass Artifacts in the Abbasid Period ١٣- Weapons Before Islam + the Prophetic Era + the Rashidun Era ١٤- Weapons in the Umayyad, Abbasid, Mongol + Ottoman Periods ١٥- Comprehensive Course Review		٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥
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١١. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

١٢. Sources of learning and teaching

- Textbook: Arab-Islamic Decorative Arts	Required books (methodology, if any)
	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

١٣. Course Name:

Computer	
١٤.	Course Code:
٢ Ar ٢١١	
١٥.	Semester / Year:
second Semester	
١٦.	Description Preparation Date:
٢٠٢٦/٦٧/٣٠	
١٧.	Available Attendance Forms:
١٨.	Number of Credit Hours (Total) / Number of Units (Total)
٣٠	
١٩.	Course administrator's name (mention all, if more than one name)
Name: Hussein kadhem bander Email: hussein.kadhim@qu.edu.iq	
٢٠.	Course Objectives
Course Objectives	• Teaching the student to be familiar with the basic rules for dealing with the computer and its management to help him in completing projects, printing matters, preparing statistics and graphs, creating presentations, designing engineering plans, etc. • The emergence of the Internet as a means of communication available to everyone has made it very necessary for the student to learn to use the computer due to the role of Internet in many fields, including education, scientific research, commerce, and marketing through electronic correspondence, web pages, and electronic conversation.
٢١.	Teaching and Learning Strategies
Strategies	The theoretical method and explanation by presenting the material in the form of

of a program

Point Power in the form of charts and pictures, in order to attract the student attention and help him not to feel bored.

The practical method is represented by applying what was presented on the computer and conducting daily and monthly exams.

٢٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	١	What is network? , Basic of network components	Security and network	Theoretic	Daily Tests
Second	١	Components of network security	Security and network	Theoretic	Daily Tests
Third		Concepts of electronics banking services this include online banking: ATM and debit card services , phone banking,sms banking,electronic alter, mobile banking	E -commerce	Theoretic	Daily Tests
Fourth	٣	Identifying and solving common hardware and software problems that computer users encounters.	Computer troubleshooting	Theoretic and practical	Daily Tests
Fifth	٣	Basics troubleshooting techniques and tools for diagnosing and	Comp	Theoretic and practical	Daily Tests

Sixth	\	resolving issues Definition of AI, history of AI, techniques and approaches	uter troubleshooting	Theoretic	Daily Tests
Sevent	\	Key characteristics of AI ,benefits of AI, challenges and ethical considerations	Introduction to AI	Theoretic	Daily Tests Daily Tests
Eighth	\	A driven-mobile technologies, virtual assistants(siri, google assistants. Alexa	Introduction to AI	Theoretic	Daily Tests
Ninth	\	Adaptive learning ,real time translation services,	The role of AI in modern smartphones	Theoretical	Daily Tests
Tenth	\	Overview of AI applications in various industries ,education and healthcare.	The role of AI in modern smartphones	Theoretical	Daily Tests
Eleven	\	Transportation ,marketing and advertising	Applications and tools of AI	Theoretical	Daily Tests Daily Tests
	\	Finance ,robortics and automation technologies.			Daily Tests
Twelft	\	How AI affects social, AI and international relations, AI and the future and humanity.	Applications and tools of AI	Theoretical	
Thirtee h	\	AI ethics, privacy and surveillance Future trends in	Applications and tools of AI	Theoretical	Daily Tests

Fourth	1	AI, Recent research and emerging technologies	AI and society Ethical challenges in AI The future of AI		Daily Tests
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٢٣. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٤. Learning and Teaching Resources

Required textbooks (curricular books, any)	- الخضر علي الخضر بحث, "اساسيات الحاسوب" ٢٠١٦ - an Evans, Kendall Martin, Mary Anne Poatsy, " Technology in Action <i>Complete</i> ",16 th edition (2020).
Main references (sources)	Graham Brown, David Waston , "Cambridge IGCSE Information and Communication Technology" 3rd Edition(2020)
Recommended books and references (scientific journals, reports...)	ing my research: Alzubaidy, H.K., Al-Shammary, D., Abed, M.H. (2022). A Survey on Patients Privacy Protection with Steganography and Visual Encryption. In: Jacob, I.J., Kolandapalayam Shanmugam, S., Bestak, R. (eds) Expert Clouds and Applications. Lecture Notes in Networks and Systems, vol ٤٤٤. Springer, Singapore. https://doi.org/10.1007/978-981-19-2500-9_37 H. K. Alzubaidy, D. Al-Shammary, M. H. Abed, A. Ibaida and Ahmed, "Hilbert Convex Similarity for Highly Secure Random Distribution of Patient Privacy Steganography," in IEEE Access, vol. 11, pp. 115816-115826, 2023, doi: 10.1109/ACCESS.2023.332575
Electronic Reference Websites	

١٣.	name	The decision
Introduction to Semitic Languages		
١٤.	code	The decision
A ٢ c ١		
١٥.	the chapter / year	
first semester/٢٠٢٥-٢٠٢٦		
١٦.	date	numbers this Description
١٧/٩/٢٠٢٥		
١٧.	Available attendance forms	
Attend personally		
١٨.	Number of study hours (total) / Number of units (total)	
٣٠ hours / ٢ units		
١٩.	Name of the course administrator (if more than one name is mentioned)	
Prof. Dr. Anmar Abdul Jabbar		
٢٠.	Course objectives	
Subject objectives : ١- Introducing students to the history of the Semitic language \ ٢- Introducing students to the Semitic languages and their formations ٣- Knowing the importance of forms and verbs in the Semitic languages		
٢١.	Teaching and learning strategies	
Strategy Dialogue, discussion and questioning strategy, as well as relying on visual and video examples and electronic maps.		
٢٢. Course structure		

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
•Written exams • Reports and articles	١	–١ Definition of	Students' ability to identify ancient Semitic languages, their origins and their formations.	٢	١
	Theoretical	Semitic languages.		٢	٢
	٢	–٢ Origin of Semitic		٢	٣
	Theoretical	name.		٢	٤
	٣	–٣ Geographical		٢	٥
	Theoretical	distribution of		٢	٦
	٤	Semitic languages.		٢	٧
	Theoretical	–٤ Origin of Semitic		٢	٨
	٥	languages.		٢	٩
	٦	–٥ Common		٢	١٠
	Theoretical	characteristics in		٢	١١
	٧	Semitic languages.		٢	١٢
	Theoretical	–٦ Letters of		٢	١٣
	٨	Semitic languages.		٢	١٤
	Theoretical	–٧ Attached		٢	١٥
	٩	pronouns in Semitic			
	Theoretical	languages.			
	١٠	–٨ Inseparable			
	Theoretical	pronouns in Semitic			
	١١	languages.			
	Theoretical	–٩ Verb weights in			
	١٢	Semitic languages.			
	Theoretical	–١٠ Noun in Semitic			
	١٣	languages.			
	Theoretical	–١١ Prepositions in			
	١٤	Semitic languages.			
	Theoretical				
	١٥				
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	Theoretical				

		-١٢ Derivatives in Semitic languages. -١٣ Selected models of Semitic inscription languages. -١٤ Selected models of Semitic languages. ١٥- Exam			
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٢٣. ٢١٠ Course Evaluation

The grade is distributed out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

٢٤. Learning and teaching resources

	Required textbooks (methodology if any)
	Main References (Sources)
	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites

٢٥. name The decision

Mesopotamian arts

٢٦. code The decision

A ٢ C١ M A

٢٧. the chapter / year

first semester ٢٠٢٥-٢٠٢٦

٢٨. date numbers this Description

١٧/٩/٢٠٢٥

٢٩. Available attendance forms

Attend personally

٣٠. Number of study hours (total) / Number of units (total)

٤٥ hours / ٣ units

٣١. Name of the course administrator (if more than one name is mentioned)

Name: M D Furqan Aladdin Badr

Email :

• Course objectives

١. Introducing students to the importance of studying Mesopotamian arts

٢. Training students on how to recognize historical roles through studying the arts of Mesopotamia.

٤. Increasing students' awareness of what serves the preservation of antiquities and their importance

١٠. Course outcomes, teaching, learning and assessment methods

١. Introducing students to the importance of studying Mesopotamian arts..

٢. Increasing students' awareness of what serves the preservation of antiquities and their importance

Evaluation methods

-Written and oral tests

١١. Course structure

Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	Watches	The week
a test	theory	Introduction to	Mesopotamia	٢	١

		Mesopotamia	n arts		
	theory	Introduction to ancient art			٢
	theory	prehistoric arts			٣
	theory	prehistoric arts			٤
	theory	The art of sculpture in the fourth millennium BC.M			٥
	theory	The art of relief sculpture in the fourth millennium BC.M			٦
	theory				٧
	theory	Introduction to Art in the Third Millennium BC.M			٨
	theory	Early Dynastic Relief Art			٩
	theory	The art of sculpture in the early dynasties			١٠
	theory	Cylinder seal art/Definition of the seal and its importance in archaeological studies			١١
	theory	The Art of Cylinder Seals in the Uruk-Jemdet Nasr-Dynasty Eras			١٢
	theory	The art of sculpture in the Akkadian period			١٣
	theory	Relief sculpture in the Akkadian period			١٤
	theory	The art of cylinder seals in the Akkadian period			١٥

٢٥.	Course Name:
	Arab-Islamic Architecture until the End of the Abbasid Period
٢٦.	Course Code:
٢٧.	Semester / Year:

Second Semester / ٢٠٢٥-٢٠٢٦					
٢٨. Description Preparation Date:					
٥-٢-٢٠٢٦					
٢٩. Available Attendance Forms:					
In-person (On-campus attendance)					
٣٠. Number of Credit Hours (Total) / Number of Units (Total)					
٣٠ Hours					
٣١. Course administrator's name (mention all, if more than one name)					
Prof. Dr. Lateef Tayeeh Hasoon					
٣٢. Course Objectives					
Course Objectives		• Translation: Pattern Recognition and Classification: Students will be able to instantly recognize Islamic buildings in Iraq (such as the Al-Ukhaidir Palace, the Great Mosque of Samarra, and the Mustansiriya Madrasa) and accurately identify their stylistic characteristics upon visual inspection • Translation: Mastering Architectural Drawing and Documentation: Students will be enabled to precisely draw historical plans and sections, analyzing spatial distribution and circulation flow within Abbasid buildings. • Translation: Simulating Material Processing and Construction: Students will practically learn brickwork (baked brick) techniques and how to manipulate it to construct arches and domes, using physical models or quick design charrettes.			
٣٣. Teaching and Learning Strategies					
Strategy		• Lectures. • Questioning and discussion. • Developing students' analytical and deductive skills. • Assigning students to prepare research papers and academic reports. • Using modern teaching aids such as PowerPoint presentations and visual materials.			
٣٤. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method

		Outcomes			
			Introduction to Islamic Architecture ; Typologies of Islamic Buildings	Lecture	Written Exam
			Elements of Islamic Architecture	Lecture	Written Exam
			Islamic Mosques in Iraq	Lecture	Written Exam
			Houses of Government (Dar al-Imara) in Islamic Iraq	Lecture	Written Exam
			The City of Wasit	Lecture	Written Exam
			The Round City of Baghdad	Lecture	Written Exam
			The City of Samarra	Lecture	Written Exam
			Al-Ukhaidir Palace	Lecture	Written Exam
			The Eastern City of Baghdad	Lecture	Written Exam
			The Shrine of Sayyida Zumurrud Khatun	Lecture	Written Exam
			The Shrine of Yahya al-Shabih	Lecture	Written Exam
			The Mustansiriya Madrasa	Lecture	Written Exam
			The Abbasid Palace	Lecture	Written Exam
			The Al-Nuri and Mujahidi Mosques	Lecture	Written Exam
				Lecture	Final Exam

٣٥. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc The total mark is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily oral exams, monthly exams, written exams, attendance, and reports.

Final Course Exam (60 Marks)

+

Continuous Assessment (40 Marks) distributed as follows:

- ٢٠ marks for coursework exams
- ١٠ marks for attendance and participation
- ١٠ marks for monthly and oral examinations

٣٦. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	-Islamic Architecture in Iraq: Characteristics and Development – Dr. Tariq Jawad al-Janabi -The Topography of Baghdad in the Abbasid Period – Detailed studies based on the works of Mustafa Jawad and Ahmed Sousa -The Archaeological Atlas of Samarra / Samarra: Capital of the Abbasid
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	Empire – Alastair Northedge -Islamic Architecture: Form, Function, and Meaning – Robert Hillenbrand
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Website	-www.archnet.org/collections/54 -whc.unesco.org/en/list/1189/documents -www.smb.museum/en/museums-institutions/museum-fuer-islamische- -https://www.britannica.com/place/Baghdad/Architecture-and-monuments

٣٧.	Course Name:
Sumerian Language: Applied Grammar	
٣٨.	Course Code:
٣٩.	Semester / Year:
Second Semester / ٢٠٢٥-٢٠٢٦	
٤٠.	Description Preparation Date:
٥-٢-٢٠٢٦	
٤١.	Available Attendance Forms:
In-person (On-campus attendance)	
٤٢.	Number of Credit Hours (Total) / Number of Units (Total)
٣٠ Hours	
٤٣.	Course administrator's name (mention all, if more than one name)
Dr. Muhannad Ashoor Shanawa Mohannad.shnawah @qu.edu.iq	
٤٤.	Course Objectives
Course Objectives	- Connecting prior knowledge by linking the course with the student's previous studies, including their learning of basic Sumerian vocabulary. - Employing brainstorming techniques and actively engaging students through continuous dialogue and classroom discussion

ξο. Teaching and Learning Strategies

Strategy	• Lectures. • Questioning and discussion. • Developing students' analytical and deductive skills. • Assigning students to prepare research papers and academic reports. • Using modern teaching aids such as PowerPoint presentation and visual materials.
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ξι. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Understanding and Retaining Grammatical Rules	Lecture	Written Exam
2	2		Understanding and Retaining Grammatical Rules	Lecture	Written Exam
3	2			Lecture	Written Exam
4	2			Lecture	Written Exam
5	2			Lecture	Written Exam
6	2			Lecture	Written Exam
7	2			Lecture	Written Exam
8	2			Lecture	Written Exam
9	2			Lecture	Written Exam
10	2			Lecture	Written Exam
11	2			Lecture	Written Exam
12	2			Lecture	Written Exam
13	2			Lecture	Written Exam
14	2			Lecture	Written Exam
15	2			Lecture	Final E

ξι. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc The total mark is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily oral exams, monthly exams, written exams, attendance, and reports.

Final Course Exam (60 Marks)
 +
Continuous Assessment (40 Marks) distributed as follows:

- 20 marks for coursework exams

- ١٠ marks for attendance and participation
- ١٠ marks for monthly and oral examinations

٤٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Rashid, Fawzi. The Sumerian Language
Main references (sources)	Suleiman, Amer. Writing
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Do not rely on inaccurate references

٤٩. Course Name:

Arabic Language

٥٠. Course Code:

٥١. Semester / Year:

Chapter one + Chapter two / ٢٠٢٥-٢٠٢٦

٥٢. Description Preparation Date:

٨/١١/٢٠٢٥

٥٣. Available Attendance Forms:

Attendance on a weekly basis.

٥٤. Number of Credit Hours (Total) / Number of Units (Total)

Number of credit hours (two hours)/Number of units (2) weekly in (15) weeks semesters.

٥٥. Course administrator's name (mention all, if more than one name)

Name: T.A.Ahmad Hadi Jassim
Email: ahmed.hadi@qu.edu.iq

٥٦. Course Objectives

Course Objectives	 the course aims to provide the most important vocabulary of the Arabic language in grammatical and morphological matters in a sufficient and comprehensive manner, so that the student becomes familiar with the basics of the Arabic language and correct writing, such as differentiating between hamzat al-wasl and hamzat al-qat', the rules of writing Hamza (first, middle, final), between the definite article (al-) and the definite article (al-), the parts of speech and their inflectional markers, the indeclinable noun, numbers and
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their rules, differentiating between nominal and verbal sentences, differentiating between open and closed (ta), knowing the particles that modify, differentiating between the letters (dha, d), knowing the morphological scale, knowing the conjugation of verbs in terms of (soundness, weakening, derivation and augmentation), punctuation marks, differentiating between the types of original waw and the plural and group, explaining the meanings of strange words in the Holy Qur'an and understanding their intended meaning, explaining the methodology of the two schools (al-ʿAyn) and (al-Asas) and practicing extracting words, explaining common linguistic errors, as well as introducing some poems in Arabic literature...

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٥٧. Teaching and Learning Strategies

Strategy	Students were encouraged to learn the most important rules of the Arabic language (grammar and morphology) and how to apply the rules to spelling and expression in their writings.
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٥٨. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Knowledge and understanding	Understanding the stages of language collection	Delivering the lecture using a method of explanation, discussion, and daily tests.	Discussions + Asking Questions
٢	٢	Knowledge and understanding	Knowledge of the parts of speech and grammatical markers	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
٣	٢	Knowledge and understanding	Knowledge of the hamza al-wasl and hamzat al-qasr and how to write them	Delivering the lecture using a method of	Discussions + Asking Questions

			(first, middle, final)	explanation, discussion, and daily tests	
	٢	Knowledge and understanding	Numbers, their rules, and contract wording	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
	٢	Knowledge and understanding	Knowledge of verbal and nominal sentences	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
	٢	Knowledge and understanding	Understanding Arabic rhetoric and explaining relationship with language	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
	٢	Knowledge and understanding	Knowledge of the rules for writing the long and short alif, the open and closed ta, and the letter dad and dha	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
٨	٢	Monthly exam	Monthly exam	Monthly exam	Monthly exam
٩	٢	Knowledge and understanding	Knowledge of accusative and genitive cases	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
	٢	Knowledge and understanding	How to write punctuation marks	Delivering the lecture using a method of	Discussions + Asking Questions

				explanation, discussion, and daily tests	
١	٢	Knowledge and understanding	A statement of Arabic literature and its human values, along with the preservation of poetic verses from timeless poems from the pre-Islamic and Islamic eras	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
١	٢	Monthly exam	Monthly exam	Monthly exam	Monthly exam
١	٢	Knowledge and understanding	The indeclinable	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
١	٢	Knowledge and understanding	Say this and don't say that, while being aware of common linguistic errors.	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions
١	٢	Knowledge and understanding	Understanding plurals in Arabic and explaining the alif of separation	Delivering the lecture using a method of explanation, discussion, and daily tests	Discussions + Asking Questions

٥٩. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc tawzie aldarajat min 100 (30%) amtihan shahri(10%) muazaeat ealaa alaimtihanat alyawmiat waltaqrir walailtizam bialhudur fi almuhadarat + (60%) alaimtihan alnihayiyi

٦٠. Learning and Teaching Resources

Required textbooks (curricular books if any)	
Main references (sources)	١- altuhfat alsuniyat bisharh almuqadimat alajrumiati: muhamad muhi aldiyn ٢- jamie aldurus alearabiat : mustafaa ghalayini ٣- kayf tutqin alnuhu: 'ahmad 'iiskandar ٤- shrah bn eaqil ealaa 'alfiat abn malki: baha' aldiyn b eaqil ٥- sharah qatar alnadaa wabal alsadaa: abn hisham al'ansarii ٦- alnahw alearabiu: du. 'iibrahim baraka
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

٦١.	Course Name:
	Islamic Sites and Cities
٦٢.	Course Code:
	٢AR٢٠٤
٦٣.	Semester / Year:
	Second Semester / ٢٠٢٥-٢٠٢٦
٦٤.	Description Preparation Date:
	٥-٢-٢٠٢٦
٦٥.	Available Attendance Forms:
	In-person (On-campus attendance)
٦٦.	Number of Credit Hours (Total) / Number of Units (Total)
	٣٠ Hours
٦٧.	Course administrator's name (mention all, if more than one name)
	Name: Assist. Lecturer Halah Hasan Hadi Email: halah.hasan@qu.edu.iq
٦٨.	Course Objectives
Course Objectives	To enable students to identify the most prominent Islamic cities and understand

	their historical and cultural significance. • To develop students' ability to analyze the urban planning of Islamic cities and understand their main structural elements. • To equip students with the skills to distinguish between Islamic cities and sites in terms of function, planning, and civilizational role.
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٦٩. Teaching and Learning Strategies

Strategy	• Lectures. • Questioning and discussion. • Developing students' analytical and deductive skills. • Assigning students to prepare research papers and academic reports. • Using modern teaching aids such as PowerPoint presentation and visual materials.
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٧٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Identifying the basic concepts	Introduction to Islamic Cities and Sites	Lecture	Written Exam
٢	٢	Understanding the emergence of Islamic cities	City of Basra	Lecture	Written Exam
٣	٢	Analyzing the civilizational role	City of Kufa	Lecture	Written Exam
٤	٢	Identifying urban planning principles	City of Al-Hashimiyah	Lecture	Written Exam
٥	٢	Understanding administrative and urban functions	City of Wasit	Lecture	Written Exam
٦	٢	Analyzing urban development	City of Samarra	Lecture	Written Exam
٧	٢	Identifying the	Introduction to	Lecture	Written Exam

		concept of an Islamic site	Islamic Sites		
٨	٢	Studying an Islamic site	Al-Kawaz Mosque – Basra	Lecture	Written Exam
٩	٢	Studying an Islamic site	Great Mosque – Kufa	Lecture	Written Exam
١٠	٢	Studying an Islamic site	Great Mosque and Al-Kawaz – Basra	Lecture	Written Exam
١١	٢	Studying an Islamic site	Abu Dulaf Mosque – Samarra	Lecture	Written Exam
١٢	٢	Studying an Islamic site	Archaeological City of Wasit	Lecture	Written Exam
١٣	٢	Identifying Islamic architecture	Islamic Architecture	Lecture	Written Exam
١٤	٢	Identifying Islamic arts	Islamic Arts	Lecture	Written Exam
١٥	٢	Measuring learning outcomes	Final Examination	Lecture	Final E

٧١. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc The total mark is distributed out of 100 according to the tasks assigned to the student, including daily preparation, daily oral exams, monthly exams, written exams, attendance, and reports.

Final Course Exam (60 Marks)

+

Continuous Assessment (40 Marks) distributed as follows:

- ٢٠ marks for coursework exams
- ١٠ marks for attendance and participation
- ١٠ marks for monthly and oral examinations

٧٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no prescribed textbook for this course
Main references (sources)	❶ K. A. C. Creswell, <i>Early Muslim Architecture</i> . ❷ Zaki Muhammad Hasan, <i>Islamic Art</i>

	❏ Tariq Madhloom, <i>The Islamic City: Origins and Planning</i> .
Recommended books and references (scientific journals, reports...)	• Master's theses and doctorate dissertations of postgraduate students of the College of Archaeology – University of Al-Qadisiyah. • Published research in peer-reviewed scientific journals specialized in Islamic archaeology. • Archaeological excavation reports issued by the General Authority of Antiquities and Heritage.
Electronic References, Websites	❏ Official website of the Iraqi General Authority of Antiquities and Heritage. ❏ Websites of relevant Iraqi universities related to the specialization. ❏ Academic databases and specialized scholarly websites in Islamic archaeology.

١٣. Name of Rapporteur:
Antiquities of Iraq Under the Achaemenid and Seleucid Occupations
١٤. Symbol of decision
١٥. Chapter/year:
The first semester/ 2025 -2026
١٦. Date of preparation of this description:
١٧/٩/٢٠٢٥
١٧. Forms of presence available:
Personal or electronic
١٨. Number of hours (total)/ number of units (total)
٢-٣.
١٩. Name of the course administrator (if more than one name is mentioned)
Name: .Asst. Lect. Jassim Mohammed Mustafa
٢٠. Objectives of the decision

۳-	Understanding the conditions of Mesopotamia during the periods of the Achaemenid and Seleucid occupations.	Objecti of study material
۴-	Studying the history and archaeological remains of this period, and understanding the impact of Mesopotamian civilization on other civilizations and vice versa.	

۲۱. Teaching and learning strategies

۱- Discussion Strategy ۲- Storytelling Strategy ۳- Brainstorming Strategy	Strate
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.Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		1- Sources for studying the Achaemenid and Seleucid civilizations. 2- Mesopotamia at the end of the Neo-Babylonian period. 3- Conditions in Mesopotamia during the Achaemenid period (539 BC – 331 BC) 4- Conditions in Mesopotamia during the reign of Alexander the Great and his Seleucid successors (331 BC – 126/139 BC). 5- .The Achaemenid civilization in Mesopotamia. 6- .Achaemenid antiquities and artifacts in the city of Babylon. 7- .Achaemenid architecture and its characteristic 8- .Sculpture in the Achaemenid period. 9- .Industry and trade in the Achaemenid period. 10- The Seleucid civilization in Mesopotamia. 11- The city in the Seleucid period until the emergence of Islam. 12- .The city of Seleucia (on the Tigris). 13- .Seleucid architecture and its characteristics. 14- .Sculpture in the Seleucid period. 15- Industry and trade in the Seleucid			۱ ۲ ۳ ۴ ۵ ۶ ۷ ۸ ۹ ۱۰ ۱۱ ۱۲ ۱۳ ۱۴ ۱۵

		period.		
٢٣. Evaluation of the decision				
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.				
٢٤. Sources of learning and teaching				
			Required books (methodology, any)	
١- <u>Antonio Invernizzi "Ten years research in</u> ٢- <u>the Al-Mada'in Area , seleucia an ctesiphon" sumer</u> ٣- <u>Falkenstein,A,"Zu den Inschriften der</u> ٤- <u>Grabung in Uruk-warka 1960-1961".</u>			Principal references (sources)	
			Recommended books and supporting references (scientific journals, reports...)	
			Electronic references, Internet sites	

٢٥.	Name of Rapporteur:
	Antiquities of Yemen
٢٦.	Symbol of decision
٢٧.	Chapter/year:
	The first semester/ 2025 -2026
٢٨.	Date of preparation of this description:
	١٧/٩/٢٠٢٥
٢٩.	Forms of presence available:
	Personal or electronic
٣٠.	Number of hours (total)/ number of units (total)
	٢-٣.
٣١.	Name of the course administrator (if more than one name is mentioned)
	Name: Lect. Dr. Mahmoud Hamza Razzouqi

٣٢. Objectives of the decision					
٥-	"The primary objective is to explore the most important archaeological landmarks in the southern Arabian Peninsula."				Objecti of study material
٦-	"Additionally, it aims to establish a comparative study of the region's antiquities based on environmental influences, and the extent of their impact on architecture and artifacts."				
٣٣. Teaching and learning strategies					
Enabling the student to understand and use space tools and software in archaeological exploration and survey					Strate
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hour s	The week
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		The Concept of Archaeology The Antiquities of Yemen in Holy Scriptures The Antiquities of Yemen in the Torah The Antiquities of Yemen in the Bible (or the Gospels) The Antiquities of Yemen in the Quran The Antiquities of Yemen in Travelers' Accounts (or Travelogues) The Antiquities of Yemen in Orientalists' Writings Major Archaeological Landmarks in Chronological Order Antiquities of the Kingdom of Saba (or Sheba) Antiquities of the Independent State Antiquities of the Himyarite Kingdom A Political Study of Yemeni Antiquities A Religious Study of Yemeni Antiquities	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥
٣٥. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٣٦. Sources of learning and teaching					
				Required	bc
				(methodology, any)	
				Principal referen	
				(sources)	
				Recommended	

	books and supporting references (scientific journals, reports...)
	Electronic references, Internet sites

٣٧. Name of Rapporteur:				
Hand-copying of cuneiform texts				
٣٨. Symbol of decision				
First Semester / Third Year (Level ٣) / Department of Archaeology / ٢٠٢٥-٢٠٢٦				
٣٩. Chapter/year:				
The first semester/ 2025 -2026				
٤٠. Date of preparation of this description:				
١٧/٩/٢٠٢٥				
٤١. Forms of presence available:				
Personal or electronic				
٤٢. Number of hours (total)/ number of units (total)				
٢-٣٠				
٤٣. Name of the course administrator (if more than one name is mentioned)				
Name: Asst. Lect. Shaima Youssef Issa				
٤٤. Objectives of the decision				
٧- Studying cuneiform texts ٨- Introducing students to official documents of the ancient era. ٩- Teaching students to identify clay tablets.				Objectives of study materials
٤٥. Teaching and learning strategies				
Theoretical Study / Practical Study				Strategies
.Structure of the decision				
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours
				Hours

				e e k
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		Cuneiform Text Studies / Third Year (Level 3)	Ability to use survey equipment and tools	١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥

٤٧. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٤٨. Sources of learning and teaching

Selected Cuneiform Texts from the Iraq Museum	Required books (methodology, any)
English: Suleiman, Amer. The Akkadian Language: Babylonian and Assyrian.	Principal references (sources)
English: Rashid, Fawzi. Grammar of the Akkadian Language. (Published Research).	Recommended books and supporting references (scientific journals, reports...)
English: Published PDF textbooks and digital resources assigned for the curriculum.	Electronic references, Internet sites

٧٣. Course Name:

Eastern Architecture (Iran)

٧٤. Course Code:

A ٣ I C ١ E A

٧٥.	Semester / Year:				
First semester ٢٠٢٥-٢٠٢٦					
٧٦.	Description Preparation Date:				
١٧/٩/٢٠٢٥					
٧٧.	Available Attendance Forms:				
In person					
٧٨.	Number of Credit Hours (Total) / Number of Units (Total)				
٣٠ hours / ٣ units					
٧٩.	Course administrator's name (mention all, if more than one name)				
Name: POR. Rajwan Faisal Ghazi					
Email: thamer@qu.edu.iq					
٨٠.	Course Objectives				
Course Objectives: The main objective is to familiarize students with Islamic monuments and to acquaint them with Islamic architecture in the countries of the Arab East with regard to archaeological studies and to learn how to identify and distinguish architectural elements according to the era and location and the extent of their influence on architecture in the surrounding areas.. •					
٨١.	Teaching and Learning Strategies				
Strategy The strategy of dialogue, discussion, and asking questions, as well as relying on image and video examples and electronic maps					
٨٢. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		Students' knowledge of	١. The Arab Islamic conquest of the		

		Islamic monuments and their exposure to Islamic architecture in the Arab Levant countries with regard to archaeological studies and their exposure to how to diagnose and distinguish architecture and architectural elements according to the era and location and the extent of their influence on architecture in the surrounding areas.	Islamic Levant ٢. Islamic architecture in Iran ٣. The Great Mosque of Isfahan ٤. Darband Mosque ٥. The Great Mosque of Ganja ٦. Quwwat-e-Islam Mosque ٧. Friday Mosque in Ardabil ٨. Service buildings, planning and architecture ٩. Architecture of the Khans of Shah Abbas ١٠. Khan of Ribat al-Sharaf ١١. Architecture of schools in Iran ١٢. Sultanate School (Chaharbagh) ١٣. Architecture of markets in Iran ١٤. Architecture of palaces in Iran ١٥. Architecture of castles and military fortresses Porcelain with a metallic luster		
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٨٣. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٨٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	

٤٩. Name of Rapporteur:

"Maintenance and Restoration (Building Maintenance)"

٥٠. Symbol of decision

A ٣ I C ١ S

٥١. Chapter/year:

The first semester/ 2025 -2026

٥٢. Date of preparation of this description:

١٧/٩/٢٠٢٥

٥٣. Forms of presence available:

Personal or electronic

٥٤. Number of hours (total)/ number of units (total)

٢-٣.

٥٥. Name of the course administrator (if more than one name is mentioned)

Name: Prof. Latif Tayeh Hassoon

٥٦. Objectives of the decision

١٠- "Course Objectives: Studying the key scientific methods in the maintenance and restoration of major antiquities and artifacts."

Objecti
of
study
material

٥٧. Teaching and learning strategies

Enabling the student to understand and use space tools and software in archaeological exploration and survey

Strate

.Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
		١- Course Introduction / Introduction to the Subject		٢	١
		٢- Conservation of Wood / Wood Preservation	Ability to use survey equipment and tools	٢	٢
		٣- Conservation of Iron Artifacts		٢	٣
		٤- Conservation of Bronze Artifacts		٢	٤
		٥- Conservation of Copper Artifacts		٢	٥
		٦- Conservation of Gold Artifacts		٢	٦
		٧- Conservation of Silver Artifacts		٢	٧
		٨- Conservation of Leather		٢	٨
		٩- Conservation of Ivory Artifacts		٢	٩

		١٠- Conservation of Bone ١١- Conservation of Textiles ١٢- Conservation of Glass ١٣- Conservation of Manuscripts ١٤- Conservation of Clay Tablets ١٥- Examination / Exam		٢ ٢ ٢ ٢	١٢ ١٣ ١٤ ١٥
٥٩. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٦٠. Sources of learning and teaching					
				Required	bc
				(methodology, any)	
				Principal referer	
				(sources)	
				Recommended books and supporting references (scientific journals, reports...)	
				Electronic references, Internet sites	

٦١. Name of Rapporteur:
"The History and Evolution of Arabic Calligraphy Types"
٦٢. Symbol of decision
A ٣ I C ١ S
٦٣. Chapter/year:
The first semester/ 2025 -2026
٦٤. Date of preparation of this description:
١٧/٩/٢٠٢٥
٦٥. Forms of presence available:
Personal or electronic
٦٦. Number of hours (total)/ number of units (total)
٢-٣٠
٦٧. Name of the course administrator (if more than one name is mentioned)
Name: Prof. Ali Kadhim Abbas

٦٨. Objectives of the decision					
١١- Skills of preparing maps of archaeological sites and drawing and documenting buildings and archaeological assets					Objective of the strategy material
٦٩. Teaching and learning strategies					
					Strategy
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H o u r s	T o t a l
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		Week 1 / The Origin and Evolution of Script Before Islam (Akkadian, Sumerian, and Aramaic Scripts). Week 2 / The Nabataean Script and Its Characteristics (Nabataean Script Inscriptions). Week 3 / Arabic Texts During the Sixth Century AD (A Study of Inscriptions from This Period). Week 4 / Historians' Views on the Origin of Writing. Week 5 / The Birthplace of Writing and Historians' Views on It. Week 6 / The Musnad Script (South Arabian Script) and Its Characteristics. Week 7 / Arabic Calligraphy in the Early Islamic Era: The Letters of Prophet Muhammad (PBUH) Sent to the Kings of the Earth. Week 8 / Arabic Calligraphy in the Era of the Rightly Guided Caliphs and the Materials That Carried Writing in This Era . Week 9 / Arabic Calligraphy and Its Evolution in the Umayyad Era: The Most Prominent Calligraphers and the Materials That Carried Writing. Week 10 / Calligraphy in the Abbasid Era: Its Evolution, Types, Prominent Calligraphers, and Its Application to Applied Arts. Week 11 / Naskh Calligraphy: Its Types and Its Most Famous Calligraphers.	Ability to use survey equipment and tools	١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢	١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢

		Week 12 / Calligraphy in the Ottoman Era: The Most Important Monuments in Baghdad Bearing Arabic Calligraphy. Week 13 / Writing Implements and Their Types Among the Arabs (Wood, Palm Fronds, Bone, etc.). Week 14 / Writing Materials (Inks and Pigments) and (Inkwells and Inkpots). Week 15 / End-of-Course Student Examination.			
٧١. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٧٢. Sources of learning and teaching					
			Required books (methodology, if any)		
			Principal references (sources)		
			Recommended books and supporting references (scientific journals, reports...)		
			Electronic references Internet sites		

١. Course Name:
Architecture of the East, India and Central Asia
٢. Course Code:
٣Ar Is١٠٢
٣. Semester / Year:
Second course / Third stage
٤. Description Preparation Date:
٢٠٢٥-٢٠٢٦
٥. Available Attendance Forms:
٦. Number of Credit Hours (Total) / Number of Units (Total)
٣/٣

٧. Course administrator's name (mention all, if more than one name)

Name: thamer oleiwi tuama

Email: thamer.tuama@qu.edu.iq

٨. Course Objectives

Course Objectives

- Objectives of Studying Eastern Islamic Architecture: A Gateway to Heritage and Identity
- The study of Eastern Islamic architecture aims to achieve a set of academic and cultural objectives that seek to deepen students' understanding of the distinctive architectural tradition. These objectives are closely interconnected and provide a comprehensive view of how architecture developed in regions such as Iraq, India, and Central Asia, and how it influenced and absorbed influences within its diverse historical, social, and cultural contexts.
- Enhancing Awareness of Cultural and Religious Identity
- This field of study primarily aims to develop and enhance awareness of Islamic cultural identity through the critical analysis of traditional architectural forms. Buildings such as mosques, madrasas (religious schools), palaces, and houses are expressive, spiritual, and social symbols that reflect the religious and historical values adopted by Muslim societies. A thorough understanding of these architectural symbols enables researchers to appreciate the pivotal role that architecture has played in shaping, preserving, and transmitting this identity across different eras.

٩. Teaching and Learning Strategies

Strategy

- Cooperative learning.
- Brainstorming.
- Note-taking.

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject	Learning method	Evaluation method
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			name		
First	۳	Introduction to			Daily questions
	۳	Islamic Architecture			attendance, and
Second	۳	The Influence of			written exam
	۳	Previous Architecture			Daily questions
Third	۳	on Architecture in			attendance, and
	۳	India			written exam
Fourth	۳	Decorative Elements			Daily questions
	۳	in Indian Architecture			attendance, and
Fifth	۳	Mosques in India:			written exam
	۳	Layout and			Daily questions
Sixth	۳	Characteristics			attendance, and
		A Study of Mosque			written exam
Seventh	۳	Models in India			Daily questions
	۳	The Architecture of			attendance, and
Eighth	۳	Islamic Schools in			written exam
	۳	India			Daily questions
Ninth	۳	Civil and Military			attendance, and
	۳	Buildings in India			written exam
Tenth	۳	Introduction to			Daily questions
	۳	Islamic Architecture			attendance, and
Eleventh		in Central Asia			written exam
	۳	The Layout and			Daily questions
Twelfth	۳	Architecture of			attendance, and
		Mosques in Central			written exam
Thirteenth	۳	Asia			Daily questions
	۳	A Study of Mosque			attendance, and
Fourteenth	۳	Models in Central			written exam
	۳	Asia			
Fifteenth	۳	The Architecture of			
		Islamic Schools in			
		Bukhara			
		Mosque Architecture			
		in the Architecture			
		Caravanserais and			
		Rest Areas in			
		Samarkand and			
		Bukhara			
		Military and Service			
		Buildings in Central			
		Asia			

		Heritage Preservation and Contemporary Challenges General Review and Graduation Projects			
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١١. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	• Architecture in Islamic Civilization • Mosque Architecture in India • The Contribution of Architecture to the Establishment of Islamic Culture • The Architecture of Schools and Mausoleums in Islamic Civilization
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

٧٣. Name of Rapporteur:

Islamic art

٧٤. Symbol of decision

٧٥. Chapter/year:

The first semester/ 2025 -2026

٧٦. Date of preparation of this description:

١٧/٩/٢٠٢٥

٧٧. Forms of presence available:

Personal or electronic

٧٨. Number of hours (total)/ number of units (total)

٢-٣.

٧٩. Name of the course administrator (if more than one name is mentioned)

Name: Prof. Shaimaa Jassim Al-Badri

٨٠. Objectives of the decision

١٢- Clarifying the most important metals used by humans in antiquity, and specifically by the Arabs in the pre-Islamic era.

١٣- Demonstrating the methods utilized by humans for extracting and smelting metals.

**Objective
of the st
material**

٨١. Teaching and learning strategies

Enabling the student to understand and use space tools and software in archaeological exploration and survey

Strateg

.Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examination •Reports and articles •Practical experiments •Laboratory experiments •Oral interviews		1- Introduction to Decorative Arts + Definition of Metal Artifacts 2- Metal Extraction and Smelting Methods + Metal Artifacts in the Early Islamic and Umayyad Eras 3- Metal Artifacts in the Abbasid, Mamluk, Ayyubid, Safavid, and Ottoman Eras 4- Industrial Manufacturing Methods of Metal Artifacts + Types of Ornaments and Techniques of Execution 5- Definition of Musical Instruments + Wind and Percussion Instruments 6- Stringed Musical Instruments and Selected Models 7- Introduction to Ivory Artifacts + Ivory Artifacts in the Early Islamic and Umayyad Eras 8- Ivory Artifacts in the Abbasid Era + Ivory Artifacts in the Maghreb and Andalusia 9- Introduction to Textiles + Raw Materials for Textiles 10- Weaving Tools + Methods of Textile Decoration 11- Textile Dyeing Methods + Textiles	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣

		in the Early Islamic and Umayyad Eras 12- Textiles in the Abbasid Era + Classification of Men's Clothing 13- Classification of Women's Clothing 14- Classification of Ornaments on Textiles 15- Comprehensive Review of the Course			
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٨٣. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٨٤. Sources of learning and teaching

	Required books (methodology, if any)
	Principal references (sources)
Textbook: Arabic-Islamic Decorative Arts	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

٨٥. Name of Rapporteur:

Sumerian economic and historical texts

٨٦. Symbol of decision

٢٠٢٥-٢٠٢٦

٨٧. Chapter/year:

The first semester/ 2024 -2025

٨٨. Date of preparation of this description:

١٧/٩/٢٠٢٥

٨٩. Forms of presence available:

Personal or electronic

٩٠. Number of hours (total)/ number of units (total)

٢-٣٠

٩١. Name of the course administrator (if more than one name is mentioned)

Name: Asst. Prof. Dr. Muhannad Ashour Shinawa

٩٢. Objectives of the decision						
١٤- Teaching students one of the types of Sumerian texts, which is the economic texts. ١٥- Training, memorizing, distinguishing, and making the student understand what economic texts consist of.					Objecti of study material	
٩٣. Teaching and learning strategies						
١- Training, memorizing, distinguishing, and making the student understand what economic texts consist of. ٢- Brainstorming, questioning students, and continuously involving them in dialogue and discussion.					Strate	
.Structure of the decision						
	Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
	•Written examination •Reports and articles •Practical experiments •Laboratory experime •Oral interviews		١- Comprehension and Memorization of Texts ٢- Training, memorizing, distinguishing, and making the student understand what economic texts consist of.			١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢
٩٥. Evaluation of the decision						
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.						
٩٦. Sources of learning and teaching						
				Required (methodology, any)	bo	
				Principal referer (sources)		
				Recommended		

	books and supporting references (scientific journals, reports...)
	Electronic references, Internet sites

٨٥. Course Name:
Geoarchaeology
٨٦. Course Code:
A ٣ I C ١ G
٨٧. Semester / Year:
The first/ ٢٠٢٤-٢٠٢٥
٨٨. Description Preparation Date:
١٧/٩/٢٠٢٤
٨٩. Available Attendance Forms:
Attend personally
٩٠. Number of Credit Hours (Total) / Number of Units (Total)
٣٠ hours/٢ units
٩١. Course administrator's name (mention all, if more than one name)
Name: Ebtihal Abdul Ali Al-Hamidawi
Email: Ebthal.abd@qu.edu.iq
٩٢. Course Objectives
Course Objectives - Using the geoarchaeology branch to draw environments in the past. - Studying geoarchaeology contributes to knowing and identifying locations, landscapes, geographical environments, geological conditions, and identifying the remaining effects of them.
٩٣. Teaching and Learning Strategies
Strategy To enable the student to use the methods and theories developed in geoarchaeology to address archaeological issues related to human settlements, artifacts, site excavation, and ancient environments.
٩٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥	٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢ ٢	Students' ability to understand geoarchaeology and how it relates to ancient artifacts and environments.	١. The concept of geoarchaeology ٢. The relationship between geoarchaeology and archaeology ٣. The importance of studying geoarchaeology ٤. Fields of geoarchaeology study ٥. Research methods in geoarchaeology ٦. Studying the origin of the land of Iraq during the time periods ٧. Geology of the Iraqi land ٨. Identifying the ancient environment in the Quaternary period ٩. Studying ancient ecologies ١٠. Geography of Iraq and past environments ١١. Climate change in ancient environments ١٢. Changing river courses and their impact on archaeological sites ١٣. Digital systems and geoarchaeological techniques ١٤. Using geoarchaeological techniques in archaeology ١٥. Environmental factors affecting archaeological sites	١. Theoretical ٢. Theoretical ٣. Theoretical ٤. Theoretical ٥. Theoretical ٦. Theoretical ٧. Theoretical ٨. Theoretical ٩. Theoretical ١٠. Theoretical ١١. Theoretical ١٢. Theoretical 13. Theoretical ١٤. Theoretical ١٥. Theoretical	*Written exams • Reports and articles • Practical field experiments

٩٥. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily

preparation, daily oral, monthly, or written exams, reports etc	
٩٦. Learning and Teaching Resources	
Required textbooks (curriculum books, if any)	Nothing
Main references (sources)	١. Taha Baqir, Introduction to the History of Ancient Civilization Part One, Dar Al-Warraq for Publishing and Distribution, Baghdad, 2009
Recommended books and references (scientific journals, reports...)	١. Amer Abdullah Al-Jumaili, Geography is a tributary of archeology's resources and knowledge data, research published on the website of the University of Mosul, College of Arts, 2010. Maurice Lombard, Historical Geography of the Islamic World, translated by Abdul Rahman Hamida, Dar Al-Fikr for Publishing and Distribution, Damascus, 1998. ٢. Badr El-Din Othman Taha, and Ahmed Abu Al-Qasim Hassan, Geographic Information Systems and Their Applications in Archaeology and Heritage Resource Management, 2007. ٣. Amer Abdullah Al-Jumaili, Geographical Knowledge and the Ancient Iraqis, doctoral thesis published by Dar Al-Mashriqiyyat Cultural, Dohuk, Iraq, 2011. ٤. Amer Salman, Iraq in Ancient History, First Section, ٢٠١٣
Electronic References, Websites	١. https://www.youtube.com/watch?v=IWuykVW4rWE ٢. https://www.youtube.com/watch?v=vOWKBybLdsg ٣. https://www.youtube.com/watch?v=4Tylgo8rVws
٩٧. Name of Rapporteur:	
survey	
٩٨. Symbol of decision	
A ٣ I C ١ S	
٩٩. Chapter/year:	
The first semester/ 2024 -2025	
١٠٠. Date of preparation of this description:	
١٧/٩/٢٠٢٤	
١٠١. Forms of presence available:	
Personal or electronic	
١٠٢. Number of hours (total)/ number of units (total)	
٢-٣٠	
١٠٣. Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Jaafar Jotheri email: jaafar.jotheri@qu.edu.iq	
١٠٤. Objectives of the decision	
١٦-	Skills of preparing maps of archaeological sites and drawing and documenting buildings and archaeological assets
	Objective

					of the student material	
١٠٠. Teaching and learning strategies						
Enabling the student to understand and use space tools and software in archaeological exploration and survey					Strategy	
.Structure of the decision						
Method of assessment	Way of learning	Name of unit or subject		Required learning outcomes	H	T
					o	h
					u	e
					r	w
					s	e
						k
•Written examinations	٢. Office	١. Principles and basics of space		Ability to use survey equipment and tools		١
•Reports and articles	٣. laboratory	٢. Area in the specialization of effects				٢
•Practical field experiments	٤. field	٣. Space equipment and tools				٣
•Laboratory experiments	٥. field	٤. The Total Station				٤
•Oral interviews	٦. field	٥. Level system				٥
	٧. laboratory	٦. The drone/drone				٦
	٨. laboratory	٧. Maps used in the effects				٧
	٩. Office	٨. Geographical coordinates				٨
	١٠. field	٩. Connect the archaeological site				٩
	١١. laboratory	١٠. Satellite images				١٠
	١٢. laboratory	١١. The Google Earth Program				١١
	١٣. laboratory	١٢. Geographic Information Systems Program				١٢
	١٤. Office	١٣. Digital archaeological documentation				١٣
	١٥. field	١٤. Photography				١٤
	١٦. laboratory	١٥. Painting programs				١٥
١٠١. Evaluation of the decision						
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.						
١٠٢. Sources of learning and teaching						
				Required books (methodology, if any)		
				Principal references (sources)		
survey book and engineering drawing https://www.researchgate.net/publication/349959191_ktab_alsahh_walrsm_alhndsy2021				Recommended books and supporting references (scientific		

	journals, reports...)
https://www.youtube.com/watch?v=kghtujdd91k https://www.youtube.com/watch?v=h1s5gxbkxk https://www.youtube.com/watch?v=zrhoojnjbAa	Electronic referen Internet sites

١٠٩. Name of Rapporteur:				
Antiquities of the Near East (Anatolia)				
١١٠. Symbol of decision				
١١١. Chapter/year:				
Second Semester / ٢٠٢٥-٢٠٢٦				
١١٢. Date of preparation of this description:				
١٧/٩/٢٠٢٥				
١١٣. Forms of presence available:				
Personal or electronic				
١١٤. Number of hours (total)/ number of units (total)				
٢-٣٠				
١١٥. Name of the course administrator (if more than one name is mentioned)				
Name: Abdul-Amir Abu Shnein				
١١٦. Objectives of the decision				
١٧-				Objective of the st material
١١٧. Teaching and learning strategies				
Enabling the student to understand and use space tools and software in archaeological exploration and survey				Strateg
.Structure of the decision				
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H T o h u e r s w e e

					k
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews	١٧. Office	Nomenclature / Etymology Location and Historical Geography Cultural Eras and Civilizations of Anatolia Antiquities of Anatolia in the Stone Ages Antiquities of Anatolia in the Historical Eras The Hittites Hittite Laws / The Hittite Code Hittite-Assyrian Relations and Their Impact Hittite Antiquities in Mesopotamia Pottery and Ceramics in Anatolia Architecture in Anatolia Other Arts in Anatolia	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠
١٩. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٢٠. Sources of learning and teaching					
			Required books (methodology, if any)		
			Principal references (sources)		
			Recommended books and supporting references (scientific journals, reports...)		
			Electronic references Internet sites		

١. Course Name:
Iraq's antiquities under the Parthian and Sassanian occupations
٢. Course Code:
٣. Semester / Year:
Second Semester ٢٠٢٤-٢٠٢٥
٤. Description Preparation Date:

٢٠٢٥

٥. Available Attendance Forms:

In presence

٦. Number of Credit Hours (Total) / Number of Units (Total)

٣٠ hours / ٢ units

٧. Course administrator's name (mention all, if more than one name)

Name: M. M. Jassim Muhammad Mustafa Al-Yasiri

٨. Course Objectives

Course Objectives	١- Understand the conditions of Mesopotamia during the Parthian and Sassanian occupations.
	٢- Study the history and archaeological remains of this period, and understand the influence of Mesopotamian civilization on other civilizations and vice versa.

٩. Teaching and Learning Strategies

Strategy	١- Discussion strategy.
	٢- Story strategy.
	٣- Brainstorming strategy.

١٠. Course Structure

We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	- The student's ability to employ what Acquire skills and abilities	١- Sources for studying the Parthian and Sassanian civilizations.	١- Theoretica	- Written exams monthly.
٢	٢	Scientific development	٢- Conditions in Mesopotamia during the Parthian era.	١	- Short exams weekly.
٣	٢	Continuing to contribute to	٣- Conditions in Mesopotamia during	٢- Theoretica	- Oral interviews.
٤	٢				- Research and reports.
٥	٢				

٦	٢	improvement The	the Sassanian era.	١	
٧	٢	reality of community	٤- Archaeology of	٣-	
٨	٢	institutions different.	Iraq during the	Theoretica	
٩	٢		Parthian era.	١	
١٠	٢		٥- Architecture in	٤-	
١١	٢		the Parthian era.	Theoretica	
١٢	٢		٦- Sculpture in the	١	
١٣	٢		Parthian era.	٥-	
١٤	٢		٧- Industry and	Theoretica	
١٥	٢		trade in the	١	
			Parthian era.	٦-	
			٨- First month exam.	Theoretica	
			٩- Architecture in	١	
			the Sassanian era.	٣-	
			١٠- Industry and	Theoretica	
			trade in the	١	
			Sassanian era.	٦-	
			١١- The city of	Theoretica	
			Hatra and its	١	
			archaeological	٣-	
			landmarks.	Theoretica	
			١٢- The city of	١	
			Ctesiphon and its	٣-	
			archaeological	Theoretica	
			landmarks.	١	
			١٣- The city of Al-	٣-	
			Hirah.	Theoretica	
			١٤- The Kingdom of	١	
			Maysan.	٣-	
			١٥- Second month	Theoretica	
			exam.	١	
				٨-	
				Theoretica	
				١	
				٩-	

				Theoretica 1 10-	
				Theoretica 1 11-	
				Theoretica 1 12-	
				Theoretica 1 13-	
				Theoretica 1 14-	
				Theoretica 1	

١١. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
١٢. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			There is none		
Main references (sources)			١- Introduction to the History of Ancient Civilizations, Part 1, Taha Baqir, Beirut, 2009. ٢- Iraqi Civilization, Parts ٣ and ٤, Elite Iraqi Researchers, Beirut, 1985.		
Recommended books and references (scientific journals, reports...)			١- Antonio Invernizzi "Ten years research in the Al-Mada'in Area , seleucia an ctesiphon" sumer32 (1976). ٢- Falkenstein,A,"Zu den Inschriften der Grabung in Uruk-warka 1960-1961".		
Electronic References, Websites			١- https://archiqoo.com/sites/iraq_ar.php ٢- https://www.youtube.com/watch?v=al6nh_v4opM		

١. name The decision
Maintenance and restoration
٢. Code The decision
٣. the chapter / the year
Second semester / ٢٠٢٤ – ٢٠٢٥
٤. date Preparation this the description
١٧/٩/٢٠٢٤
٥. Available attendance forms
Attend in person
٦. Number of study hours (total)/number of units (total)
٢ /٣٠
٧. Name of the course administrator (if more than one name is mentioned)

Name: Prof. Dr.lateef tayyah hasson
Email:lateef.hasson@qu.edu.iq

٨. Course objectives

To provide students with an academic perspective on the importance of the science of archaeology.

To prepare students for conducting scientific excavation trips.

To prepare students to undertake archaeological scientific projects

٩. Teaching and learning strategies

The strategy

١٠. Course structure

Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Using data show and video clips	Maintenance of iron artifacts		٢	Week1
Using data show and video clips	Maintenance of copper artifacts		٢	Week 2
Using data show and video clips	Maintenance of coins		٢	Week 3
Using data show and video clips	Maintenance of gold antiques		٢	Week 4
Using data show and video clips	Conservation of ivory artifacts		٢	Week 5
Using data show and video clips	Conservation of bone artifacts		٢	Week 6
Using data show and video clips	As an element of the artifacts		٢	Week 7
Using data show and video clips	Maintenance of glass artifacts		٢	Week 8
Using data show and video clips	Clay number maintenance		٢	Week 9
Using data show and video clips	Conservation of bronze		٢	Week

	artifacts			١٠
Using data show and video clips	Manuscript maintenance		٢	Week ١١
Using data show and video clips	Leather maintenance		٢	Week ١٢
Using data show and video clips	Paper maintenance		٢	Week 13
Using data show and video clips	Textile maintenance		٢	Week 14
	Exam			Week 15

٢١. Name of Rapporteur:				
Archaeological Survey and Geographic Information Systems (GIS)				
٢٢. Symbol of decision				
٢٣. Chapter/year:				
Second Semester / ٢٠٢٥-٢٠٢٦				
٢٤. Date of preparation of this description:				
١٧/٩/٢٠٢٥				
٢٥. Forms of presence available:				
Personal or electronic				
٢٦. Number of hours (total)/ number of units (total)				
٢-٣٠				
٢٧. Name of the course administrator (if more than one name is mentioned)				
Name: Prof. Dr. Jaafar Hamza Jotheri				
٢٨. Objectives of the decision				
١٨-	Skills in Utilizing Geographic Information Systems (GIS) and Its Applications in Archaeology			Objective of the st material
٢٩. Teaching and learning strategies				
ξ -	Empowering students to comprehend and effectively utilize Geographic Information Systems (GIS) software.			Strateg
.Structure of the decision				
Method of assessment	Way of learning	Name of unit or subject	Required learning	H T o h

			outcomes	u r s w e e k
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews	١٨. Office	١٦- Principles and Fundamentals of Geographic Information Systems (GIS) in Archaeology ١٧- Installing the QGIS Software ١٨- Creating Projects in QGIS ١٩- Data Processing and Management ٢٠- Importing and Managing Types of Satellite Imagery ٢١- Identifying Archaeological Sites in Satellite Imagery ٢٢- Map Compilation and Cartographic Design Using QGIS ٢٣- Generating Digital Elevation Models (DEMs) ٢٤- Data Overlay and Map Integration ٢٥- Spatial Analysis in Archaeology ٢٦- Software Interoperability (Integrating QGIS with Other Platforms) ٢٧- Archaeological Field Documentation via GIS ٢٨- Case Studies and Applied Archaeological GIS Projects ٢٩- Advanced Customization and Software Development	Ability to use survey equipment and tools	١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠ ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠ ٤١ ٤٢ ٤٣ ٤٤ ٤٥ ٤٦ ٤٧ ٤٨ ٤٩ ٥٠ ٥١ ٥٢ ٥٣ ٥٤ ٥٥ ٥٦ ٥٧ ٥٨ ٥٩ ٦٠ ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠ ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠ ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠ ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠
٣١. Evaluation of the decision				
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.				
٣٢. Sources of learning and teaching				
- https://doi.org/10.1017/CB09780511807459			Required books (methodology, if any)	
			Principal references (sources)	
			Recommended books and supporting references (scientific journals, reports...)	
https://eamena.org/mooc٢-advanced-archaeological-remote-sensing-site-prospection-landscape-archaeology-and-heritage-pro			Electronic references	

٩٧. Course Name:	
Tangible and intangible heritage	
٩٨. Course Code:	
First stage, second course	
٩٩. Semester / Year:	
٢٠٢٥ ٢٠٢٦	
١٠٠. Description Preparation Date:	
١٠١. Available Attendance Forms:	
١٠٢. Number of Credit Hours (Total) / Number of Units (Total)	
١٠٣. Course administrator's name (mention all, if more than one name)	
Name:	
Email:	
١٠٤. Course Objectives	
Course Objectives	• • •
١٠٥. Teaching and Learning Strategies	
Strategy	To introduce students to Islamic numismatics and its academic importance. To explain the historical development of Islamic coinage. To understand the relationship between coinage and political authority Islam.

To analyze inscriptions, texts, and symbols on Islamic coins.

To highlight the economic role of coinage in Islamic society.

To enable students to distinguish between different types of Islamic coins.

To develop skills in classification and dating of coins.

To emphasize the value of coins as reliable historical sources.

١.٦. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		Ethical Advocacy: Students will be capable of constructing rigorous arguments for the repatriation of cultural property based on "Moral Philosophy" and "International Law." Public Engagement: Students will learn to translate complex archaeological findings into narratives that resonate with the public's collective memory.	Sayyid Abd al-Aziz Salim, History of Arab and Islamic Coinage. Abd al-Rahman Zakaria, Arab and Islamic Coins. Ahmad Fikri, Islamic Numismatics. Ali Ibrahim Hasan, Islamic Administrative Systems (Coinage section). Muhammad Hamidullah, History of Islamic Coins and Currency.	١. The Socratic Seminar (Dialectical Learning) Instead of traditional lecturing, sessions will revolve around "The Big Question." Method: Students are given a philosophical text (e.g., Heidegger) and an archaeological case study (e.g., The Parthenon Marbles). Goal: To debate the ethical and historical implications of the findings.	

		Collaborative Dialogue: Students will be able to mediate between the scientific requirements of archaeologists and the spiritual/emotional requirements of indigenous or local communities.	Islamic Coinage and Its Civilizational Significance	ontological implications rather than just memorizing dates. ٢. Object-Based Learning (OBL) Method: Using physical artifacts (or high-resolution 3D models). Activity: "Silent Examination." Students observe an object and attempt to reconstruct its Intangible meaning (its ritual use, the social status of its owner, the "spirit" of its era) before reading its technical description. ٣. Phenomenological Fieldwork Method: Site visits focused on experience rather than just surveying. Activity: Students visit	
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				local ruin or traditional marketplace and document the "sense of place" (Genius Loci). They record sounds, smells and spatial feelings to understand the living layer of history.	
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١٠٧. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٠٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Sayyid Abd al-Aziz Salim, History of Arab and Islamic Coinage. Abd al-Rahman Zaki, Arab and Islamic Coins. Ahmad Fikri, Islamic Numismatics. Ali Ibrahim Hasan, Islamic Administrative Systems (Coinage section). Muhammad Hamidullah, Islamic Coinage and Its Civilizational Significance.	
Electronic References, Websites	

٣٣. Name of Rapporteur:

Conservation and Restoration / Conservation of Archaeological Finds

٣٤. Symbol of decision					
٣٥. Chapter/year:					
Second Semester / Third Year ٢٠٢٥-٢٠٢٦					
٣٦. Date of preparation of this description:					
١٧/٩/٢٠٢٥					
٣٧. Forms of presence available:					
Personal or electronic					
٣٨. Number of hours (total)/ number of units (total)					
٣/٣					
٣٩. Name of the course administrator (if more than one name is mentioned)					
Name: Prof. Dr. Lateef Tayeeh Hasoon Lateef.hasson@qu.edu.iq					
٤٠. Objectives of the decision					
١٩-	Developing Specialized Professional Competencies: Preparing outstanding graduates equipped with the theoretical knowledge and practical skills required to directly handle and conserve various types of archaeological finds.				Objective of the study material
٢٠-	Applying Modern Techniques and Methods: Enabling students to utilize advanced technological devices and equipment for the examination, analysis, and documentation of artifacts, as well as the identification of degradation forms.				
٢١-	Meeting Labor Market Demands: Supplying museums, excavation storages, archaeological sites, and cultural institutions with qualified national cadres capable of contributing to heritage management and preservation.				
٤١. Teaching and learning strategies					
٥- Cooperative Learning ٦- Brainstorming ٧- Observation Chain					Strategies
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	Teacher's work
•Written examination •Reports and articles •Practical experiments •Laboratory experiments •Oral interviews	١٩. Office	٣٠- Treatment of Iron Artifacts ٣١- Treatment of Copper Artifacts ٣٢- Treatment of Gold Artifacts ٣٣- Treatment of Silver Artifacts ٣٤- Treatment of Coins ٣٥- Treatment of Textiles	Ability to use survey equipment and tools	١٢٤٥٦	

		٣٦- Treatment of Ivory Artifacts ٣٧- Treatment of Wood ٣٨- Treatment of Leather ٣٩- Treatment of Paper ٤٠- Treatment of Glass ٤١- Treatment of Pottery Artifacts ٤٢- Treatment of Pewter Artifacts ٤٣- Treatment of Bone Artifacts			٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤
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٤٣. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٤٤. Sources of learning and teaching

- The Elements of Archaeological Conservation - Studies in Archaeological Conservation - The Archaeologist's Manual for Conservation: A Guide to Non-Toxic, Minimal Intervention Artifact Stabilization - Methods of Conserving Archaeological Material from Underwater Sites	Required books (methodology, if any)
	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
- culturalheritage.org - getty.edu/conservation - iccrom.org - canada.ca/en/conservation-institute.html	Electronic references Internet sites

١٠٩.	Course Name:
Prehistoric times	
١١٠.	Course Code:
Antiquities of Yemen	
١١١.	Semester / Year:
٢٠٢٥ ٢٠٢٦	
١١٢.	Description Preparation Date:
١١٣.	Available Attendance Forms:

١١٤. Number of Credit Hours (Total) / Number of Units (Total)					
١١٥. Course administrator's name (mention all, if more than one name)					
Name: Mahmoud Hamza Razouki Email:					
١١٦. Course Objectives					
Course Objectives		• Identify the main prehistoric periods and their distinctive characteristics. • • Analyze stone tools, pottery, and rock using archaeological reasoning. • • Compare hunter-gatherer and early agricultural societies. • • Interpret economic and social transformations in the Stone Ages. • • Produce short research reports on prehistoric sites in Iraq and the wider world.			
١١٧. Teaching and Learning Strategies					
Strategy	Lectures and Presentations – To introduce key historical, cultural, and archaeological concepts related to ancient Yemen. Class Discussions and Debates – To encourage critical thinking and interpretation of primary sources and historical events. Visual Analysis – Use of maps, site plans, and photographs of inscriptions and artifacts to enhance understanding				
١١٨. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

		Introduction to Prehistoric Age Early Human Tools and Technological Development The Paleolithic Period: Features and Achievements Neanderthals and Homo sapiens Housing and Architecture in Prehistoric Societies Rock Art and Symbolism in Early Communities The Transition from Hunting to Agriculture Prehistoric Villages: Jarmo, Hassuna, and Jericho as Case Studies Pottery Development in Prehistoric Cultures Trade and Exchange Systems in Early Societies Religion and	Understand the chronological and cultural development of prehistoric periods. Analyze tools and artifacts as primary sources for reconstructing early human life. Explain the relationship between environment and human adaptation. Recognize the role of agriculture and settlement in forming early societies. Identify major stages that led to the rise of ancient civilizations.		Questions, answers, and paper exams
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		Belief in Primitive Communities Social Organization and Tribal Relations The Neolithic Revolution and Its Civilization Impact The Beginning of Metal Use: Copper and Early Bronze Chronology Prehistory and the Rise of Civilization			
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١١٩. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢٠. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Childe, V. Gordon. Man Makes Himself. London: Watts & Co., 1936. Fleming, J. D. Prehistoric Times. Cairo: Dar Al-Maar, 1998. Howells, W. W. Mankind So Far. New York: Doubleday, 1967. Brewer, Daniel. Prehistoric Archaeology of the Near East. Cambridge University Press, 2002. Potts, Daniel T. The Arabian Gulf in Antiquity. Oxford University Press, 2010.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

١٢١.	Course Name:
"Architecture of the East: India and Central Asia"	
١٢٢.	Course Code:
First stage, second course	
١٢٣.	Semester / Year:
٢٠٢٥ ٢٠٢٦	
١٢٤.	Description Preparation Date:
١٢٥.	Available Attendance Forms:
In-person	
١٢٦.	Number of Credit Hours (Total) / Number of Units (Total)
١٢٧.	Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Thamer Aleiwi Tohme Email:	
١٢٨.	Course Objectives
Course Objectives	Objectives of Studying Eastern Islamic Architecture: A Gateway to Heritage and Identity The study of Eastern Islamic Architecture aims to achieve a set of academic and cultural objectives that seek to deepen students' understanding of this distinct architectural tradition. These objectives are closely interconnected to provide an integrated vision of how Islamic architecture developed in regions such as Iraq, India, and Central Asia, and how it influenced and absorbed influences within its diverse historical, social, and cultural contexts. • Enhance Cultural and Religious Identity Awareness A primary objective of this field of study is to develop and enhance awareness of the Islamic cultural identity through the critical analysis of traditional architectural forms. Buildings such as mosques, madrasas, palaces, and caravanserais serve as expressive, spiritual, and social symbols. They reflect the religious and historical values adopted by Islamic societies. A precise understanding of these architectural symbols enables researchers to appreciate the pivotal role that architecture played in shaping, preserving, and transmitting this identity across different eras.

۱۲۹. Teaching and Learning Strategies				
Strateg	۱-	Brainstorming		
	۲-	Cooperative Learning		
۱۳۰. Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning methods
۱		Introduction to Islamic Architecture		
۲		Influence of Pre-Islamic Architecture		
۳		Mosques: Layout and Characteristics Architecture of Caravanserais and Rest Stops		
۴		Architecture of Islamic Madrasas		
۵		Decorative Elements in Indian Architecture		
۶		Civic and Military Buildings in India		
۷		Introduction to Islamic Architecture in Central Asia Mosque Architecture in Central Asia		
۸		Architecture of Caravanserais and Rest Stops in Samarkand Architecture of Islamic Madrasas in Bukhara		
۹		Mosque Architecture in the Caucasus Military and Service Buildings in the Caucasus		
۱۰		Heritage Preservation and Contemporary Challenges General Review and Research Projects		

١١				
١٢				
١٣				
١٤				
١٥				

١٣١. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٣٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

١- Architecture in Islamic Civilization

٢- Mosque Architecture in India

٣- Architecture of Madrasas and Mausoleums in Islamic Civilization

Electronic References, Websites

٤٥. Name of Rapporteur:

The Jurisprudence of Architecture and Urbanism in Islamic Civilization

٤٦. Symbol of decision

٤٧. Chapter/year:

Second Semester / ٢٠٢٥-٢٠٢٦

٤٨. Date of preparation of this description:

١٧/٩/٢٠٢٥

٤٩. Forms of presence available:

Personal or electronic

٥٠. Number of hours (total)/ number of units (total)

٢-٣٠

٥١. Name of the course administrator (if more than one name is mentioned)

Prof. Dr. Rajwan Faisal Al-Mayali

٥٢. Objectives of the decision

٢٢-

Objective
of the st
material

٥٣. Teaching and learning strategies

Discussion Strategy
Storytelling Strategy
Brainstorming Strategy

Strateg

.Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
- Written examination - Reports articles - Practical f experiments - Laboratory experiments - Oral interview	٢٠.	١- The Concept of Urbanism and Architecture ٢- The Objectives of Sharia in Architecture ٣- Governing Jurisprudential Maxims ٤- Sources of Urban Legislation ٥- Jurisprudence of Urban and City Planning ٦- Regulations of Roads and Streets ٧- The Hisbah System and Urbanism ٨- Lands and Their Subdivision (Revitalization of Wasteland / Ihya al-Mawat) ٩- Jurisprudence of Neighborhood and Environment ١٠- Fences and Shared Walls ١١- Rights of View and Window	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١

		Openings ١٢- Devotional Architecture (Mosques) ١٣- Residential Architecture (Houses) ١٤- Economic and Endowment (Waqf) Facilities			
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٥٥. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٥٦. Sources of learning and teaching					
١- "Fiqh al-Umran: Architecture, Society, and State in Islamic Civilization" by Dr. Khatib al-Azab ٢- al-I'lan bi-Ahkam al-Bunyan" (The Proclamation of Building Regulations) by the jurist Ibn al-Rami			Required books (methodology, if any)		
			Principal references (sources)		
			Recommended books and supporting references (scientific journals, reports...)		
			Electronic references Internet sites		

٥٧. Name of Rapporteur:					
Historical Research Methods					
٥٨. Symbol of decision					
٥٩. Chapter/year:					
Second Semester / ٢٠٢٥-٢٠٢٦					
٦٠. Date of preparation of this description:					
١٧/٩/٢٠٢٥					
٦١. Forms of presence available:					
Personal or electronic					
٦٢. Number of hours (total)/ number of units (total)					
٢-٣٠					
٦٣. Name of the course administrator (if more than one name is mentioned)					
Name: Lect. Dr. Raed Fadhil Abbas					

٦٤. Objectives of the decision					
٢٣-	Studying the key methods that enable the researcher to select a research topic and title.				Objective of the study material
٢٤-	Understanding how to deal with historical sources and evaluate them based on their relative authority and importance.				
٢٥-	Examining the essential scientific and methodological approaches to writing historical research.				
٦٥. Teaching and learning strategies					
Enabling the student to understand and use space tools and software in archaeological exploration and survey					Strategic
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews	٢١.	١٥- Definition of Historical Research and Its Importance in Archaeological Studies. ١٦- Evolution of Historical and Archaeological Methodologies Through the Ages. ١٧- Steps of Research Preparation (Topic Selection, Hypothesis, and Objectives). ١٨- Data Collection and Gathering of Archaeological and Historical Sources. ١٩- Analysis of Cuneiform Texts and Inscriptions as Primary Sources. ٢٠- Historical Criticism of Sources (Internal and External Criticism). ٢١- The Comparative Approach Among Ancient Civilizations and Cultures. ٢٢- The Analytical Method in Interpreting Archaeological Finds. ٢٣- The Descriptive Method in Documenting Field Discoveries. ٢٤- Formulating Scientific Hypotheses and Interpreting Results. ٢٥- Scientific Documentation of References, Images, and Maps. ٢٦- Utilizing Auxiliary Sciences (Chemistry, Physics, and Geology). ٢٧- The Environmental Approach and Studying the Impact of Environment on Civilization. ٢٨- Writing Archaeological Research in	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨

		an Academic and Methodological Style. ٢٩- Practical Application of Research Methodology to a Specific Archaeological Case Study.			
٢٧. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٢٨. Sources of learning and teaching					
			Required books (methodology, if any)		
			Principal references (sources)		
			Recommended books and supporting references (scientific journals, reports...)		
			Electronic references Internet sites		

٢٩. Name of Rapporteur:	Babylonian Texts: Epistolary and Legal
٣٠. Symbol of decision	
٣١. Chapter/year:	Second Semester / ٢٠٢٥-٢٠٢٦
٣٢. Date of preparation of this description:	١٧/٩/٢٠٢٥
٣٣. Forms of presence available:	Personal or electronic
٣٤. Number of hours (total)/ number of units (total)	٢-٣.
٣٥. Name of the course administrator (if more than one name is mentioned)	Name: Prof. Dr. Walid Saadi Muhammad
٣٦. Objectives of the decision	

٢٦-	Developing students' knowledge of texts written in the Akkadian language.	Objective of the st material
٢٧-	Training students to utilize specialized Akkadian dictionaries and epistolary texts (letters).	
٢٨-	Enabling students to apply practical exercises on verbs found within legal and epistolary texts.	
٢٩-	Understanding the significance of legal and epistolary texts in the Akkadian language	

٢٧. Teaching and learning strategies

٨ – The Lecture Method	Strateg
٩ – Board-based explanation	

.Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
				o	h
				u	e
				r	s
				w	e
				e	e
				k	k
- Written examinations - Reports and articles - Practical experiments - Laboratory experiment - Oral interviews	٢٢. Office	٤٤- An Overview of the Akkadian Language and Its History ٤٥- Significance and Classification of Cuneiform Texts ٤٦- Understanding Formal Formulas in Epistolary Texts ٤٧- The Historical and Linguistic Significance of Epistolary Texts ٤٨- Textual Reading and Analytical Philology (Letters & Legal Documents) ٤٩- A Letter from the Isin-Larsa Period ٥٠- A Letter from the Reign of Hammurabi ٥١- A Letter from the Mari Archives ٥٢- A Letter from the Archive of Šamaš-hāzir (Shamash-hazir) ٥٣- Letters from the Ur III Period ٥٤- The Socio-Economic and Juridical Significance of Legal Texts ٥٥- Understanding Formal Formulas in Legal Texts and Contracts ٥٦- A Legal Text from the Code of Hammurabi ٥٧- A Legal Text from the Old Babylonian Period ٥٨- A Legal Text from the Assyrian Period	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠ ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠ ٤١ ٤٢ ٤٣ ٤٤ ٤٥ ٤٦ ٤٧ ٤٨ ٤٩ ٥٠ ٥١ ٥٢ ٥٣ ٥٤ ٥٥ ٥٦ ٥٧ ٥٨ ٥٩ ٦٠ ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠ ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠ ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠ ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠

٢٩. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٨٠. Sources of learning and teaching

- Suleiman, A. (2001). Grammar of the Akkadian Language and Its Babylonian and Assyrian Dialects. Mosul. Suleiman, A. (2002). - Legal Texts. Baghdad. Rashid, F. (1979). Ancient Iraqi Legal Codes. Baghdad. renowned German reference known by the abbreviation GAG (Grundriss akkadischen Grammatik) by Wolfram von Soden. A collection of epistolary texts (letters) compiled from various university theses and dissertations	Required books (methodology, if any)
	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

٨١. Name of Rapporteur:	
Architecture and Art of Ancient Arabia and the Persian Gulf Region	
٨٢. Symbol of decision	
٨٣. Chapter/year:	
First Semester / ٢٠٢٥-٢٠٢٦	
٨٤. Date of preparation of this description:	
١٧/٩/٢٠٢٥	
٨٥. Forms of presence available:	
Personal or electronic	
٨٦. Number of hours (total)/ number of units (total)	
٢-٣٠	
٨٧. Name of the course administrator (if more than one name is mentioned)	
Name: Asst. Prof. Dr. Amir Najm Al-Rubaie	
٨٨. Objectives of the decision	
٣٠-	Objective of the study material

٨٩. Teaching and learning strategies					
Discussion Strategy. Storytelling Strategy. Brainstorming Strategy					Strateg
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
				o	h
				u	e
				r	s
				w	e
				e	k
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		1- The concept of an archaeological site: Definitions and methodologies. 2- The geography of the targeted region and its environmental importance. 3- Types of ancient arts and their cultural significance. 4- Zoning and regional classification based on geographical layout and historical prominence. 5- The geographical guide (The Navigator): Desert environments and island archaeology. 6- Chronology of the site: Estimating the age of the site and periods of continuous human settlement. 7- Criteria and prerequisites for distinguishing between art and architecture in antiquity. 8- The art of presentation and presence: Methods of exhibiting archaeological data. 9- Strategies for presenting site significance in the Gulf and its connectivity with neighboring regions. 10- Site identity in the region and the scale of impact by neighboring civilizations (Mesopotamia as a case study). 11- The deep history of the region: The Arabian Gulf and the Peninsula. 12- Maritime heritage in the region and its socio-economic importance. 13- Preserving national identity	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣

		through the typological study of ancient pottery and religious architecture. 14- Tombs of elite figures and their illustrious history across historical cities.			
٩١.					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
٩٢. Sources of learning and teaching					
١- Al-Talbi, Jumaa and Al-Zaidi, Naeem. Antiquities of the Gulf and the Arabian Peninsula.			Required books (methodology, if any)		
٢- Al-Hamdi, Sabri Faleh. The Arabian Gulf and the Arabian Peninsula in Russian Sources.					
٣- Al-Hashemi, Reza Jawad. The Arabian Peninsula and the Gulf.					
			Principal references (sources)		
https://bsgcenter.uobasrah.edu.iq/the%20Arab%20Gulf https://coart.uobaghdad.edu.iq/?p=22159			Recommended books and supporting references (scientific journals, reports...)		
			Electronic references Internet sites		

٩٣. Name of Rapporteur:					
Greek and Roman Antiquities					
٩٤. Symbol of decision					
٩٥. Chapter/year:					
Second Semester 2025 -2026					
٩٦. Date of preparation of this description:					
١٧/٩/٢٠٢٥					
٩٧. Forms of presence available:					
Personal or electronic					
٩٨. Number of hours (total)/ number of units (total)					
٢-٣٠					
٩٩. Name of the course administrator (if more than one name is mentioned)					
Name: Prof. Dr. Anmar Abdul-Jabbar Jassim					

3.1. Objectives of the decision					
3.1-					Objective of the study material
3.2. Teaching and learning strategies					
Discussion Strategy. Storytelling Strategy. Brainstorming Strategy					Strategy
3.3. Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	Weeks
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		15- Greek geography and its impact on the formation of Hellenic civilization 16- The Greek Dark Ages and the early rise of City-States (Polis). 17- Athens and Sparta: Models of democratic and military systems. 18- Athens and Sparta: Models of democratic and military systems. 19- Athens and Sparta: Models of democratic and military systems. 20- Athens and Sparta: Models of democratic and military systems. 21- Athens and Sparta: Models of democratic and military systems. 22- Athens and Sparta: Models of democratic and military systems. 23- Athens and Sparta: Models of democratic and military systems. 24- Athens and Sparta: Models of democratic and military systems. 25- Athens and Sparta: Models of democratic and military systems. 26- Athens and Sparta: Models of democratic and military systems. 27- Athens and Sparta: Models of democratic and military systems. 28- Athens and Sparta: Models of democratic and military systems. 29- Athens and Sparta: Models of democratic and military systems.	Ability to use survey equipment and tools		

٢.٣. Evaluation of the decision	
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.	
٢.٤. Sources of learning and teaching	
- Mehran, Mohamed Bayoumi. History of Greek and Roman Civilization- Fakhry, Ahmed. History of the Ancient World: The Near East, Greece, and Rome - Al-Hamd, Mohamed Abdel-Hamid. History of Greece and Rome. University of Baghdad.	Required books (methodology, if any)
	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

٢.٥. Name of Rapporteur:	
Ancient Egyptian Antiquities	
٢.٦. Symbol of decision	
٢.٧. Chapter/year:	
First Semester – ٢٠٢٥–٢٠٢٦	
٢.٨. Date of preparation of this description:	
١٧/٩/٢٠٢٥	
٢.٩. Forms of presence available:	
Personal or electronic	
٢.١٠. Number of hours (total)/ number of units (total)	
٢-٣٠	
٢.١١. Name of the course administrator (if more than one name is mentioned)	
Name: Asst. Prof. Dr. Furqan Alaa El-Din	
٢.١٢. Objectives of the decision	
٣٢-	Direct Translation: Introducing students to the importance of studying ancient Egyptian arts. Academic Formulation: Familiarizing students with the core significance of ancient Egyptian art and its pivotal role in expressing the religious, political, and spiritual ideologies of Pharaonic civilization
٣٣-	Training students on how to know historical periods through studying ancient Egyptian arts
	Objective of the study material

١٣. Teaching and learning strategies

Discussion Strategy.
Storytelling Strategy.
Brainstorming Strategy

Strateg

.Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		30- An introductory overview of Ancient Egypt (Geography and Chronology) 31- An introduction to ancient art and its conceptual framework 32- The arts of prehistoric eras: Palaeolithic and Neolithic developments. 33- The arts of prehistoric eras: Predynastic cultural phases (Badarian and Naqada). 34- Statuary and free-standing sculpture in the fourth millennium BC. 35- Relief sculpture and glyptic art in the fourth millennium BC. 36- Relief sculpture and glyptic art in the fourth millennium BC. 37- Relief sculpture and glyptic art in the fourth millennium BC. 38- Relief sculpture and glyptic art in the fourth millennium BC. 39- Relief sculpture and glyptic art in the fourth millennium BC. 40- Relief sculpture and glyptic art in the fourth millennium BC. 41- Relief sculpture and glyptic art in the fourth millennium BC. 42- Relief sculpture and glyptic art in the fourth millennium BC. 43- Relief sculpture and glyptic art in the fourth millennium BC.	Ability to use survey equipment and tools		١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠ ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠ ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠ ٤١ ٤٢ ٤٣

١٤. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

١٥. Sources of learning and teaching

	Required books (methodology, if any)
	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

١. Course Name:	
Andalusian archaeology	
٢. Course Code:	
Ar Is ١٠٢	
٣. Semester / Year:	
Second course / Fourth stage	
٤. Description Preparation Date:	
٢٠٢٥-٢٠٢٦	
٥. Available Attendance Forms:	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٢/٢	
٧. Course administrator's name (mention all, if more than one name)	
Name: thamer oleiwi tuama Email: thamer.tuama@qu.edu.iq	
٨. Course Objectives	
Course Objectives	- Objectives of Studying Islamic Archaeology in Andalusia: A Gateway Heritage and Identity - The study of Islamic archaeology in Andalusia aims to achieve a set of academic and cultural objectives that seek to deepen students' understanding

this distinctive architectural tradition. These objectives are closely interconnected to provide a comprehensive view of how architecture developed in regions such as the cities of Andalusia, and how it influenced and absorbed influences within its diverse historical, social, and cultural contexts.

- Enhancing Awareness of Cultural and Religious Identity

- The main objectives of studying Andalusian archaeology are multifaceted and aim to provide students with a solid intellectual and practical framework. These objectives go beyond mere knowledge acquisition, focusing on developing analytical skills and a deep understanding of cultural heritage.

٩. Teaching and Learning Strategies

Strategy

- Cooperative learning.
- Brainstorming.
- Note-taking.

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٢	Introduction to the History of Andalusia			Daily questions attendance, and
Second	٢	The Islamic Conquest of Andalusia and the			written exam
Third	٢	Beginning of the Umayyad State			Daily questions attendance, and
Fourth	٢	Cordoba: Capital of the Umayyad Caliphate and the			written exam
Fifth	٢	Development of Islamic Cities			Daily questions attendance, and
Sixth	٢	Islamic Architecture in Andalusia			written exam
Seventh		Society, Culture, and			Daily questions attendance, and

Eighth	✓	Decorative Arts in Andalusia (10th Century)			written exam
Ninth		The Era of the Taifa Kingdoms and the Fall of the Caliphate			Daily questions attendance, and written exam
Tenth	✓	The Almoravids and Almohads: Morocco			Daily questions attendance, and written exam
Eleventh	✓	Influence on Andalusia			Daily questions attendance, and written exam
Twelfth	✓	Granada: The Last Stronghold of Islam in Andalusia and its Arts			Daily questions attendance, and written exam
Thirteenth	✓	Poetry, Literature, and Scientific and Philosophical Thought in Andalus and Morocco			
Fourteenth	✓	Madinat Azahara in Andalusia			
Fifteenth	✓	Decorative Arts: A Shared Heritage and the Role of Handicrafts			
		Mosque Architecture in Andalusia			
		Palace Architecture Andalusia			
		Andalusian Memory and Cultural Heritage			
		Archaeological Sites and Heritage Preservation			

١١. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

١٢. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Archaeology of Morocco and Andalusia
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

١٧. Name of Rapporteur:				
Professional Ethics				
١٨. Symbol of decision				
١٩. Chapter/year:				
Second Semester 2025 -2026				
٢٠. Date of preparation of this description:				
١٧/٩/٢٠٢٥				
٢١. Forms of presence available:				
Personal or electronic				
٢٢. Number of hours (total)/ number of units (total)				
٢-٣.				
٢٣. Name of the course administrator (if more than one name is mentioned)				
Name: Asst. Lect. Salah Mahdi Khuthaith				
٢٤. Objectives of the decision				
٣٤-				Objective of the study material
٢٥. Teaching and learning strategies				
Discussion Strategy. Storytelling Strategy. Brainstorming Strategy				Strategies
.Structure of the decision				
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours of the unit
				5 weeks

				e e k
•Written examinations •Reports and articles •Practical field experiments •Laboratory experiments •Oral interviews		44- The general concept of ethics and morality. 45- Sources of ethics: The Holy Qur'an, prophetic Sunnah, and Ahl al-Bayt (PBUT) traditions. 46- Regulatory sources: Systems, laws, legislations, customs, traditions, and social values. 47- Professional ethics: Definitions, criteria of profession in Islam, and contractual terms. 48- The rationale and purpose behind studying professional ethics. 49- Core Professional Virtues (Part 1): Sincerity (Devotion), Honesty (Truthfulness), and Trustworthiness (Integrity). 50- Core Professional Virtues (Part 2): Justice (Fairness), Competence, and Proficiency (Mastery). 51- Core Professional Virtues (Part 3): Initiative, Cooperation, and Positive Professional Conduct (Good Treatment). 52- Market and Administrative Violations: Unfair competition, fraud, nepotism, and conflict of interest. 53- Institutional Misconduct: Reprehensible mediation (cronyism) and corruption. 54- Financial Deviations: Theft, bribery, and financial embezzlement (malfeasance). 55- Fostering Professional Integrity: Setting a good role model and developing self-censorship (conscientiousness). 56- Institutional Accountability: Continuous assessment and fair accountability systems.	Ability to use survey equipment and tools	١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥

٢٧. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٢٨. Sources of learning and teaching

Al-Sakarneh, Bilal. Work Ethics. Amman: Dar Al-Masirah for Publishing, 2009.
Nouri, Mowafaq Salem. Professional Ethics in Islamic Civilization.
Abdul-Jabbar, [First Name]. Professional Ethics in Islam.

Required bc
(methodology, if an

Principal referen

	(sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

١. Course Name:	
٢. Ottoman architecture in Asia Minor	
٣. Course Code:	
The fourth Islamic	
٤. Semester / Year:	
٢٠٢٥-٢٠٢٦	
٥. Description Preparation Date:	
٢٠٢٥/١/٩	
٦. Available Attendance Forms:	
Theoretical	
٧. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠ hours ٢ units	
٨. Course administrator's name (mention all, if more than one name)	
Name: Professor Dr. Shaymaa Jasim Al-badri Email: shaymaa.jasim@qu.edu.iq	
٩. Course Objectives	
Course Objectives	• Clarifying the nature of Ottoman architecture and the extent to which it was influenced by and influenced by imported architecture • Showing living examples of these buildings, whether religious or civil alike • Introducing the student to the establishment of the Ottoman Empire • Explaining the distinctive style of architect Sinan
١٠. Teaching and Learning Strategies	
Strategy	• Lecture • Interrogation

- Ability to analyze and deduce
- Enabling the student to understand the basic curricula of the subject of Ottoman antiquities
- Encouraging students to open the door to discussion to stimulate their scientific awareness
- Reaching the student's level to the point where he is able to distinguish between the architectural stages that Ottoman architecture passed through
- Graduation research project
- Method of delivery and drawing
- Video presentation on laptop
- Use of various educational tools such as (Powerpoint)

١١. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	٢		The rise of the Ottoman Empire	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Early Ottoman architecture in northeastern Anatolia	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Ottoman architecture in Thrace	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Architecture of the city of Constantinople (Istanbul)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Architecture of the Royal Palace (Topkapi)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Styles of the first Ottoman mosque	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Period of classical Ottoman architecture	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Engineer Sinan buildings during reign of Sultan Suleiman the Magnificent	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Architecture of Sulaymaniyah Mosque	Presentation using a projector using the following means: (PowerPoint)	Paper based exam

				(PowerPoint)	
	٢		Late buildings of Sinan in Istanbul	Presentation using a projector using the following media (PowerPoint)	Paper based exam
	٢		Sinan's contemporaries and successors in the classical heritage	Presentation using a projector using the following media (PowerPoint)	Paper based exam
	٢		The most prominent Ottoman mosques	Presentation using a projector using the following media (PowerPoint)	Paper based exam
	٢		The eighteenth century: from classicism to baroque	Presentation using a projector using the following media (PowerPoint)	Paperbased exam
	٢		The last Ottoman period	Presentation using a projector using the following media (PowerPoint)	Paper based exam
	٢		Review the article	Presentation using a projector using the following media (PowerPoint)	Paper based exam

١٢. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Final exam score (60 points) + endeavor score (40 points) divided as follows:

٢٠ points for the exam

١٠ points for preparation and attendance

١٠ points for monthly and oral exams

١٣. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	- History of Ottoman Architecture / John Freeley - Origins of Ottoman Architecture / Shannon Carnell - Islamic architecture in the Ottoman era / article
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

٢٢٩. Name of Rapporteur:

Urban Planning and Fortifications of Pre-Islamic Cities

٢٣٠. Symbol of decision

٢٣١. Chapter/year:					
First Semester 2025 -2026					
٢٣٢. Date of preparation of this description:					
١٧/٩/٢٠٢٥					
٢٣٣. Forms of presence available:					
Personal or electronic					
٢٣٤. Number of hours (total)/ number of units (total)					
٢-٣.					
٢٣٥. Name of the course administrator (if more than one name is mentioned)					
Name: Asst. Lect. Naeema Ali Jallab					
٢٣٦. Objectives of the decision					
٣٥-					Objective of the study material
٢٣٧. Teaching and learning strategies					
Discussion Strategy. Storytelling Strategy. Brainstorming Strategy					Strategies
.Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examination •Reports and articles •Practical experiments •Laboratory experiments •Oral interviews		57- general introduction to ancient urban planning and city origins: Organic (spontaneous) planning, gradual evolution, and factors of settlement such as water resources and trade routes. 58- urban planning in the cities of Northern Arabia: Core elements of Nabataean, Palmyrene, and Hatran city planning 59- gridiron urban planning (The Hellenistic system adopted in Roman cities): Intersection of main arterial streets, city centers (forums/agoras), and paved secondary streets	Ability to use survey equipment and tools	١	٢
				٣	٤
				٥	٦
				٧	٨
				٩	١٠
				١١	١٢
				١٣	١٤
				١٥	١٦
				١٧	١٨
				١٩	٢٠
				٢١	٢٢
				٢٣	٢٤
				٢٥	٢٦
				٢٧	٢٨
				٢٩	٣٠

		60- Infrastructure of pre-Islamic cities: Design of public streets, architecture of central marketplaces (souks), sewage networks, and water drainage systems. 61- The Nabataean Kingdom (Petra): A study of its geographical location, territorial expansion, and the unique layout of its rock-cut capital. 62- Water management in desert cities (Petra and Palmyra as case studies): Engineering of aqueducts, dams, and the storage of rainwater and flash floods. 63- First Monthly Exam 64- The City of Hatra (The Kingdom of Hatra): The unique circular urban planning, centrality of temples and palaces, and the spatial distribution of residential quarters and marketplaces. 65- Military fortifications of the city of Hatra: Massive defensive curtain walls, reinforced bastions (towers), and the deep circular moat surrounding the city. 66- The architecture of castles and fortresses prior to Islam: Their military concept as independent defensive installations for territorial protection and securing caravan trade routes. 67- The Citadel of Aleppo: A study of its origins and ancient military history prior to the Islamic conquest (636 AD), and its strategic location atop the tell (natural hill). Square 68- Micro-defensive structures: Bent-axis entrances to delay attackers, reinforced or restricted iron gates, arrow slits, and machicolations (murder-holes). 69- A comprehensive and general review of all course topics on pre-Islamic city planning and fortifications (Petra, Palmyra, Hatra, and the Citadel of Aleppo) + A mock exam.			
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٣٩. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٤٠. Sources of learning and teaching	
- Ancient Urban Planning and Architecture: Archaeological Studies. - Ancient Military Architecture and Warfare Fortifications Prior to Islam.	Required books (methodology, if any)
- <u>Pre-Islamic Archaeological Cities and Settlements in the Arabian Peninsula: An Archaeological Research.</u> - <u>History and Urban Planning of Ancient Cities and Civilizations in the Levant and Mesopotamia.</u>	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references Internet sites

٣٢.	name The decision
Archaeological excavation methods (techniques)	
٣٣.	code The decision
A E C I M E	
٣٤.	the chapter / year
first semester ٢٠٢٤-٢٠٢٥	
٣٥.	date numbers this Description
١٧/٩/٢٠٢٤	
٣٦.	Available attendance forms
Attend personally	
٣٧.	Number of study hours (total) / Number of units (total)
٤٥ hours / ٣ units	
٣٨.	Name of the course administrator (if more than one name is mentioned)
Professor Dr. Abbas Ali Abbas Al-Hussainy Email :	

. Course objectives

- Preparing graduates and preparing competencies to continue postgraduate studies in the specialization
- Graduating highly educated, qualified and distinguished cadres

Teaching and learning methods

- Lecture
- Interrogation
- Ability to analyze and deduce
- Graduation research project
- Method of delivery and drawing
- Video presentation on laptop
- Use of different educational tools such as (Powerpoint)

١٠. Course structure

Evaluation method	Teaching method	Unit name/Or the subject	Required learning outcomes	Watches	The week

	Presentati on using a projector using PowerPoi nt	١- The main sources for the study of Excavation ٢- The assistance Science of Excavation ٣- History of Excavation in Mesopotamia ٤- Types of Archaeological Sites. Overview ٥- Caves and Shelters ٦- Monuments ٧- Castles and forts ٨- Graves ٩- Ancient Rivers ١٠- Co-Factors in Excavation ١١- Absolute Methods, C١٤ and others . ١٢- Relative Methods ١٣- Documentation of Excavation ١٤- Preparation and Choosing of The Sites			١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠ ١١ ١٢ ١٣ ١٤ ١٥
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١٣٣. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.

End of course exam grade (60 points) + end of course grade (40 points) divided as follows:

٢٠ points for the exam

١٠ points for preparation and attendance

١٠ points for monthly and oral exams

١٣٤. Learning and Teaching Resources

Required textbooks (curricular books any)	-
Main references (sources) - ١ Archaeological excavation methods, Dr. Taqi Al-Dabbagh, Dr. Walid Al-Jader, Dr. Ahmed Malik Al-Fityan. - ٢ Mesopotamian antiquities - theories and studies - Roger Matthews. ٣- Excavation reports published in Sumer magazine	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

٤١. Name of Rapporteur:	
Islamic Pottery and Ceramics	
٤٢. Symbol of decision	
٤٣. Chapter/year:	
First Semester 2025 -2026	
٤٤. Date of preparation of this description:	
١٧/٩/٢٠٢٥	
٤٥. Forms of presence available:	
Personal or electronic	
٤٦. Number of hours (total)/ number of units (total)	
٢-٣.	
٤٧. Name of the course administrator (if more than one name is mentioned)	
Name: Asst. Lect. Naeema Ali Jallab	
٤٨. Objectives of the decision	
٣٦-	Objectives of study mater
٤٩. Teaching and learning strategies	
Discussion Strategy. Storytelling Strategy. Brainstorming Strategy	Strategy

Structure of the decision

Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	H	T
•Written examination •Reports and articles •Practical experiments •Laboratory experiments •Oral interviews		1- Introduction to Archaeology: The Importance of Pottery and Surface Potsherds in Studying the Story of Humankind Across Ancient Times and Before the Invention of Writing 2- Surface Archaeological Survey & Ceramic Analysis 3- The Early Stages of Pottery Evolution: Understanding the Primitive Phases of Heavy Ware Production, Sun-Drying, and Primitive Hand-Forming 4- Discovering the Tremendous Importance of Fire in Pottery Making: The Transformation from Brittle Clay to a Durable, Weather-Resistant Material 5- The Invention of the Potter's Wheel (The Rotary Wheel) and Its Tremendous Impact on Achieving Balanced Dimensions and Symmetrical Vessels 6- Early Decoration on Pottery Vessel Walls: Incision, Impressed Techniques, Polychrome Painting, and Their Artistic Evolution 7- First Course – Monthly Review Sheet 8- An Applied Study of Production Facilities Discovered in Excavations: The Architecture of Pottery Kilns and Their Internal and External Structural Design 9- Innovative Kiln Technologies: Designing Parallel Horizontal Rows of Perforated Holes and Their Geometrical Spacing 10- Tapered Pottery Kiln	Ability to use survey equipment and tools	1	2

		Cones/Props 11- Economic Objectives of Stacking Vessels with Kiln Cones: Achieving Uniform Firing, Preventing Adhesion, and Minimizing Production Wastage 12- Archaeological Features Around Kilns: The Study of Kiln Dumps and Potsherds Discovered Near Firing and Production Facilities 13- Analyzing the Phenomenon of Partial Thermal Damage and Liquid Vitrification on Kiln Cones as a Prominent Technological Material Record 14- Classification of Functional versus Rejected (Discarded) Archaeological Vessels, and the Transition Toward Fine, Advanced Ceramics			
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٥١. Evaluation of the decision

The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.

٥٢. Sources of learning and teaching

- Archaeological Pottery and Its Evolution Across Eras: Architectural and Technological Studies.Planning and Manufacturing of Islamic Ceramics – Dr. -0 Saleh La Mostafa.The Art of Islamic Ceramics: Its Technological and Artistic Schools Across Islamic Eras	Required books (methodology, any)
- <u>Kitab al-Buldan by al-Yaqubi (Documented Sections on the Grand Workshops of Basra and Samarra).Archaeology and the Arts of Clay and Pottery Production in Mesopotamia and the Arabian Peninsula.Abbasid Lustreware and Its Global - Impact Archaeological and Museum Studies.Excavation Reports and Seasons Issued by State Board of Antiquities and Heritage (SBAH) – Sections on Kilns and Industrial Facilities.</u>	Principal references (sources)
	Recommended books and supporting references (scientific journals, reports...)
	Electronic references, Internet sites

١. Course Name:	
The book arts (The first course) And Islamic paintings (The second course)	
٢. Course Code:	
The fourth Islamic	
٣. Semester / Year:	
٢٠٢٥-٢٠٢٦	
٤. Description Preparation Date:	
٢٠٢٥/١/٩	
٥. Available Attendance Forms:	
Theoretical	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٦٠ hours ٢ units	
٧. Course administrator's name (mention all, if more than one name)	
Name: Professor Dr. Shaymaa Jasim Al-badri Email: shaymaa.jasim@qu.edu.iq	
٨. Course Objectives	
Course Objectives	• Preparing graduates and preparing competencies to continue postgraduate studies the specialization • Graduating highly educated, qualified and distinguished cadres
٩. Teaching and Learning Strategies	
Strategy	• Lecture • Interrogation • Ability to analyze and deduce • Cognitive comparison between ancient and modern metal artifacts • Extrapolation of the development that occurred in the production of musical instruments throughout the ages • Following the development that affected the ivory artifacts and textiles industry • Graduation research project • Method of delivery and drawing • Video presentation on laptop • Use of various educational tools such as (Powerpoint)

١٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	٢		Introduction to the Arts of the Book	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		The origin of the Arabic manuscript	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		The origin of the Arabic manuscript	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Elements of the Arabic manuscript (paper and paper)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		(Line and decoration)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Place of writing the manuscript	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Types of dates written in the manuscript version	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Types of writing dates on manuscripts (arithmetic)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		(Arabic numerals, canonical history)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		The emergence of paper industry and its manufacture	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Countries that lead the paper industry (China)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		(Baghdad, Samarkand, the Levant, Egypt)	Presentation using a projector using the following means: (PowerPoint)	Paper based exam
	٢		Paper components and materials	Presentation using a projector using the following means: (PowerPoint)	Paper based exam

	٢		Basic stages of paper making	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Origin and development of binding	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		The emergence of arts in the Arabian Peninsula	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Data on Arab knowledge of painting before Islam	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		The impact of Islam on the art of paintings	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Orientalists and the art of paintings	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		The origins of Islamic painting	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Christian and Byzantine Art	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Hellenistic and Coptic Art	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Sassanian, Manichaean and Chinese art	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Islamic murals (mosaics)	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Painting manuscripts and their production stages	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Definition of painting schools and their origins	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		The Arab School of Painting and its Names	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		Art centers and features and characteristics of the Arab school	Presentation using a project using the following media (PowerPoint)	Paper based examination
	٢		The Mughal School, its Centers and Artistic Characteristics	Presentation using a project using the following media (PowerPoint)	Paper based examination

	٢		The Ottoman School, its Center and Artistic Characteristics	Presentation using a projector using the following media (PowerPoint)	Paper based exam
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١١. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

Final exam score (60 points) + endeavor score (40 points) divided as follows:

٢٠ points for the exam

١٠ points for preparation and attendance

١٠ points for monthly and oral exams

١٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Islamic Arts (Zaki Muhammad Hassan) Islamic Arts (Maurice Demand) The Arabic Manuscript (Abdul Sattar Al-Halouj) A Study in the World of Manuscripts (Ahmed Shawqi Binbin)
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Module Information

معلومات المادة الدراسية

Module Title	Stamp Seals and Cylinder Seals in Mesopotamia			Module Delivery	
Module Type	Supplement learning activities			✓ ☒ Theory ✓ ☒ Lecture ✓ ☒ Lab ✓ ☐ Tutorial ✓ ☐ Practical ✓ ☐ Seminar	
Module Code	٤Ar An ٢٠٥				
ECTS Credits	٦				
SWL (hr/sem)	١٥٠				
Module Level		٤	Semester of Delivery		٢
Administering Department		Al-Qadisiyah	College	Archaeology	
Module Leader	Furqan Alaulddin Badr		e-mail	Furqan.badr@qu.edu.iq	
Module Leader's Acad. Title		Asst. Lecturer	Module Leader's Qualification		PH.D

Module Tutor	None	e-mail	
Peer Reviewer Name	None	e-mail	
Scientific Committee Approval Date	٠١/٠٩/٢٠٢٥	Version Number	

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	١. Understanding the Historical Development of Seals The student distinguishes between the developmental stages of seals in Mesopotamia from the prehistoric to historical periods. ٢. Analyzing the Administrative, Religious, and Artistic Functions of Seals The student explains the role of seals in administration, religious rituals, and commercial transactions. ٣. Classifying Types of Seals and Their Techniques The student classifies flat and cylindrical seals and explains their manufacturing and stamping techniques.

	٤. Reading and Interpreting Seal Imagery The student analyzes the scenes carved on seals and interprets their religious, mythological, and social symbols.
	٥. Identifying Major Centers of Seal Production The student identifies the most prominent workshops and production sites such as Uruk, Nippur, and Nineveh.
	٦. Comparing Selected Seal Examples The student compares seals from different periods in terms of style, content, and technique.
	٧. Appreciating the Archaeological Value of Seals The student evaluates seals as primary sources for understanding the administrative, religious, and artistic aspects of Mesopotamian society.
	٨. Using Academic Sources to Study Seals The student uses scholarly sources (texts, catalogs, databases) to document and study seals in a systematic academic manner.
	٩. Connecting Seals to Historical and Political Contexts The student connects the content of seals to political and religious symbols or events from their respective periods.
	١٠. Developing Skills in Presenting Research Findings The student presents a well-structured academic analysis of a selected seal, incorporating critical interpretation and proper documentation.
Indicative Contents المحتويات الإرشادية	

Learning and Teaching Strategies استراتيجيات التعلم والتعليم	
Strategies	

Student Workload (SWL)

الحمل الدراسي للطلاب محسوب ل ١٥ أسبوعا

Structured SWL (h/sem) الحمل الدراسي المنتظم للطلاب خلال الفصل	٩٣	Structured SWL (h/w) الحمل الدراسي المنتظم للطلاب أسبوعيا	
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطلاب خلال الفصل	٥٧	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطلاب أسبوعيا	
Total SWL (h/sem) الحمل الدراسي الكلي للطلاب خلال الفصل	١٠		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes				
	Assignments				
	Projects / Lab.				
	Report				
Summative assessment	Midterm Exam				
	Final Exam				
Total assessment			١٠٠٪ (١٠٠ Marks)		

١٣٥. Course Name:

Sumerian Legal Texts

١٣٦. Course Code:

١٣٧. Semester / Year:				
First Semester / Fourth Year				
١٣٨. Description Preparation Date:				
١٣٩. Available Attendance Forms:				
١٤٠. Number of Credit Hours (Total) / Number of Units (Total)				
٢\٢				
١٤١. Course administrator's name (mention all, if more than one name)				
Name: Asst. Prof. Dr. Hayder Aqeel Abed				
Email:				
١٤٢. Course Objectives				
Course Objectives		١- Knowing Sumerian texts and their types ٢- Comprehensive mastery of Sumerian genres, enabling students to identify and classify diverse cuneiform tablets in legal, historical, administrative, and literary text		
١٤٣. Teaching and Learning Strategies				
Strategy	Cooperative Learning Brainstorming Feedback Chain / Progressive Notes			
١٤٤. Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
		١- The emergence of the Sumerian language, chronological		

		phases, and linguistic characteristics. ٢- Sumerian dialects (Emegir and Emesal) and their geographical distribution. ٣- Typology of Sumerian cuneiform texts: Genres, classifications, and structural components. ٤- Analysis of Royal Commemorative (Dedicatory) inscriptions from the Early Dynastic Period. ٥- Analysis of Royal Historical inscriptions from the Early Dynastic Period. ٦- Analysis of Administrative (Economic) texts from the Early Dynastic Period. ٧- The study of	
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		Sumerian to from the Akkadi Period: Linguis shifts. ٨- Analysis of Historical inscription fro the First Dynas of Lagash (e Eannatum / St of the Vultures). ٩- Analysis of Historical to from the Ur Period (T Sumerian Renaissance). ١٠- Analysis of Royal inscripti from the reign Ur III kings. ١١- Analysis of Royal Commemorative (Dedicatory) inscription fro the Ur III Period ١٢- Practical L (Text Deciphering an III Economic to (Receipts a deliveries).		
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		١٣- Practical L (Text Deciphering an III Economic to (Animal administration archives). ١٤- Practical L (Text Deciphering an III Economic to (Agriculture a crop yields).		
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١٤٥. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, d
oral, monthly, or written exams, reports etc

١٤٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Rashid, Fawzi. Sumerian Royal - Al-Mutawali, Nawal. Introduction to the Stud Economic Life in the State of Ur - Hannoun, Nail. Historical Texts
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

١٤٧. Course Name:

Tewfeek Muslim Haran

١٤٨. Course Code:

١٤٩. Semester / Year:

Chapter one – twelve / ٢٠٢٥-٢٠٢٦

١٥٠. Description Preparation Date:

٤/٢/٢٠٢٦

١٥١. Available Attendance Forms:

Attendance on a weekly basis.

١٥٢. Number of Credit Hours (Total) / Number of Units (Total)

Number of credit hours (two hours)/Number of units (2) weekly in (15) weeks for semester

١٥٣. Course administrator's name (mention all, if more than one name)

Name: Tewfeek Muslim Haran

Email: tewfeek.haran@qu.edu.iq

١٥٤. Course Objectives

Course Objectives

- what topics the course covers
- what skills students will develop
- what competencies students should master

Examples of Course Objectives:

- To develop students' ability to use English grammar accurately.
- To improve students' academic writing skills.
- To enhance students' speaking and presentation skills.
- To expand students' vocabulary and reading comprehension.
- To train students to analyze and understand complex texts.

١٥٥. Teaching and Learning Strategies

Strategy

Students were encouraged to learn the most important rules (morphology) and how to apply these rules to spelling and expression

١٥٦. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
١	٢	Knowledge and understanding	There is no place like home.	Delivering the lecture using explanation, discussion, and

٢	٢	Knowledge and understanding	Be there, do it.	Delivering the lecture using explanation, discussion,
٣	٢	Knowledge and understanding	What's the story?	Delivering the lecture using explanation, discussion,
٤	٢	Knowledge and understanding	Nothing but the truth.	Delivering the lecture using explanation, discussion,
٥	٢	Knowledge and understanding	Oral exam. Monthly exam.	Delivering the lecture using explanation, discussion,
٦	٢	Knowledge and understanding	Understanding Arabic rhetoric and explaining its relationship with language	Delivering the lecture using explanation, discussion,
٧	٢	Knowledge and understanding	There is no place like home. There is no place like home. Be there, do it. Be there, do it. What's the story? What's the story? Nothing but the truth. Oral exam. Monthly exam. Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,
٨	٢	Monthly exam	but the tr Oral ex Monthly ex	Monthly exam
٩	٢	Knowledge and understanding	Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,
١٠	٢	Knowledge and understanding	Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,

١١	٢	Knowledge and understanding	There is no place like home. There is no place like home. Be there, do it. Be there, do it. What's the story? What's the story? Nothing but the truth. Oral exam. Monthly exam. Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,	
١٢	٢	Monthly exam	Nothing but the truth. Oral exam. Monthly exam. Keep an eye on the future, create quality, and work together.	Monthly exam	
١٣	٢	Knowledge and understanding	There is no place like home. There is no place like home. Be there, do it. Be there, do it. What's the story? What's the story? Nothing but the truth. Oral exam. Monthly exam. Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,	
١٤	٢	Knowledge and understanding	There is no place like home. There is no place like home. Be there, do it. Be there, do it. What's the story? What's the story? Nothing but the truth. Oral exam. Monthly exam. Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,	
١٥	٢	Knowledge and understanding	There is no place like home. There is no place like home. Be there, do it. Be there, do it. What's the story? What's the story? Nothing but the truth. Oral exam. Monthly exam. Keep an eye on the future, create quality, and work together.	Delivering the lecture using explanation, discussion,	

١٥٧. Course Evaluation	
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, da etc tawzie aldarajat min 100 (30%) amtiha shahri(10%) muazaeat ealaa alaimtihaanat alyawmiat walt alaimtihaan alnihayiyi	
١٥٨. Learning and Teaching Resources	
Required textbooks (curricular books, if a	١- ew Headway Plus: Upper-Intermediate Workbook. O Soars, L., & Soars, J. (2009). New Headway Plus. Oxford University
Main references (sources)	Schaum's Outline of English Grammar The Blue Book of Grammar and Punctuation Cambridge Grammar of English
Recommended books and references (scientific journals, reports...)	Advanced Grammar in Use – Martin Hewings Practice Makes Perfect: Advanced English Grammar Practical English Usage – Michael Swan
Electronic References, Websites	https://books.google.iq/books/about/New_Headway

١. COURSE NAME:	ENVIRONMENTAL ARCHAEOLOGICAL SCIENCES
٢. Course Code:	
٣. Semester / Year:	Second Semester
٤. Date this Description was Prepared:	٢٠٢٦
٥. Available Attendance Forms:	On-campus (In-person)
٦. Total Study Hours / Total Units:	٣٠ Hours / ٢ Units
٧. Course Coordinator (If more than one, list all):	Name: Assist. Prof. Dr. Ebthal Abdul Ali Al-Humaidawi Email: Ebthal.abd@qu.edu.iq

٨. Course Objectives

COURSE OBJECTIVES
١. To apply environmental sciences in understanding the archaeological record.
٢. To study environmental sciences, archaeological sites, and landscapes using techniques from earth sciences, geography, soil science, sedimentology, and geology.

٩. Teaching and Learning Strategies

STRATEGY
Enabling students to use methods and theories developed in environmental sciences to address archaeological issues related to human settlements, archaeological artifacts, site excavation, and ancient environments.

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic	Learning Method	Assessment Method

١	٢	Students will be able to understand the geology of Iraq and relate it to Iraqi archaeology.	Environmental concepts and their meanings	Lecture	Written examinations
٢	٢	""	Ecosystems and types of environments	Laboratory	Reports and essays
٣	٢	""	The relationship between archaeology and the geographical environment	Lecture	Written examinations
٤	٢	""	Archaeology and archaeologists	Fieldwork	Field practical exercises
٥	٢	""	Concept of archaeological sciences	Lecture	Written examinations
٦	٢	""	Fields of environmental archaeology	Laboratory	Laboratory practical exercises
٧	٢	""	Archaeobotany	Laboratory	Laboratory practical exercises
٨	٢	""	Zooarchaeology	Lecture	Written examinations
٩	٢	""	Geoarchaeology	Lecture	Written examinations
١٠	٢	""	Fossils and their types	Laboratory	Laboratory practical exercises
١١	٢	""	Definition and importance of fossils	Lecture	Oral interviews
١٢	٢	""	Types of fossils	Lecture	Written examinations
١٣	٢	""	Geological time	Lecture	Written examinations
١٤	٢	""	Methods of determining the radiometric and chronological age of fossils	Laboratory	Laboratory practical exercises
١٥	٢	""	Effects of environmental factors on excavated archaeological sites	Lecture	Written examinations

Assessment Methods

- Written examinations
- Reports and essays
- Field practical exercises
- Laboratory practical exercises
- Oral interviews

١١. Course Evaluation

Distribution of the final grade (١٠٠ marks) according to student assignments, including daily attendance, quizzes, oral examinations, monthly examinations, written examinations, reports, and other assessment activities.

١٢. Learning and Teaching Resources

Required Textbooks (Curriculum, if applicable)

None.

Main References

١. Alia Hatough-Bouran & Mohammad Hamdan Abu Diyya, *Environmental Science*, Dar Al-Shorouk, Amman, ١٩٩٤.
٢. Mohammed Saber Selim, Amin Irfan Dweidar, Hosni Ahmed Ismail, and Adly Kamel Farah, *Environmental Sciences*, Ministry of Education, in cooperation with Egyptian Universities, University-Level Qualification Program for Primary School Teachers, ١٩٨٦ (reprinted ١٩٩٤).

Recommended Books and References (Scientific Journals, Reports, etc.)

١. Briant, R. M., Jotheri, J., Al-Ameri, I., Ahmed, A., Bateman, M. D., Engels, S., Garzanti, E., Nymark, A., & Reynolds, A. T. E. (٢٠٢٤). *Disentangling Late Quaternary Fluvial and Climatic Drivers of Palaeohydrological Change in the Najaf Sea Basin, Western Iraq*. **Earth Surface Processes and Landforms**. <https://doi.org/10.1002/esp.0779>
٢. Egberts, E., Jotheri, J., Di Michele, A., Baxter, A., & Rey, S. (٢٠٢٣). *Dating Ancient Canal Systems Using Radiocarbon Dating and Archaeological Evidence at Tello/Girsu, Southern Mesopotamia, Iraq*. **Radiocarbon**. <https://doi.org/10.1017/RDC.2023.40>
٣. Fensham, R., & ١٠+ coauthors, including J. Jotheri. (٢٠٢٣). *Fellowship of the Spring: An Initiative to Document and Protect the World's Oases*. **Science of the Total Environment**, ٨٨٧, ١٦٣٩٣٦. <https://doi.org/10.1016/j.scitotenv.2023.163936>
٤. Sam Boggs, *Principles of Sedimentology and Stratigraphy*, translated by Mohammed Issa Al-Dabbagh, Abdul Basit Sabri Al-Sarroji, and Mohammed Yousif Ali, King Saud University Publishing House, Riyadh, Saudi Arabia, ٢٠١٨.
٥. Saadi Al-Dahan, *Sedimentary Rocks*, ١st ed., Ministry of Higher Education and Scientific Research, University of Kufa, College of Science, Najaf, ٢٠٢٠.
٦. Saadi Al-Dahan, *Principles of Earth Science*, Ministry of Higher Education and Scientific Research, University of Kufa, College of Science, Najaf, ٢٠٢٠.

Electronic References / Websites

١. <https://www.youtube.com/watch?v=IWuykVW4rWE>
٢. <https://www.youtube.com/watch?v=vOWKBybLdsg>
٣. <https://www.youtube.com/watch?v=4TylgoArVws>

وصف المقرر

يوفر وصف المقرر هذا إيجازاً مقتضياً لأهم خصائص المقرر ومخرجات التعلم المتوقعة من الطالب تحقيقها مبرهناتاً عما إذا كان قد حقق الاستفادة القصوى من فرص التعلم المتاحة، وتعريف الطالب بأهمية اللغات القديمة وبالأخص النصوص الاشورية و تطورها اللغات عبر العصور التاريخية.

١. Educational institution : University of Qadisiyah, College of Arvhaeology		١. المؤسسة التعليمية جامعة القادسية/ كلية الآثار
٢. Scientific Section / Center : Department of Archaeology		٢. القسم العلمي / المركز قسم الآثار/ المرحلة الرابع قديم
٣. Name / Course Code Texts Assyrian		٣. اسم / رمز المقرر نصوص اشورية
٤. Attendance forms available: theoretical	محاضرات نظرية وعملي	٤. أشكال الحضور المتاحة
٥. Chapter / Year :	٢٠٢٦-٢٠٢٥	٥. الفصل / السنة
٦. Number of hours (total)	١٥ ساعة	٦. عدد الساعات الدراسية (الكلي)
١. Educational institution : University of Qadisiyah, College of Arvhaeology	٢٠٢٦-٢٠٢٥	٧. تاريخ إعداد هذا الوصف
٨. أهداف المقرر		

١. تعريف الطلبة بأهمية اللغات القديمة والنصوص المسمارية .
٢. ابراز أهمية و دور النصوص المسمارية .
٣. التأكيد على أهمية المواضيع الواردة في النصوص .
٤. التعرف على المفردات الاشورية وطريقة تدوينها في النصوص المسمارية .
٥. تسليط الضوء النصوص الاشورية وكيفية الاستفادة من المعلومات الواردة فيها .
٦. ابراز دور اللغات القديمة وأهميتها في كتابة تاريخ حضارة بلاد الرافدين .

طرائق التعليم والتعلم
- المحاضرة ، المناقشة ، الاستقصاء
طرائق التقييم
- الاختبارات التحريرية والشفوية

<u>Lecturs:</u>	اسم الوحدة / أو الموضوع	الساعات	الأسبوع
Introduction to Assyrian Texts: Their Concept, Importance, Types, and Stages of Development of the Assyrian Language	مدخل إلى النصوص الآشورية: مفهومها، أهميتها، أنواعها، ومراحل تطور اللغة الآشورية.	٢	١
The Assyrian Language (Akkadian in its Assyrian Dialect): Linguistic Characteristics, Cuneiform Writing, and the Most Important	اللغة الآشورية (الأكدية بلهجتها الآشورية): الخصائص اللغوية، الكتابة المسمارية، وأهم القواعد الأساسية.	٢	٢

Grammar.			
Assyrian Royal Texts: Their Characteristics, Style, and Political and Religious Aims	النصوص الملكية الآشورية: خصائصها، أسلوبها، وأهدافها السياسية والدينية.	٢	٣
Reading and Analysis of Selected Texts from the Annals of Ashurnasirpal II	قراءة وتحليل مختارات من حوليات آشور ناصر بال الثاني.	٢	٤
Reading and Analysis of Selected Texts from the History of Shalmaneser III (Military Campaigns (and the Kurkh Stele	قراءة وتحليل مختارات من نصوص شلمنصر الثالث (الحملات العسكرية ونصب كورخ).	٢	٥
Texts of Tiglath-Pileser III and Sargon II: Administrative Organization and Military Expansion	نصوص تجلث-بلاسر الثالث وسرجون الثاني: التنظيم الإداري والتوسعات العسكرية.	٢	٦
Texts of Sennacherib: The Babylonian Campaign and the Levantine Campaign, with a Study of Taylor's Publication	نصوص سنحاريب: حملة بابل وحملة بلاد الشام، مع دراسة منشور تايلور.	٢	٧
Texts of Esarhaddon and Ashurbanipal: Military Campaigns and Urban and Cultural Activity	نصوص أسرحدون وآشور بانيبال: الحملات العسكرية والنشاط العمراني والثقافي.	٢	٨
Foundation Inscriptions and Texts Concerning	النقوش التأسيسية ونصوص بناء المعابد	٢	٩

the Construction of Temples and Palaces. :Week ١٠ Assyrian Royal and Administrative Letters: Their Content and ...Historical Significance	والقصور.		
Foundation Inscriptions and Texts Concerning the Construction of Temples and Palaces. :Week ١٠ Assyrian Royal and Administrative Letters: Their Content and .Historical Significance	الرسائل الملكية والإدارية الآشورية: مضمونها وأهميتها التاريخية.	٢	١٠
Legal Texts and . Contracts in the Neo- .Assyrian Period	النصوص القانونية والعقود في العصر الآشوري الحديث.	٢	١١
Economic and Administrative Texts: Records, Lists, and .Accounting Documents	النصوص الاقتصادية والإدارية: السجلات، القوائم، والوثائق المحاسبية	٢	١٢
Religious and Ritual Texts: Prayers, Hymns, (and Divination Texts	النصوص الدينية والطقسية: الأدعية، التراتيل، ونصوص العرافة والفأل.	٢	١٣
Methodology for Reading and Translating	منهجية قراءة وترجمة النصوص الآشورية	٢	١٤

Assyrian Texts Using Modern Dictionaries and References, with Practical Applications	باستخدام المعاجم والمراجع الحديثة، مع تطبيقات عملية.		
Comprehensive Review and Analysis of a Complete Assyrian Text, with a Discussion of its Historical and Linguistic Value	مراجعة شاملة وتحليل نص آشوري متكامل، مع مناقشة قيمته التاريخية واللغوية.	٢	١٥

١٠. البنية التحتية	
	١- الكتب المقررة المطلوبة
٢- المراجع الرئيسية (المصادر)	١- الرسائل التي كُتبت عن النصوص الاشورية في الجامعات العراقية ٢- الاطاريح التي كُتبت عن النصوص الاشورية في الجامعات العراقية ٣- البحوث التي كتبت عن النصوص الاشورية العربية منها والاجنبية
<u>References :</u>	١-A. K. Grayson, Assyrian Rulers of the Early First Millennium BC ٢-A. Kirk Grayson & Jamie Novotny, The Royal Inscriptions of the Neo-Assyrian Period. ((RINAP ٣-Daniel D. Luckenbill, Ancient Records of Assyria and Babylonia ٤-Karen Radner, State Correspondence in the Neo-Assyrian Empire John Huehnergard, A Grammar of Akkadian Wolfram von Soden, Grundriss der akkadischen Grammatik (GAG ٦-(The Chicago Assyrian Dictionary (CAD The Assyrian Dictionary of the Oriental Institute of the University of Chicago (CAD

ب - المراجع الالكترونية, مواقع الانترنت	https://etcsl.orinst.ox.ac.uk/?utm_source=chatgpt.com https://oracc.museum.upenn.edu/rinap/?utm_source=chatgpt.com https://oracc.github.io/website/?utm_source=chatgpt.com
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