

Course Description Form

١. Course Name:	
Research Methodology	
٢. Course Code:	
Research Methodology	
٣. Semester / Year:	
First semester ٢٠٢٣-٢٠٢٤	
٤. Description Preparation Date:	
٢٠٢٤/٥/٢	
٥. Available Attendance Forms:	
Presence	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٢ weekly	
٧. Course administrator's name (mention all, if more than one name)	
Name: Ahmed Ibrahim Ahmed Email: Ahmed_ebrahim@uomosul.edu.iq	
٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• The course aims to introduce students to historical and archaeological research methods, through data inference, analysis, research, and verification of the validity of the information used in writing scientific products.• Achieving the educational institution's mission and the values it represents, and then students acquire responsible and ethical behavior
٩. Teaching and Learning Strategies	

Strategy	<p>Various types of teachings are followed in this course, including:</p> <ol style="list-style-type: none"> ١. Theoretical lectures according to what is available from the sources supporting the course ٢. Lectures delivered by the professor to students through electronic platforms ٣. Questions, inquiries, and scientific discussions within the classroom ٤. Providing students with scientific sources in order to prepare scientific reports that enrich the student's information
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١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Save and view	Introduction to scientific research methods historically	Presence	Quick discussion
٢	٢	Cognitive aspects	The importance of the scientific research method	Presence	Asking questions
٣	٢	Cognitive aspects	The importance of the history book, its writing, and its development in ancient civilizations	Presence	Quick exam
٤	٢	Cognitive aspects	The most famous historical blogs in ancient Iraqi civilization	Presence	Quick exam
٥	٢	Cognitive aspects	Historical notation in Greco-Roman civilization	Presence	Quick exam
٦	٢	Cognitive aspects	Historical recording in Arab-Islamic civilization	Presence	Quick exam

٧	٢	Cognitive aspects	Historical recording in Europe (classical era)	Presence	discussion
٨	٢	Cognitive aspects	Choose historical search	Presence	discussion
٩	٢	Cognitive aspects	General rules and guidelines for new and advanced researchers to follow when writing research	Presence	Quick exam
١٠	٢	Cognitive aspects	Stages of historical criticism	Presence	discussion
١١	٢	Cognitive aspects	Qualifications and personal qualities that the researcher uses in writing research	Presence	discussion
١٢	٢	Cognitive aspects	Methods used in collecting scientific research material	Presence	Quick exam
١٣	٢	Cognitive aspects	Types of material sources	Presence	Quick exam
١٤	٢	Questions	Intangible sources	Presence	discussion
١٥	٢	Cognitive aspects	Auxiliary sciences in historical research	Presence	discussion

١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Scientific research methods in history and archaeology - Taha Baqir and Abdulaziz Hamid ١٩٨٠
Recommended books and references	١. Scientific research methods - Abdul Rahman Badawi ١٩٧٧.

(scientific journals, reports...)	<p>٢. Research methods in educational sciences - Muhammad Al-Tayeb and others ١٩٩٤.</p> <p>٣. Lectures on scientific research methodology - Iyad Youssef ٢٠١٩.</p> <p>٤. Scientific research methods - Muhammad Sarhan. ٢٠١٩.</p>
Electronic References, Websites	<p>Presentation by electronic means</p> <ul style="list-style-type: none"> - Training in the college library and the central library on dealing with various sources and references. - International museums and displaying their contents via virtual roaming.

Course Description Form

١١. Course Name:	
Research Methodology	
١٢. Course Code:	
Research Methodology	
١٣. Semester / Year:	
Second semester ٢٠٢٣-٢٠٢٤	
١٤. Description Preparation Date:	
٢٠٢٤/٥/٢	
١٥. Available Attendance Forms:	
Presence	
١٦. Number of Credit Hours (Total) / Number of Units (Total)	
٢ weekly	
١٧. Course administrator's name (mention all, if more than one name)	
Name: Ahmed Ibrahim Ahmed	
Email: Ahmed_ebrahim@uomosul.edu.iq	
١٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • The course aims to introduce students to historical and archaeological research methods, through data inference, analysis, research, and verification of the validity of the information used in writing scientific products. • Achieving the educational institution's mission and the values it represents, and then students acquire responsible and ethical behavior
١٩. Teaching and Learning Strategies	

Strategy	<p>Various types of teachings are followed in this course, including:</p> <ul style="list-style-type: none"> ◦. Theoretical lectures according to what is available from the sources supporting the course ٦. Lectures delivered by the professor to students through electronic platforms ٧. Questions, inquiries, and scientific discussions within the classroom ٨. Providing students with scientific sources in order to prepare scientific reports that enrich the student's information
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٢٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١٦	٢	Cognitive aspects	Stages of composition and composition	Presence	discussion
١٧	٢	Cognitive aspects	Factors for preserving historical sources and documents	Presence	Quick exam
١٨	٢	Cognitive aspects	How to write scientific research	Presence	discussion
١٩	٢	Cognitive aspects	How to write the introduction and conclusion of scientific research	Presence	discussion
٢٠	٢	Cognitive aspects	Introduction to writing footnotes	Presence	discussion
٢١	٢	Cognitive aspects	Arabic books	Presence	Quick exam
٢٢	٢	Cognitive aspects	Translated books	Presence	Quick exam
٢٣	٢	Cognitive aspects	Foreign books	Presence	discussion

٢٤	٢	Cognitive aspects	Arabic and foreign scientific articles	Presence	discussion
٢٥	٢	Cognitive aspects	University theses and dissertations	Presence	Quick exam
٢٦	٢	Cognitive aspects	Sources via the Internet	Presence	discussion
٢٧	٢	Cognitive aspects	Dictionaries and glossaries	Presence	discussion
٢٨	٢	Cognitive aspects	Physical antiquities preserved in museums (not studied)	Presence	Quick exam
٢٩	٢	Cognitive aspects	Selected examples of sources through field visits to libraries and virtual tours of international museums that include Iraqi antiquities	Presence	discussion
٣٠	٢	questions	Full review	Presence	discussion

٣. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Scientific research methods in history and archaeology - Taha Baqir and Abdulaziz Hamid ١٩٨٠
Recommended books and references (scientific journals, reports...)	٥. Scientific research methods - Abdul Rahman Badawi ١٩٧٧. ٦. Research methods in educational sciences - Muhammad Al-Tayeb and

	<p>others ١٩٩٤.</p> <p>٧. Lectures on scientific research methodology - Iyad Youssef ٢٠١٩.</p> <p>٨. Scientific research methods - Muhammad Sarhan. ٢٠١٩.</p>
Electronic References, Websites	<p>Presentation by electronic means</p> <ul style="list-style-type: none"> - Training in the college library and the central library on dealing with various sources and references. - International museums and displaying their contents via virtual roaming.

Course Description Form

٢١. Course Name:

English Archaeological Texts/ Fourth Ancient branch	
٢٢.	Course Code:
٢٣.	Semester / Year:
٢٠٢٣-٢٠٢٤	
٢٤.	Description Preparation Date:
١٨/٢/٢٠٢٤	
٢٥.	Available Attendance Forms
In person	
٢٦.	Number of Credit Hours (Total) / Number of Units (Total)
٢ hours per week	
٢٧.	Course administrator's name (mention all, if more than one name)
Name: Mushtaq Abdullah Jameel	
Email: majameel12@uomosul.edu.iq	
٢٨.	Course Objectives
Course Objectives	<p>Introducing students to an important aspect, which is the English language, especially in the specialty of archeology, for the purpose of knowing the civilization of Mesopotamia In addition to being a way to read history and cultural roles, especially in prehistoric times A review of her studies in the English language</p>
٢٩.	Teaching and Learning Strategies
Strategy	First, the lecture is delivered in the classroom for discussion, after which

the meanings are reviewed and the reading is practiced by the students.

After that, the teacher carries out a brainstorming process for the purpose of giving them a clearer and more comprehensive idea of how to review the study of archaeology and its importance in the English language.

After that, the teacher conducts the classroom evaluation process while the student reads the English text and homework to understand the texts that have been studied for the purpose of expressing an opinion on a pre-specified topic.

۳.۰. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
۱	۲	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
۲	۲	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
۳	۲	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
۴	۲	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
۵	۲	Delivering the lecture Discussion and	Sumerian Court	Classroom evaluation	Delivering the lecture

		brainstorming		and homework	Discussion brainstorming
٦	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٧	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٨	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٩	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
١٠	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
١١	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
١٢	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework

١٣	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٤	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٥	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٦	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٧	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٨	٢	Delivering the lecture Discussion and brainstorming	Mesopotamia	Classroom evaluation and homework	Classroom evaluation and homework
١٩	٢	Delivering the lecture Discussion and brainstorming	Mesopotamia	Classroom evaluation and homework	Classroom evaluation and homework
٢٠	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢١	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework

٢٢	٢	Delivering the lecture Discussion brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٢٣	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٤	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٥	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٦	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٧	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٨	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٩	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٣٠	٢	Delivering the lecture Discussion	Sumerian States	Classroom evaluation	Delivering the lecture

		brainstorming		and homework	Discussion brainstorming
٣١. Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
٣٢. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			English Archaeological texts		
Main references (sources)					
Recommended books and references (scientific journals, reports...)			Athar Alrafidin journal		
Electronic References, Websites			Some selected websites in the field		

Course Description Form

٣٣.	Course Name:	English Archaeological Texts/ Fourth Islamic branch
٣٤.	Course Code:	
٣٥.	Semester / Year:	٢٠٢٣-٢٠٢٤
٣٦.	Description Preparation Date:	١٨/٢/٢٠٢٤
٣٧.	Available Attendance Forms	In person
٣٨.	Number of Credit Hours (Total) / Number of Units (Total)	٢ hours per week
٣٩.	Course administrator's name (mention all, if more than one name)	Name: Mushtaq Abdullah Jameel Email: majameel@uomosul.edu.iq
٤٠.	Course Objectives	
Course Objectives	<p>Introducing students to an important aspect, which is the English language, especially in the specialty of archeology, for the purpose of knowing the civilization of Mesopotamia In addition to being a way to read history and cultural roles, especially in prehistoric times A review of her studies in</p>	

	the English language
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ξ ١. Teaching and Learning Strategies

Strategy	<p>First, the lecture is delivered in the classroom for discussion, after which the meanings are reviewed and the reading is practiced by the students.</p> <p>After that, the teacher carries out a brainstorming process for the purpose of giving them a clearer and more comprehensive idea of how to review the study of archaeology and its importance in the English language.</p> <p>After that, the teacher conducts the classroom evaluation process while the student reads the English text and homework to understand the texts that have been studied for the purpose of expressing an opinion on a pre-specified topic.</p>
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ξ ٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٢	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٣	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٤	٢	Delivering the lecture Discussion and	Sumerian Court	Classroom evaluation	Delivering the lecture

		brainstorming		and homework	Discussion brainstorming
٥	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٦	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٧	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٨	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٩	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
١٠	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
١١	٢	Delivering the lecture Discussion and	Sumerian States	Classroom evaluation	Classroom evaluation

		brainstorming		and homework	and homework
١٢	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
١٣	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٤	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٥	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٦	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٧	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٨	٢	Delivering the lecture Discussion and brainstorming	Mesopotamia	Classroom evaluation and homework	Classroom evaluation and homework
١٩	٢	Delivering the lecture Discussion and brainstorming	Mesopotamia	Classroom evaluation and homework	Classroom evaluation and homework
٢٠	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation	Classroom evaluation

				and homework	and homework
٢١	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٢	٢	Delivering the lecture Discussion brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٢٣	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٤	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٥	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٦	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٧	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٨	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٩	٢	Delivering the lecture	Sumerian States	Classroom	Delivering the

		Discussion brainstorming		evaluation and homework	lecture Discussion brainstorming
٣٠	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming

٤٣. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٤٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Archaeological texts
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Athar Alrafidin journal
Electronic References, Websites	Some selected websites in the field

Course Description Form

٤٥.	Course Name:
English Archaeological Texts/ Third Islamic branch	
٤٦.	Course Code:
٤٧.	Semester / Year:
٢٠٢٣-٢٠٢٤	
٤٨.	Description Preparation Date:
١٨/٢/٢٠٢٤	
٤٩.	Available Attendance Forms
In person	
٥٠.	Number of Credit Hours (Total) / Number of Units (Total)
٢ hours per week	
٥١.	Course administrator's name (mention all, if more than one name)
Name: Mushtaq Abdullah Jameel	
Email: majameel12@uomosul.edu.iq	
٥٢.	Course Objectives
Course Objectives	Introducing students to an important aspect, which is the English language, especially in the specialty of archeology, for the purpose of knowing

	<p>the civilization of Mesopotamia In addition to being a way to read history and cultural roles, especially in prehistoric times A review of her studies in the English language</p>
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٥٣. Teaching and Learning Strategies

Strategy	<p>First, the lecture is delivered in the classroom for discussion, after which the meanings are reviewed and the reading is practiced by the students.</p> <p>After that, the teacher carries out a brainstorming process for the purpose of giving them a clearer and more comprehensive idea of how to review the study of archaeology and its importance in the English language.</p> <p>After that, the teacher conducts the classroom evaluation process while the student reads the English text and homework to understand the texts that have been studied for the purpose of expressing an opinion on a pre-specified topic.</p>
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٥٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٢	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٣	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion

					brainstorming
٤	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٥	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٦	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٧	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٨	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٩	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
١٠	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian	Classroom evaluation and homework	Classroom evaluation and homework

			civilization		
١١	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
١٢	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
١٣	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٤	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٥	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٦	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٧	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٨	٢	Delivering the lecture Discussion and brainstorming	Mesopotamia	Classroom evaluation and homework	Classroom evaluation and homework
١٩	٢	Delivering the lecture Discussion and	Mesopotamia	Classroom evaluation	Classroom evaluation

		brainstorming		and homework	and homework
٢٠	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢١	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٢	٢	Delivering the lecture Discussion brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٢٣	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٤	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٥	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٦	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٧	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٨	٢	Delivering the lecture	Ancient Iraqi Language	Classroom	Classroom

		Discussion brainstorming		evaluation and homework	evaluation and homework
٢٩	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٣٠	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming

٥٥. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٥٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Archaeological texts
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Athar Alrafidin journal
Electronic References, Websites	Some selected websites in the field

Course Description Form

٥٧.	Course Name:
English Archaeological Texts/ Third Islamic branch	
٥٨.	Course Code:
٥٩.	Semester / Year:
٢٠٢٣-٢٠٢٤	
٦٠.	Description Preparation Date:
١٨/٢/٢٠٢٤	
٦١.	Available Attendance Forms
In person	
٦٢.	Number of Credit Hours (Total) / Number of Units (Total)
٢ hours per week	
٦٣.	Course administrator's name (mention all, if more than one name)
Name: Mushtaq Abdullah Jameel Email: majameel@uomosul.edu.iq	

٦٤. Course Objectives

Course Objectives	<p>Introducing students to an important aspect, which is the English language, especially in the specialty of archeology, for the purpose of knowing the civilization of Mesopotamia In addition to being a way to read history and cultural roles, especially in prehistoric times A review of her studies in the English language</p>
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٦٥. Teaching and Learning Strategies

Strategy	<p>First, the lecture is delivered in the classroom for discussion, after which the meanings are reviewed and the reading is practiced by the students.</p> <p>After that, the teacher carries out a brainstorming process for the purpose of giving them a clearer and more comprehensive idea of how to review the study of archaeology and its importance in the English language.</p> <p>After that, the teacher conducts the classroom evaluation process while the student reads the English text and homework to understand the texts that have been studied for the purpose of expressing an opinion on a pre-specified topic.</p>
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٦٦. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٢	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion

					brainstorming
٣	٢	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٤	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٥	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٦	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٧	٢	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
٨	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٩	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework

١٠	٢	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
١١	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
١٢	٢	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
١٣	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٤	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٥	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٦	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٧	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
١٨	٢	Delivering the lecture Discussion and	Mesopotamia	Classroom evaluation	Classroom evaluation

		brainstorming		and homework	and homework
١٩	٢	Delivering the lecture Discussion and brainstorming	Mesopotamia	Classroom evaluation and homework	Classroom evaluation and homework
٢٠	٢	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢١	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٢	٢	Delivering the lecture Discussion brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
٢٣	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٤	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
٢٥	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٦	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٧	٢	Delivering the lecture	Ancient Iraqi Language	Classroom	Classroom

		Discussion brainstorming		evaluation and homework	evaluation and homework
٢٨	٢	Delivering the lecture Discussion brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
٢٩	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
٣٠	٢	Delivering the lecture Discussion brainstorming	Sumerian States	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming

٦٧. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٦٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Archaeological texts
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Athar Alrafidin journal
Electronic References, Websites	Some selected websites in the field

Course Description Form

٦٩. Course Name:
Arab-Islamic decorative arts
٧٠. Course Code:
٧١. Semester / Year:
٢٠٢٣-٢٠٢٤
٧٢. Description Preparation Date:
١٨-٢-٢٠٢٤
٧٣. Available Attendance Forms:
My presence
٧٤. Number of Credit Hours (Total) / Number of Units (Total)
(٣ hours) / (٤٠ hours)
٧٥. Course administrator's name (mention all, if more than one name)

Name: A. p. Wasan Abdul Muttalib Hassan

Email: wassan_alqwssy@uomosul.edu.iq

٧٦. Course Objectives

Course Objectives

- ١- Using learning content to explain the problems facing the educational process
- ٢- Develop proposals to overcome the problem of the low level of effectiveness of the educational process
- ٣- Finding solutions to the problem of the low level of students' motivation towards study

٧٧. Teaching and Learning Strategies

Strategy

Learning the methods of decoration and the method of its implementation in different eras and on various materials and the types of jewelry and adornments used in different eras, as well as the origin of the glass material and methods of its manufacture.

٧٨. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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١	٣	Teaching skills	Weapons before Islam and the dawn of Islam	a lecture	teaching
٢	٣	Teaching skills	Weapons in the Umayyad and Abbasid era	a lecture	teaching
٣	٣	Teaching skills	Metal antiques of the dawn of Islam, the Umayyad, the Abbasid and the Fatimid eras	a lecture	teaching
٤	٣	Teaching skills	Methods used in implementing decorations on metal artifacts	a lecture	Exam
٥	٣	Teaching skills	Carpets of the Iranian and Turkish Abbasid era	a lecture	Teaching
٦	٣	Teaching skills	Ivory at the dawn of Islam, the Umayyad and Abbasid eras, and Egypt	a lecture	teaching
٧	٣	Teaching skills	Photography and photography schools in Baghdad	a lecture	Questions
٨	٣	Teaching skills	Photography schools in Iran and India	a lecture	Exam
٩	٣	Teaching skills	Wood engraving in the Umayyad and Abbasid eras and the Levant	a lecture	Teaching
١٠	٣	Teaching skills	Wood engraving in the Ayyubid and Mamluk eras, the Maghreb and Andalusia	a lecture	Teaching
١١	٣	Teaching skills	Mosaics before Islam	a lecture	Teaching
١٢	٣	Teaching skills	Mosaics in the Umayyad era (the Dome of the Rock mosaic as an example) and the Umayyad Mosque in Damascus	a lecture	teaching
١٣	٣	Teaching skills	Engraving on stone and plaster at the dawn of Islam and the Umayyad and Abbasid eras	a lecture	Exam
١٤	٣	Teaching skills	Samarra embroidery in plaster	a lecture	teaching
١٥	٣	Teaching skills	Engraving on stone and plaster in the Maghreb and Andalusia	a lecture	Exam

٧٩. Course Evaluation

Final exam: ٦٠٪

Daily preparation, daily, oral, monthly, and written exams and reports: ٤٠٪

٨٠. Learning and Teaching Resources

Required textbooks (curricular books, if any)	(Arab Islamic Decorative Arts) Written by: Dr. Abdulaziz Hamid Dr. Salah Al-Obaidi and
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	Dr. Ahmed Qasim Friday (University of Baghdad - ١٩٨٢)
Main references (sources)	<ul style="list-style-type: none"> - Farid Shafi'i (Decorated wood in the Umayyad style) and the book on Arab architecture in Islamic Egypt, era of the rulers - Ernest Connell (Islamic art) - Demand (Islamic Arts) - Zaki Muhammad Hassan (Islamic Arts) - Hanaa Abdel Khaleq (Islamic Glass).
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	www.wikipedia.com

Course Description Form

٨١. Course Name:	
Decorative arts on wood, ivory and metal	
٨٢. Course Code:	
٨٣. Semester / Year:	
٢٠٢٣-٢٠٢٤	
٨٤. Description Preparation Date:	
١٨-٤-٢٠٢٤	
٨٥. Available Attendance Forms:	
My presence	
٨٦. Number of Credit Hours (Total) / Number of Units (Total)	
(٣ hours) / (٤٥ hours)	
٨٧. Course administrator's name (mention all, if more than one name)	
Name: A. p. Wasan Abdul Muttalib Hassan Email: wassan_alqwssy@uomosul.edu.iq	
٨٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none">- Explaining the lecture and discussing the scientific material with students <p>During theoretical lectures according to what is available in the source</p>

The President and the auxiliary sources of the headquarters,

– Questioning method to survey students’ opinions about their knowledge

Previous article on the topic.

٨٩. Teaching and Learning Strategies

Strategy

They learn about the most important plant, geometric, written, human and animal decorations executed on antiques and the methods used in their implementation.

٩٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Teaching skills	Introduction to antiques and decorative arts	a lecture	teaching
٢	٣	Teaching skills	Ivory antiques at the dawn of Islam and the Umayyad and Abbasid eras	a lecture	teaching
٣	٣	Teaching skills	Ivory antiques from the Fatimid era, the Maghreb and Andalusia	a lecture	teaching
٤	٣	Teaching skills	Methods used in geometric, floral, human and epigraphic ivory decoration	a lecture	Exam
٥	٣	Teaching skills	Metal artifacts at the dawn of Islam and the Umayyad and Abbasid eras	a lecture	Teaching
٦	٣	Teaching skills	Metal artifacts from the Mughal and Safavid eras	a lecture	teaching
٧	٣	Teaching	The most important decorative	a lecture	Questions

		skills	themes executed on metal antiques		
٨	٣	Teaching skills	Methods used in implementing decoration on metal	a lecture	Exam
٩	٣	Teaching skills	Wooden antiques and the materials used in their manufacture	a lecture	Teaching
١٠	٣	Teaching skills	The processing stages that wood material goes through. Methods and methods used in the wood industry	a lecture	Teaching
١١	٣	Teaching skills	Wood engraving in the Umayyad, Abbasid, Fatimid, Ayyubid and Mamluk eras in Egypt and the Levant	a lecture	Teaching
١٢	٣	Teaching skills	Woodcarving in Iran and Asia Minor during the Seljuk, Mongol, and Timurid eras in Iran	a lecture	teaching
١٣	٣	Teaching skills	Wood engraving in the Safavid era in Iran and the Ottoman era.	a lecture	Exam
١٤	٣	Teaching skills	Islamic photography. The Arab school of Islamic photography, the Iraqi school, Islamic photography in Iran, and the Mongol school	a lecture	teaching
١٥	٣	Teaching skills	Miniature art	a lecture	Exam

٩١. Course Evaluation

Final exam: ٦٠٪

Daily preparation, daily, oral, monthly, and written exams and reports: ٤٠٪

٩٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

- Islamic Arts, M.S. Demand, translated by Ahmed Muhammad Issa, reviewed and presented Dr. Ahmed Fikry, Dar Al-Maaref, Cairo, ١٩٠٤.
- Arab-Islamic Decorative Arts, Salah Hussein Al-Obeidi, University of Baghdad, ١٩٨٧.
- Islamic Arts, Souad Maher Muhammad, Egyptian General Book Authority, Cairo, ١٩٨٦.

	<p>- Al-Mammal fi Antiquities and Islamic Civilization, Muhammad Hamza Ismail Al-Haddad, Zahraa Al-Shariq Library, Cairo, ٢٠٠٦.</p> <p>- Arts of Islam, Zaki Muhammad Hassan, Dar Al-Raed Al-Arabi, Beirut, ١٩٨٢.</p> <p>- Encyclopedia of Islamic Art, Ibrahim Marzouk, Cairo, ٢٠١٣.</p> <p>- Mosul Civilizational Encyclopedia, Part ٣, Ahmed Qasim Al-Jomaa, Decorative Arts, House of Books, Printing and Publishing, University of Mosul, ١٩٩٢</p>
<p>Recommended books and references (scientific journals, reports...)</p>	
<p>Electronic References, Websites</p>	<p>www.wikipedia.com</p>

Course Description Form

٩٣. Course Name:	
Arab-Islamic decorative arts / first course	
٩٤. Course Code:	
٩٥. Semester / Year:	
٢٠٢٣-٢٠٢٤	
٩٦. Description Preparation Date:	
١٨-٢-٢٠٢٤	
٩٧. Available Attendance Forms:	
My presence	
٩٨. Number of Credit Hours (Total) / Number of Units (Total)	
(٣ hours) / (٤٥ hours)	
٩٩. Course administrator's name (mention all, if more than one name)	
Name: A. p. Wasan Abdul Muttalib Hassan Email: wassan_alqwssy@uomosul.edu.iq	
١٠٠. Course Objectives	
Course Objectives	١ – Using learning content to explain the problems facing the educational process ٢ – Develop proposals to overcome the problem of the low level of effectiveness of the educational process

٢- Finding solutions to the problem of the low level of students' motivation towards study

١.١. Teaching and Learning Strategies

Strategy

Learning the methods of decoration and the method of its implementation in different eras and on various materials and the types of jewelry and adornments used in different eras, as well as the origin of the glass material and methods of its manufacture.

١.٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Teaching skills	Weapons before Islam and the dawn Islam	a lecture	teaching
٢	٣	Teaching skills	Weapons in the Umayyad and Abbasid era	a lecture	teaching
٣	٣	Teaching skills	Metal antiques of the dawn of Islam, Umayyad, the Abbasid and the Fatimid	a lecture	teaching
٤	٣	Teaching skills	Methods used in implementing decorations on metal artifacts	a lecture	Teaching
٥	٣	Teaching skills	Materials and methods used in implementing decorations on metal artifacts	a lecture	Exam
٦	٣	Teaching skills	Carpets in the Abbasid era	a lecture	teaching
٧	٣	Teaching skills	Iranian and Turkish carpets	a lecture	teaching
٨	٣	Teaching skills	Types of decorations implemented on carpets	a lecture	Exam

٩	٣	Teaching skills	Ivory at the dawn of Islam and the Umayyad era	a lecture	Teaching
١٠	٣	Teaching skills	Ivory in the Abbasid era and Egypt	a lecture	Teaching
١١	٣	Teaching skills	Ivory in the Maghreb and Andalusia	a lecture	Teaching
١٢	٣	Teaching skills	The most famous schools in the ivory industry	a lecture	Exam
١٣	٣	Teaching skills	Photography	a lecture	teaching
١٤	٣	Teaching skills	Photography schools in Baghdad	a lecture	teaching
١٥	٣	Teaching skills	Photography schools in Iran and India	a lecture	Exam

١٠٣. Course Evaluation

Final exam: ٦٠٪

Daily preparation, daily, oral, monthly, and written exams and reports: ٤٠٪

١٠٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	(Arab Islamic Decorative Arts) Written by: Dr. Abdulaziz Hamid Dr. Salah Al-Obaidi and Dr. Ahmed Qasim Friday (University of Baghdad - ١٩٨٢)
Main references (sources)	- Farid Shafi'i (Decorated wood in the Umayyad style) and the book on Arab architecture in Islamic Egypt, era of the rulers - Ernest Connell (Islamic art) - Demand (Islamic Arts) - Zaki Muhammad Hassan (Islamic Arts) - Hanaa Abdel Khaleq (Islamic Glass).
Recommended books and references	

(scientific journals, reports...)	
Electronic References, Websites	www.wikipedia.com

Course Description Form

١٠٥.	Course Name:
Arab-Islamic decorative arts / second course	
١٠٦.	Course Code:
١٠٧.	Semester / Year:
٢٠٢٣-٢٠٢٤	
١٠٨.	Description Preparation Date:
١٨-٢-٢٠٢٤	
١٠٩.	Available Attendance Forms:
My presence	
١١٠.	Number of Credit Hours (Total) / Number of Units (Total)
(٣ hours) / (٤٠ hours)	
١١١.	Course administrator's name (mention all, if more than one name)
<p>Name: A. p. Wasan Abdul Muttalib Hassan</p> <p>Email: wassan_alqwssy@uomosul.edu.iq</p>	
١١٢.	Course Objectives
Course Objectives	<p>١ – Using learning content to explain the problems facing the educational process</p> <p>٢ – Develop proposals to overcome the problem of the low level of effectiveness of the educational process</p>

٢- Finding solutions to the problem of the low level of students' motivation towards study

١١٣. Teaching and Learning Strategies

Strategy

Learning the methods of decoration and the method of its implementation in different eras and on various materials and the types of jewelry and adornments used in different eras, as well as the origin of the glass material and methods of its manufacture.

١١٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Teaching skills	Wood carving in the Umayyad and Abbasid era	a lecture	teaching
٢	٣	Teaching skills	The wooden pulpit of the Kairouan Mosque is a model	a lecture	teaching
٣	٣	Teaching skills	Wood engraving in the Levant and the Ayyubid era	a lecture	teaching
٤	٣	Teaching skills	Wood carving in the Mamluk era	a lecture	Teaching
٥	٣	Teaching skills	Wood carving in the Maghreb and Andalusia	a lecture	Exam
٦	٣	Teaching skills	Mosaics before Islam	a lecture	teaching
٧	٣	Teaching skills	Mosaics in the Umayyad era (the Dome of the Rock mosaic as an example) and the Umayyad Mosque in Damascus	a lecture	teaching
٨	٣	Teaching skills	Mosaics in the Abbasid era	a lecture	Exam

٩	٣	Teaching skills	Engraving on stone and plaster at the dawn of Islam and the Umayyad and Abbasid eras	a lecture	Teaching
١٠	٣	Teaching skills	The most important new features of decorations in the Umayyad era	a lecture	Teaching
١١	٣	Teaching skills	Samarra embroidery in plaster	a lecture	Teaching
١٢	٣	Teaching skills	Engraving on stone and plaster in the Fatimid era	a lecture	Exam
١٣	٣	Teaching skills	Engraving on stone and plaster in the Maghreb and Andalusia	a lecture	teaching
١٤	٣	Teaching skills	Jewelry in the pre-Islamic era and the era of Muhammad's message	a lecture	teaching
١٥	٣	Teaching skills	Jewelry and decorative tools	a lecture	Exam

١١٥. Course Evaluation

Final exam: ٦٠٪

Daily preparation, daily, oral, monthly, and written exams and reports: ٤٠٪

١١٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	(Arab Islamic Decorative Arts) Written by: Dr. Abdulaziz Hamid Dr. Salah Al-Obaidi and Dr. Ahmed Qasim Friday (University of Baghdad - ١٩٨٢)
Main references (sources)	- Farid Shafi'i (Decorated wood in the Umayyad style) and the book on Arab architecture in Islamic Egypt, era of the rulers - Ernest Connell (Islamic art) - Demand (Islamic Arts) - Zaki Muhammad Hassan (Islamic Arts) - Hanaa Abdel Khaleq (Islamic Glass).
Recommended books and references	

(scientific journals, reports...)	
Electronic References, Websites	www.wikipedia.com

Course Description Form

١١٧. Course Name:	
An introduction to the Arab Islamic Architecture	
١١٨. Course Code:	
١١٩. Semester / Year:	
Second semester ٢٠٢٣-٢٠٢٤	
١٢٠. Description Preparation Date:	
١٨/٢/٢٠٢٤	
١٢١. Available Attendance Forms:	
Attendance	
١٢٢. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠/٣٠	
١٢٣. Course administrator's name (mention all, if more than one name)	
Name: Rana Waadallah Mahdi Email: rana_waadallah@uomosul.edu.iq	
١٢٤. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Employing the content of learning to explain the problems that face the teaching process. • Submitting suggestions to overcome the problem of the decreased level of the effectiveness of the teaching process. • Finding solutions for the problem of the decreased level of the motivation of

students towards studying.

١٢٥. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Reminding the students with the history of the Arab nation and appreciation of the achievements of the artists in terms of Islamic architecture. - Getting acquainted with the Islamic architecture and ornament arts. - Getting acquainted with the elements of architecture and ornaments.
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١٢٦. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Memorization and acquaintance	Umayyad architecture in Levant	Attendance	Questions and answers
٢	٢	Knowledge aspects	Plan of AISakhra Dome	Attendance	Questions and answers
٣	٢	Knowledge aspects	Plan of the Umayyad Mosque in Damascus.	Attendance	Questions and answers
٤	٢	Knowledge aspects	Umayyad palaces plans.	Attendance	Questions and answers + report about the subject
٥	٢	Knowledge aspects	Plan of Qusair	Attendance	Review

			Amrah		
٦	٢	Knowledge aspects	AlMashta palace plan	Attendance	Examination
٧	٢	Knowledge aspects	Umayyad architecture in Iraq (Basra, Kufa and Wasit).	Attendance	Questions and answers
٨	٢	Knowledge aspects	Examination	Attendance	Questions and answers
٩	٢	Questions	Umayyad Architecture in Egypt and North Africa.	Attendance	Questions and answers
١٠	٢	Knowledge aspects	Wall paintings	Attendance	Questions and answers
١١	٢	Knowledge aspects	Examination	Attendance	Questions and answers + report about the subject
١٢	٢	Knowledge aspects	Arab Islamic style in Abbasid age; Baghdad city, its names and	Attendance	Questions and answers

			location)		
١٣	٢	Knowledge aspects	Planning Baghdad round city	Attendance	Questions and answers
١٤	٢	Knowledge aspects	Samaraa city and Malwiya Mosque.	Attendance	Questions and answers
١٥	٢	Knowledge aspects	Examination	Attendance	Questions and answers

١٢٧. Course Evaluation

Final examination: ٦٠٪

Daily assignments and daily examinations (oral, written, monthly and reports): ٤٠٪.

١٢٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Arab Islamic Arts, Written by: Abdulaziz Hameed and Salah AIObaidi.
Main references (sources)	Arab Islamic Arts, Written by: Abdulaziz Hameed and Salah AIObaidi.
Recommended books and references (scientific journals, reports...)	- The book entitled: Plans of Baghdad throughout the historical ages , written by Sabri Faris AlHeeti. - The book entitled: Arab Architecture in Islamic Egypt (the reign of governors), by Fareed Shafiee
Electronic References, Websites	www.wikipedia

Course Description Form

١٢٩.	Course Name:	
	Democracy and human rights	
١٣٠.	Course Code:	
١٣١.	Semester / Year:	
	٢٠٢٣-٢٠٢٤	
١٣٢.	Description Preparation Date:	
	٢٠٢٤/٢/١٨	
١٣٣.	Available Attendance Forms:	
	Available	
١٣٤.	Number of Credit Hours (Total) / Number of Units (Total)	
	٤ weeks	
١٣٥.	Course administrator's name (mention all, if more than one name)	
	Name: Ayad Dhannoom Younis Email: ayad_dhannoon@uomosul.edu.iq	
١٣٦.	Course Objectives	
Course Objectives Utilizing learning content to explain the problems facing the educational process	<ul style="list-style-type: none"> • • • 	

<p>٢- Develop proposals to overcome the problem of the low level of effectiveness of the educational process</p> <p>٣- Finding solutions to the problem of the low level of students' motivation towards study</p>	
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١٣٧. Teaching and Learning Strategies

Strategy	<p>١-Theoretical lectures according to what is available in the main sources and auxiliary sources for the course</p> <p>٢-The method of interrogation to explore students' opinions about their previous knowledge of the subject.</p> <p>٣-Cooperative learning and brainstorming</p>
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١٣٨. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-		Save a	Historical developm	Al	questions and answers

		view	ent of human rights	le	
۲-			Co ni ve as ed of human rights	Al il	questions and answers
۳-			Co ni ve as ed of human rights		
۴-			Human rights resources		
۵-			Universal dedicatio n to human rights		
۶-			The nature of human		

			rights		
٧-			Human Rights Generations		
٨-			Collective human rights		
٩-			Minority rights		
١٠-			Principles guaranteeing human rights		
١١-			Human rights guarantees in the Iraqi constitution		
١٢-			The concept of democracy and its origins		

١٣-		Types of democracy		
١٤-		The basic elements of democracy		
١٥-		Advantages and disadvantages of the democratic system		
١٦-		Characteristics of a democratic system		
١٧-		Elements of democracy		
١٨-		Problems facing democracy		
١٩-		Digital democracy		

٢٠-		Islam and democracy		
٢١-		How to govern in a democratic society		
٢٢-		aqi Heritage Protection Law		
٢٣-		Questions		Questions
٢٤-		Questions		

١٣٩. Course Evaluation

١-Theoretical tests

٢-Assignment of scientific duties

٣- Writing reports and papers on the topic

١٤٠. Learning and Teaching Resources

Required textbooks (curriculum books, if any)

The book: (Human Rights) written by: Dr. Hamid Hanou (University of Baghdad - ٢٠١٥)

(Democracy) written by Sabri Saeed ٢٠٠٧

Main references (sources)

Recommended books

Supporting sources will be:

and references (scientific journals, reports...)	- Dr. Fawzi Rashid (Old Iraqi Laws) - Iraqi Antiquities Protection Law No. ٥٥ of ٢٠٠٢
Electronic References Websites	Presentation by electronic means

Course Description Form

١٤١. Course Name:
Archaeological tourism
١٤٢. Course Code:

١٤٣. Semester / Year:	
٢٠٢٣-٢٠٢٤	
١٤٤. Description Preparation Date:	
٢٠٢٤-٢-١٨	
١٤٥. Available Attendance Forms:	
My presence	
١٤٦. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠/٣٠	
١٤٧. Course administrator's name (mention all, if more than one name)	
Name: wesal fasil houmade Email: archaeology_wesal@uomosul.edu.iq	
١٤٨. Course Objectives	
Course Objectives	<p>Archaeological tourism leads to travel to</p> <p>learn about</p> <p>The cultures and customs of others, which improves interactions between them</p> <p>It removes territoriality and breaks down all barriers between individuals</p> <p>While engaging with</p> <p>Local community and participation</p>

in their cultures

149. Teaching and Learning Strategies

Strategy	It is preserving archaeological sites by protecting historical places regulating the environment and reducing the activation of harm factors on archaeological sites.
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150. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2-	Save and view Cognitive aspects	The importance of archaeological tourism	My presence	
2-	2-	Cognitive aspects	Etiquette of archaeological tourism	My presence	
3-	2-	Cognitive aspects	Tourism awareness and its dimensions	My presence	
4-	2-	Cognitive Aspects	How to develop	My presence	

٥-	٢-	Cognitive aspects	archaeological tourism	My presence	
٦-	٢	Cognitive aspects	Types of tourism	My presence	
٧-	٢-	Cognitive aspects	What are the goals	My presence	
٨-	٢-	Questions	achieved by archaeological tourism?	My presence	
٩-	٢-	Cognitive aspects	How is archaeological tourism developed?	My presence	
١٠-	٢-	Cognitive aspects	Strategies aimed at preserving archaeological sit	My presence	
١١-	٢-	Cognitive aspects	for protecting archaeological sites	My presence	
١٢-	٢-	Cognitive aspects	The concept and characteristics of archaeological areas	My presence	
١٣-	٢-	Cognitive aspects	Foreign and Arab organizations responsible for preserving antiquities	My presence	
١٤-	٢-	Cognitive aspects	Obstacles and strategies for the sustainability and development of archaeological sites	My presence	

١٥ -	٢-		<p>An overview of Nineveh Governorate and its geographical location</p> <p>A future vision for developing and sustaining archaeological sites in the city of Mosul</p> <p>A future vision for developing and sustaining archaeological sites in the city of Mosul</p>		
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١٥١. Course Evaluation

Final exam ٦٠%

Daily preparation, daily, oral, monthly and written exams and reports: ٤٠%

١٥٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Sustainable development in the desert areas of the Western Plateau
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	In Iraq, a model for the author (Maya Kazem) for the year ٢٠٢٠
Main references (sources)	Management of archaeological sites: a study in light of investigations Archaeological excavations and conservation by the author (Abazar Zaidi) ٢٠١٩
Recommended books and references (scientific journals, reports...)	Strategies for preserving and improving archaeological sites Arab Journal for Scientific Publishing (AJ P)) By the author Abdullah Mohammed Al-Jassim ٢٠١٨
Electronic References, Websites	WWW . WIKIPEDIA.COM

Course Description Form

١٥٣.	Course Name:
	Prehistoric Ages
١٥٤.	Course Code:
١٥٥.	Semester / Year:

٢٠٢٣-٢٠٢٤

١٥٦. Description Preparation Date:

١٨/٠٢/٢٠٢٤

١٥٧. Available Attendance Forms:

In-person and Electronic

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

٣ hours

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

Name: Anfal Mohammed Mahmoud

Email: anfal_m١٩٨٣@uomosul.edu.iq

١٦٠. Course Objectives

Course Objectives

- Introduce third-year students in the Department of Ancient Antiquities to the Prehistoric Ages, from the Old Stone Age divisions and stages to the Middle and then the New Stone Age in Iraq, the Levant, the world, and Anatolia, focusing on location, architecture, pottery, stone tools, and more.
- Introduce third-year students in the Department of Ancient Antiquities to the Prehistoric

	<p>Ages, from the Old Stone Age divisions and stages to the Middle and then the New Stone Age in Iraq, the Levant, the world, and Anatolia, focusing on location, architecture, pottery, stone tools, and more.</p> <ul style="list-style-type: none"> • Enhance understanding and performance of skills related to the significance of the Stone Ages.
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١٦١. Teaching and Learning Strategies

Strategy	
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١٦٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Understanding The topic	Paleolithic Age	in-person and PowerPoint	Discussions
٢	٣	Understanding The topic	Neanderthal Man	in-person and PowerPoint	
٣	٣			in-person and PowerPoint	

٤	٣	Understanding The topic	Stone Ages	in-person and PowerPoint	student assignments	
٥	٣	Understanding The topic	Old Stone Age	in-person and PowerPoint		
٦	٣	Understanding The topic	Old Stone Age	in-person and PowerPoint		
٧	٣	Understanding The topic	Lower Paleolithic	in-person and PowerPoint		
٨	٣	Understanding The topic	Middle Paleolithic	in-person and PowerPoint		
٩	٣	Understanding The topic	Middle Paleolithic	in-person and PowerPoint		
١٠	٣	Understanding The topic	Upper Paleolithic	in-person and PowerPoint		
١١	٣	Understanding The topic	Domestication of Animals and Plants	in-person and PowerPoint		
١٢	٣	Understanding The topic	Neolithic Age in Iraq: Jarmo Site	in-person and PowerPoint		Reports
١٣	٣	Understanding The topic	Neolithic Age in Iraq: Jarmo Site	in-person and PowerPoint		
١٤	٣	Understanding The topic	Umm Dabaghiyah / T Hassuna	in-person and PowerPoint		
				in-person and		

١٥	٣	Understanding The topic	Samarra Culture	PowerPoint in-person and PowerPoint	Discussions
١	٣	Understanding The topic	Samarra Culture	in-person and PowerPoint	
٢	٣	Understanding The topic	Tell es-Sawwan / Halaf Period	in-person and PowerPoint	oral exams
٣	٣	Understanding The topic	Ubaid Culture / Uruk Period	in-person and PowerPoint	
٤	٣	Understanding The topic	lower East in the Stone Ages	in-person and PowerPoint	Discussions
٥	٣	Understanding The topic	Middle and Neolithic Ages in Africa	in-person and PowerPoint	
٦	٣	Understanding The topic	Southwest Asia in the Old Stone Age	in-person and PowerPoint	Discussions
٧	٣	Understanding The topic	Levant in Neolithic Age (Jericho)	in-person and PowerPoint	
٨	٣	Understanding The topic	Maribat Site / Tell Abu Hureyra	in-person and PowerPoint	Reports
٩	٣	Understanding The topic	Tell al-Beida / Megiddo Site	in-person and PowerPoint	
١٠	٣	Understanding The topic	Tell al-Beida / Megiddo Site	in-person and	

١١	٣	Understanding The topic	Egypt in Neolithic Age (Faiyum)	PowerPoint	Class participation
١٢	٣	Understanding The topic	Egypt in Neolithic Age (Faiyum)		
١٣	٣	Understanding The topic	Badari Site		
١٤	٣	Understanding The topic	Iran in the Neolithic Age (Tepe Sialk)		
١٥	٣	Understanding The topic	Iran in the Neolithic Age (Tepe Sialk)		
		Understanding The topic	Anatolia in Neolithic Age (Çjatalhöyük)		
		Understanding The topic			
		Understanding The topic			
		Understanding The topic			
		Understanding The topic			

١٦٣. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

£

١٦٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The course's main textbook is titled "Prehistoric Ages," authored Tariq Al-Dabagh and Walid Al-Jader.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Various published researches, and a Book about prehistoric civilizations by

	Khazal Al-Majidi.
Electronic References, Websites	

Course Description Form

١٦٥.	Course Name:
	Prehistoric Ages
١٦٦.	Course Code:
١٦٧.	Semester / Year:
	٢٠٢٣-٢٠٢٤
١٦٨.	Description Preparation Date:

١٨/٠٢/٢٠٢٤

١٦٩. Available Attendance Forms:

In-person and Electronic

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

٣ hours

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

Name: Anfal Mohammed Mahmoud

Email: anfal_m١٩٨٣@uomosul.edu.iq

١٧٢. Course Objectives

Course Objectives

- Introduce third-year students in the Department of Ancient Antiquities to the Prehistoric Ages, from the Old Stone Age divisions and stages to the Middle and then the New Stone Age in Iraq, the Levant, the world, and Anatolia, focusing on location, architecture, pottery, stone tools, and more.
- Introduce third-year students in the Department of Ancient Antiquities to the Prehistoric Ages, from the Old Stone Age divisions and stages to the Middle and then the New

	<p>Stone Age in Iraq, the Levant, the world, and Anatolia, focusing on location, architecture, pottery, stone tools, and more.</p> <ul style="list-style-type: none"> • Enhance understanding and performance of skills related to the significance of the Stone Ages.
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١٧٣. Teaching and Learning Strategies

Strategy	
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١٧٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Understanding The topic	Paleolithic Age	in-person and PowerPoint	Discussions
٢	٣	Understanding The topic	Neanderthal Man	in-person and PowerPoint	
٣	٣	Understanding The topic	Stone Ages	in-person and PowerPoint	
٤	٣	Understanding	Old Stone Age	in-person and PowerPoint	

٥	٣	The topic Understanding	Old Stone Age	in-person and PowerPoint	student assignments
٦	٣	The topic Understanding	Lower Paleolithic	in-person and PowerPoint	
٧	٣	The topic Understanding	Middle Paleolithic	in-person and PowerPoint	
٨	٣	The topic Understanding	Middle Paleolithic	in-person and PowerPoint	
٩	٣	The topic Understanding	Upper Paleolithic	in-person and PowerPoint	
١٠	٣	The topic Understanding	Domestication of Animals and Plants	in-person and PowerPoint	
١١	٣	The topic Understanding	Neolithic Age in Iraq: Jarmo Site	in-person and PowerPoint	
١٢	٣	The topic Understanding	Neolithic Age in Iraq: Jarmo Site	in-person and PowerPoint	
١٣	٣	The topic Understanding	Umm Dabaghiyah / T Hassuna	in-person and PowerPoint	
١٤	٣	The topic Understanding	Samarra Culture	in-person and PowerPoint	
١٥	٣	The topic Understanding	Samarra Culture	in-person and	

		The topic		PowerPoint	
١	٣	Understanding The topic	Tell es-Sawwan / Halaf Period	in-person and PowerPoint	oral exams
٢	٣	Understanding The topic	Ubaid Culture / Uruk Period	in-person and PowerPoint	
٣	٣	Understanding The topic	lower East in the Stone Ages	in-person and PowerPoint	
٤	٣	Understanding The topic	Middle and Neolithic Ages in Africa	in-person and PowerPoint	Discussions
٥	٣	Understanding The topic	Southwest Asia in the Old Stone Age	in-person and PowerPoint	
٦	٣	Understanding The topic	Levant in Neolithic Age (Jericho)	in-person and PowerPoint	
٧	٣	Understanding The topic	Maribat Site / Tell Abu Hureyra	in-person and PowerPoint	Reports
٨	٣	Understanding The topic	Tell al-Beida / Megiddo Site	in-person and PowerPoint	
٩	٣	Understanding The topic	Tell al-Beida / Megiddo Site	in-person and PowerPoint	
١٠	٣	Understanding The topic	Egypt in Neolithic Age (Faiyum)	in-person and PowerPoint	Class
١١	٣	Understanding	Egypt in Neolithic		

١٢	٣	The topic Understanding	Age (Faiyum) Badari Site		participation
١٣	٣	The topic Understanding	Iran in the Neolithic Age (Tepe Sialk)		
١٤	٣	The topic Understanding	Iran in the Neolithic Age (Tepe Sialk)		
١٥	٣	The topic Understanding	Anatolia in Neolithic Age (Çjatalhöyük)		

١٧٥. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

£

١٧٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The course's main textbook is titled "Prehistoric Ages," authored Tariq Al-Dabagh and Walid Al-Jader.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Various published researches, and a Book about prehistoric civilizations by Khazal Al-Majidi.
Electronic References, Websites	

Course Description Form

177.	Course Name:
Geomorphology	
178.	Course Code:
179.	Semester / Year:
Second / 2023-2024	
180.	Description Preparation Date:
2024-2-18	
181.	Available Attendance Forms:
Attendance	

١٨٢. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠ hours / ٣٠ units	
١٨٣. Course administrator's name (mention all, if more than one name)	
Name: Myasar Sameer Mahmood	
Email: Myasar.sameer@uomosul.edu.iq	
١٨٤. Course Objectives	
Course Objectives	<p>١-Identification of the geomorphology science and understanding some fundamental concepts in geomorphology which they will aid in the evaluation of much that follows in the subject "geomorphology".</p> <p>٢-Identification of the geomorphic processes and agents which are modify the earth surface.</p> <p>٣-Knowledge about the physical and chemical processes that effect on the rock mass at or near the earth surface.</p> <p>٤- Identification of the different types of mass-wasting.</p> <p>٥- Identification of those landforms which are produced by aggradation.</p> <p>٦- Knowledge the role of endogenetic processes in the formation of landforms.</p> <p>٧- The influence of climate upon topography.</p> <p>٨-Identification of the soil, its horizons and characteristics of each horizon, Identification of different soil groups and identification of climatic and vegetative condition required in the</p>

	<p>formation of each group.</p> <p>٩- Identification of the valley and the processes that they are leading in the development of valley.</p> <p>١٠- Identification of different valleys according to the stage of valley, depending on the relationship between the direction of stream flow and dip direction of rock strata, also classification depending on the type of geologic structure which has controlled their development.</p> <p>١١- Understanding the effect of dip angle of rock strata in the formation of different topographic features.</p> <p>١٢- Identification of those complexities that are encountered in the fluvial cycle.</p> <p>١٣- Knowing the relationship between geomorphology and archaeology.</p> <p>١٤- Study of the geomorphological factors affecting the monuments.</p>
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١٨٥. Teaching and Learning Strategies

Strategy	<p>Teaching student's geomorphology and how to distinguish the branches of geomorphology and its relationship with archaeology, and how to learn the basic principles of geomorphology, as well as knowledge of weathering and its effects on archaeological sites.</p> <p>Geomorphology is necessary and essential for understanding the geological setting of any region. In this context, the investigation of the origin of the landforms and landscape and their classification enables the student to consolidate his understanding of the rocks forming and developing as well as the factors affecting them and gives important explanations</p>
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١٨٦. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week ١	٧h	Find out what it is Geomorphology etc It is the goal of his study	Introduction to Geomorphology	Theoretical + PowerPoint presentation	Oral exams
Week ٢	٧h	Know what a relationship is Geomorphology in science What are the other areas of work? Geomorphology and what are the branches of geomorphology	The relationship of geomorphology to other sciences	Theoretical	Oral exams
Week ٣	٧h	Study of geomorphological principles from the first principle to the fourth principle	Geomorphological principles	+ PowerPoint presentation	Interact with students
Week ٤	٧h	Study principles Geomorphology from the Beginning Fifth to Tenth	Geomorphological principles	Theoretical	Interact with students

		Principle			
Week ٥	٢h	Study of operations Geomorphology And know its effects on antiquities	Processes Geomorphology	+ PowerPoint presentation	Quizzes
Week ٦	٢h	Effects study Weathering of archaeological sites	Weathering and forms the earth's surface	Theoretical	Oral exams
Week ٧	٢h	Study the types of weathering	Weathering and forms the earth's surface	+ PowerPoint presentation	Oral exams
Week ٨	٢h	Knowing the risks of mass Collapse On archaeological sites	Mass Wasting	Theoretical	Interact with students
Week ٩	٢h	Classification of mass collapse	Mass Wasting	+ PowerPoint presentation	Interact with students
Week ١٠	٢h	Knowing the effect of ground movements on archaeological sites	Plate tectonics	Theoretical	Quizzes
Week ١١	٢h	Know the causes of plate tectonics	Plate tectonics	+ PowerPoint presentation	Oral exams
Week ١٢	٢h	Know the effects of bottom spread Sea on the sites Archaeological sites near the water	Seafloor spreading	Theoretical	Oral exams

Week 13	2h	Know the signs of a bottom spread The sea and its influence	Seafloor spreading	+ PowerPoint presentation	Interact with students
Week 14	2h	Learn how it works Geomorphological research on One of the archaeological sites	search Geomorphology	Theoretical	Interact with students
Week 15	2h	Learn how to write Geomorphological research on One of the archaeological sites	search Geomorphology	+ PowerPoint presentation	Quizzes

187. 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

188. Learning and Teaching Resources

Required textbooks (curricular books any)

Main references (sources)

1 -Thornbury, W. D., 1969. Principles of geomorphology (2nd ed.). John Wiley & Sons, Inc., New York, 594p .

2 - Bloom, A. L., 2002. Geomorphology- A systematic analysis of Late Cenozoic landforms (3rd ed.). Prentice-Hall of India Private Limited 'New Delhi, 482p.

3 -Ritter, D. F., 1986. Process geomorphology (2nd ed.).

	<p>Wm. C. Brown Publishers, Iowa, USA, 579p.</p> <p>ξ -Spark, B. W., 1972. Geomorphology (2nd ed.). Longman Group Ltd ·London, 530p .</p> <p>ο -Strahler, A & Strahler, A., 2002. Physical geography (2nd ed.). John Wiley & Sons, Inc, USA, 748p\.</p> <p>ϖ -Fundamentals of Geomorphology. Second Edition. Richard John Huggett. Taylor & Francis e-Library, 2007.483P</p> <p>7- A.S. Goudie., 2004, Encyclopedia of Geomorphology, Volume 1 A–I, International Association of Geomorphologists, 1123p.</p>
<p>Recommended books and references (scientific journals, reports...)</p>	<p>Thanoun Hamid Al-Dabbagh, ϖ·ϖξ, Physical Geology, College of Science, University of Mosul, οοξ pages (in Arabic)</p>
<p>Electronic References, Websites</p>	<p>Lectures by Dr. Mahmoud Fadel Al-Jumaili, Tikrit University (in Arabic)</p> <p>https://www.researchgate.net/profile/Mahmood-Abed</p>

Course Description Form

١٨٩. Course Name:	
Historical Geography/ First stage	
١٩٠. Course Code:	
١٩١. Semester / Year:	
Second/ ٢٠٢٣-٢٠٢٤	
١٩٢. Description Preparation Date:	
٣٠/٤/٢٠٢٤	
١٩٣. Available Attendance Forms:	
٢٢	
١٩٤. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠ hours	
١٩٥. Course administrator's name (mention all, if more than one name)	
Name: Ghassan Mardan Haji	
Email: ghassan.mardan@uomosul.edu.iq	
١٩٦. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing the student to the geography of Iraq and its impact on its course, history and civilization. How were the active elements of nature creation developments arose in each its parts and through various revolutions administrations from pre-historic for

	<p>until its most ancient origins.</p> <ul style="list-style-type: none"> • The impact of geography on various aspects of Iraqi people's lives ancient political, economic, religious, artistic and other aspects of life.
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١٩٧. Teaching and Learning Strategies

Strategy	A simplified and sequential explanation of the topic theoretical detailing the topics in terms of difficulty and importance, and communicating the idea clearly.
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١٩٨. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٢	Bachelor's degree in Archeology	Historical geography Its goal, scope and curriculum	Attendance	Oral
Second	٢	Bachelor's degree in Archeology	The relationship between geography and history	Attendance	Oral
Third	٢	Bachelor's degree in Archeology	Definition of historical geography History as a successor to geography	Attendance	Oral
Fourth	٢	Bachelor's degree in Archeology	Cultural appearance	Attendance	Oral
Fifth	٢	Bachelor's degree in Archeology	Historical geographical place	Attendance	Oral
Sixth	٢	Bachelor's degree in Archeology	Positive approach	Attendance	Oral
		Bachelor's degree			

Seventh	۲	in Archeology Bachelor's degree in Archeology	Regional approach	Attendance	Oral
Eighth	۲	Bachelor's degree in Archeology	Research methods in ancient environments	Attendance	Oral
Ninth	۲	Bachelor's degree in Archeology	Geological eras	Attendance	Oral
Tenth	۲	Bachelor's degree in Archeology	Geological development of Iraq	Attendance	Oral
Eleventh	۲	Bachelor's degree in Archeology	Causes of geological ages	Attendance	Oral
Twelveth	۲	Bachelor's degree in Archeology	The issue of the Arabian Gulf coast	Attendance	Oral
Thirteenth	۲		The impact of Iraq's location on climate	Attendance	Oral
Fourteenth	۲		Natural parts of Iraq	Attendance	Oral
Fifteenth	۲			Attendance	Oral

۱۹۹. Course Evaluation

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

۲۰۰. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Nothing

Main references (sources)	<ul style="list-style-type: none"> - Geographical knowledge among ancient Iraq's. - Introduction to the history of ancient civilizations. - Civilization of Iraq.
Recommended books and references (scientific journals, reports...)	Reports on historical cities and cultural sites.
Electronic References, Websites	Nothing

Course Description Form

٢٠١.	Course Name:
Antiquities of the Gulf and the Arabian Peninsula / fourth stage	
٢٠٢.	Course Code:
٢٠٣.	Semester / Year:
First and Second/ ٢٠٢٣-٢٠٢٤	
٢٠٤.	Description Preparation Date:
٣٠/٤/٢٠٢٤	
٢٠٥.	Available Attendance Forms:
٣	
٢٠٦.	Number of Credit Hours (Total) / Number of Units (Total)
٩٠ hours	
٢٠٧.	Course administrator's name (mention all, if more than one name)
Name: Ghassan Mardan Haji Email: ghassan.mardan@uomosul.edu.iq	
٢٠٨.	Course Objectives
Course Objectives	<ul style="list-style-type: none">• Knowing the role of the Arabs in the events of the ancient East.• Revealing the historical and cultural dimensions of the antiquities of the Arabian Peninsula.

	<ul style="list-style-type: none"> • Highlighting the most important activities of the ancient Arabs.
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٢٠٩. Teaching and Learning Strategies

Strategy	A simplified and sequential explanation of the topic theoretical detailing the topics in terms of difficulty and importance, a communicating the idea clearly.
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٢١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٣	Save and view	Renewing the importance of Gulf antiquities	Attendance	Oral
Second	٣	Cognitive aspects	Geographical characteristics and their impact	Attendance	Oral
Third	٣	Cognitive aspects	Sources for studying the antiquities of the Arabian Gulf	Attendance	Oral
Fourth	٣	Cognitive aspects	The Arabian Gulf in light of cuneiform sources	Attendance	Oral
Fifth	٣	Cognitive aspects	The Arabian Gulf in light of classical sources	Attendance	Oral
			The Arabian Gulf in light of Arab sources	Attendance	Oral
			Antiquities of the Arabian Gulf		

Sixth	٣	Cognitive aspects	Archaeological excavations and their results Ubaid settlements	Attendance	Oral
Seventh	٣	Cognitive aspects	Presentation and analysis of literary remains	Attendance	Oral
Eighth	٣	Cognitive aspects	Entrances Buildings and irrigation projects	Attendance	Oral
Ninth	٣	Cognitive aspects	Gulf seals Antiquities and civilization of Yemen	Attendance	Oral
Tenth	٣	Cognitive aspects	A quick look in the history of Yemen	Attendance	Oral
Eleventh	٣	Cognitive aspects	Agriculture and irrigation	Attendance	Oral
Twelfth	٣	Cognitive aspects	Commerce	Attendance	Oral
Thirteenth	٣	Cognitive aspects	Exploration in Yemen	Attendance	Oral
Fourteenth	٣	Questions	Stages of historical development in Yemen	Attendance	Oral
Fifteenth	٣	Cognitive aspects	Antiquities of the central and northern sections	Attendance	Oral
Sixteenth	٣	Cognitive aspects	History of ancient Arabs Petra	Attendance	Oral
Seventeenth	٣			Attendance	Oral

Eighteenth	۳	Cognitive aspects	Tadmor	Attendance	Oral
		Cognitive aspects	Al- Anbbat		
Nineteenth	۳		Al- Anbbat heritage	Attendance	Oral
		Cognitive aspects	Arab trade		
			Land trade		
Twenty	۳		Questions	Attendance	Oral
		Cognitive aspects			
Twenty one	۳			Attendance	Oral
Twenty two	۳	Cognitive aspects		Attendance	Oral
Twenty three	۳			Attendance	Oral
Twenty four	۳			Attendance	Oral
Twenty five	۳	Cognitive aspects		Attendance	Oral
Twenty six	۳	Cognitive aspects		Attendance	Oral
Twenty seven	۳	Cognitive aspects		Attendance	Oral
Twenty eight	۳	Cognitive aspects		Attendance	Questions
		Cognitive aspects			
		Cognitive aspects			
		Questions			

۲۱۱. Course Evaluation

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

۲۱۲. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Antiquities of the Arabian Gulf and

	the Arabian Peninsula.
Main references (sources)	<ul style="list-style-type: none"> - Arabs in light of the sources. - Al-Aflaj is one of the ancient Arab irrigation projects. - Antiquities of the Kingdom of Saudi Arabia.
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> - A magazine dealing with archaeological and historical affairs in Bahrain - Antiquities in the United Arab Emirates -Saudi Arabian Antiquities Yearbook
Electronic References, Websites	Nothing

Course Description *Form*

٢١٣. Course Name:	
Ancient sites and cities/ Second stage	
٢١٤. Course Code:	
٢١٥. Semester / Year:	
Second/ ٢٠٢٣-٢٠٢٤	
٢١٦. Description Preparation Date:	
٣٠/٤/٢٠٢٤	
٢١٧. Available Attendance Forms:	
٥	
٢١٨. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠ hours	
٢١٩. Course administrator's name (mention all, if more than one name)	
Name: Ghassan Mardan Haji	
Email: ghassan.mardan@uomosul.edu.iq	
٢٢٠. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> - Determining the locations of cities inside and outside Mesopotamia. - The features that cities bear according to geographical elements.

٢٢١. Teaching and Learning Strategies					
Strategy		A simplified and sequential explanation of the topic theoretical detailing the topics in terms of difficulty and importance, a communicating the idea clearly.			
٢٢٢. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٢	Bachelor's degree in Archeology	Eridu city	Attendance	Oral
Second	٢	Bachelor's degree in Archeology	Uruk City	Attendance	Oral
Third	٢	Bachelor's degree in Archeology	Ur City	Attendance	Oral
Fourth	٢	Bachelor's degree in Archeology	Kish city	Attendance	Oral
Fifth	٢	Bachelor's degree in Archeology	Akkad city	Attendance	Oral
Sixth	٢	Bachelor's degree in Archeology	Essen city	Attendance	Oral
Seventh	٢	Bachelor's degree in Archeology	Larsa city	Attendance	Oral
Eighth	٢	Bachelor's degree in Archeology	Babylon city	Attendance	Oral

Ninth	٢	Bachelor's degree in Archeology	Assur City	Attendance	Oral
Tenth	٢	Bachelor's degree in Archeology	Dor-Sharukin City	Attendance	Oral
Eleventh	٢	Bachelor's degree in Archeology	Nineveh city	Attendance	Oral
Twelveth	٢	Bachelor's degree in Archeology	Kalkh city	Attendance	Oral
Thirteenth	٢	Bachelor's degree in Archeology	Harran city	Attendance	Oral
Fourteenth	٢	Bachelor's degree in Archeology	Tel-Barsib City	Attendance	Oral
Fifteen	٢	Bachelor's degree in Archeology	Mary city	Attendance	Oral

٢٢٣. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٢٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Nothing

Main references (sources)

- Sites of ancient cities.
- The origins of the names of some cities.
- The geographical location of Iraq.

Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> - Research and reports on archaeological excavations in Iraq. - Geological survey of ancient city sites.
Electronic References, Websites	Nothing

Course Description Form

٢٢٥.	Course Name: A BRIEFING ON ARCHAEOLOGY	
٢٢٦.	Course Code:	
٢٢٧.	Semester / Year: ٢٠٢٣-٢٠٢٤	
٢٢٨.	Description Preparation Date: ١٨/٠٢/٢٠٢٤	
٢٢٩.	Available Attendance Forms: IN-PERSON	
٢٣٠.	Number of Credit Hours (Total) / Number of Units (Total): ٣٠ H	
٢٣١.	Course administrator's name (mention all, if more than one name)	
Name: Dr. OMAR JASSAM		
Email: omar.jassam@uomosul.edu.iq		
٢٣٢.	Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Get a general and brief overview of general and main principles of archaeol and its specializations. • Introduction to the concepts archaeological operations: archaeolog excavations, maintenance and restorat operations, documentation and analysis. • Building students' capabilities archaeological work. 	
٢٣٣.	Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • In-person lectures, using illustrations. • Academic discussions using feedback methods, strengthening analysis and creating ideas. • Learn the main principles of archaeological work that qualify students to work in archaeological and museum field. 	
٢٣٤. Course Structure		

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	An explanation of archaeology	Introduction to archaeology	In-person	discussions
٢	٢	Find out what archeology is	Definition of archaeology	In-person	
٣	٢	Knowledge of the most important terms of archeology, its specializations, and its relationship with other sciences	Archeology terminology, its specializations, and its relationship to other sciences	In-person	
٤	٢	Learn about the origins of archeology and how it developed	The origins and development of archeology	In-person	
٥	٢	Feedback and review	review	In-person	Discussions and exams
٦	٢	Explaining the importance of archeology and its academic goals	The importance of archeology and its goals	In-person	
٧	٢	Know the types of effects	Types of effects	In-person	
٨	٢	Knowing the types of archaeological sites	Types of archaeological sites	In-person	
٩	٢	Identify the factors and methods for	Methods for discovering antiquities and their locations	In-person	

		detecting traces			
١٠	٢	Feedback and review	review	In-person	Discussions and exams
١١	٢	Knowledge of archaeological work methods	Archaeological field work - archaeological excavations and their methods	In-person	
١٢	٢	Knowledge of archaeological work methods	Archaeological field work - accompanying archaeological operations	In-person	
١٣	٢	Knowledge of methods for analyzing and studying antiquities	Extrapolation and analysis of effects	In-person	
١٤	٢	Learn about the origins and development of archeology in Iraq	The origins and development of archeology in Iraq	In-person	
١٥	٢	Feedback and review	review	In-person	Discussions and exams

٢٣٥. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٣٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Taqi al-Dabbagh, Introduction Archaeology, Baghdad, ١٩٨١.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Omar Jassam Al-Azzawi, Brief Archeology, Mosul, ٢٠١٢.
Electronic References, Websites	

Course Description Form

٢٣٧.	Course Name: Tangible and intangible heritage				
٢٣٨.	Course Code:				
٢٣٩.	Semester / Year: ٢٠٢٣-٢٠٢٤				
٢٤٠.	Description Preparation Date: ١٨/٠٢/٢٠٢٤				
٢٤١.	Available Attendance Forms: IN-PERSON				
٢٤٢.	Number of Credit Hours (Total) / Number of Units (Total): ٣٠ H				
٢٤٣.	Course administrator's name (mention all, if more than one name)				
Name: Dr. OMAR JASSAM					
Email: omar.jassam@uomosul.edu.iq					
٢٤٤.	Course Objectives				
Course Objectives			<ul style="list-style-type: none"> • • Identify in general and brief the general and main lines of tangible and intangible heritage. • • Building students' capabilities in dealing with tangible and intangible heritage. 		
٢٤٥.	Teaching and Learning Strategies				
Strategy	<ul style="list-style-type: none"> • In-person lectures, using illustrations. • Academic discussions using feedback methods, strengthening analysis and creating ideas. • • Learn the main principles of tangible and intangible heritage that qualify students cognitively. 				
٢٤٦. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

١	٢	Knowing what heritage is	Introduction to the nature of heritage	In-person	discussions
٢	٢	Definition of heritage and its terminology	Definition of heritage and its terminology	In-person	
٣	٢	Explain the importance of heritage	The importance of heritage	In-person	
٤	٢	Knowing the history of the human experience in dealing with heritage	Interest in heritage	In-person	
٥	٢	Feedback and review	review	In-person	Discussions and exams
٦	٢	Identify types of heritage	Types of heritage	In-person	
٧	٢	Tangible heritage and its types.	Types of heritage	In-person	
٨	٢	Know the importance and nature of tangible heritage	Tangible heritage	In-person	
٩	٢	Introducing methods of preserving material heritage	Preserving material heritage	In-person	
١٠	٢	Feedback and review	review	In-person	Discussions and exams

١١	٢	Intangible heritage and its types.	Types of heritage	In-person	
١٢	٢	Know the importance and nature of intangible heritage	Tangible heritage	In-person	
١٣	٢	Introducing ways to preserve intangible heritage	Preserving intangible heritage	In-person	
١٤	٢	Natural heritage and its importance	Natural heritage	In-person	
١٥	٢	Feedback and review	review	In-person	Discussions and exams

٢٤٧. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٤٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

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

UNESCO publications.

Electronic References, Websites

Course Description Form

٢٤٩.	Course Name: A BRIEFING ON MUSEOLOGY	
٢٥٠.	Course Code:	
٢٥١.	Semester / Year: ٢٠٢٣-٢٠٢٤	
٢٥٢.	Description Preparation Date: ١٨/٠٢/٢٠٢٤	
٢٥٣.	Available Attendance Forms: IN-PERSON	
٢٥٤.	Number of Credit Hours (Total) / Number of Units (Total): ٣٠ H	
٢٥٥.	Course administrator's name (mention all, if more than one name)	
Name: Dr. OMAR JASSAM		
Email: omar.jassam@uomosul.edu.iq		
٢٥٦.	Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Get a general and brief overview of the general and main principles of Museology. • Introduction to the concepts of Museology operations. • Building students' capabilities in Museum's work. 	
٢٥٧. Teaching and Learning Strategies		
Strategy	<ul style="list-style-type: none"> • In-person lectures, using illustrations. • Academic discussions using feedback methods, strengthening analysis and creating ideas. • Learn the main principles of archaeological work that qualify students to work in the archaeological and museum field. 	
٢٥٨. Course Structure		

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Find out what a museum is	Introduction to what a museum is	In-person	discussions
٢	٢	Introduction to museum science	Introduction to museum science and its terminology	In-person	
٣	٢	Explaining the importance and role of the museum	The importance and role of the museum	In-person	
٤	٢	Knowing the history of the emergence of museums and how they developed	The emergence and development of museums	In-person	
٥	٢	Feedback and review	review	In-person	Discussions and exams
٦	٢	Identify the types of museums and their collections	Types of museums	In-person	
٧	٢	Identify the sources of museum collections	Museum collection resources	In-person	
٨	٢	Know the importance and nature of the museum building and its facilities	The museum building and its optimal planning	In-person	
٩	٢	Introducing the museum	Museum staff and the museum	In-person	

		staff and their duties	jobs		
١٠	٢	Feedback and review	review	In-person	Discussions and exams
١١	٢	Know how to manage a museum	Museum manager	In-person	
١٢	٢	Learn about museum display methods and methods	Methods of museum display of collectibles	In-person	
١٣	٢	Learn about the most prominent local museums in Iraq	The most prominent museums in Iraq	In-person	
١٤	٢	Learn about the most prominent international museums	The most prominent international museum	In-person	
١٥	٢	Feedback and review	review	In-person	Discussions and exams

٢٥٩. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٦٠. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Taqi Al-Dabbagh, Fawzi Rashid, Museology, Baghdad, ١٩٧٩.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Mohamed Gamal Rashed, Museology, Egypt, ٢٠٢٠.

Electronic References, Websites	
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Course Description Form

٢٦١. Course Name:	
An introduction to the Arab Islamic Architecture	
٢٦٢. Course Code:	
٢٦٣. Semester / Year:	
First semester ٢٠٢٣-٢٠٢٤	
٢٦٤. Description Preparation Date:	
١٨/٢/٢٠٢٤	
٢٦٥. Available Attendance Forms:	
Attendance	
٢٦٦. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠/٣٠	
٢٦٧. Course administrator's name (mention all, if more than one name)	
Name: Rana Waadallah Mahdi Email: rana_waadallah@uomosul.edu.iq	
٢٦٨. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Employing the content of learning to explain the problems that face the teaching process.• Submitting suggestions to overcome the problem of the decreased level of the effectiveness of the teaching process.• Finding solutions for the problem of the decreased level of the motivation of

students towards studying.

٢٦٩. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Reminding the students with the history of the Arab nation and appreciation of the achievements of the artists in terms of Islamic architecture. - Getting acquainted with the Islamic architecture and ornament arts. - Getting acquainted with the elements of architecture and ornaments.
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٢٧٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Memorization and acquaintance	architecture and Arts in Arab Peninsula before Islam	Attendance	Questions and answers
٢	٢	Knowledge aspects	Construction of honorable Kaaba	Attendance	Questions and answers
٣	٢	Knowledge aspects	Honorable Mecca and Taif city and the types of Arts in them	Attendance	Questions and answers
٤	٢	Knowledge aspects	Architecture and Arts in Iraq before Islam	Attendance	Questions and answers + report about the

					subject
٥	٢	Knowledge aspects	plan of Hatra	Attendance	Review
٦	٢	Knowledge aspects	A field visit of old Mosul city (AlNoori mosque+Bashtabia castle+houses of the kingdom Qara saray + Heritage House.	Attendance	Examination
٧	٢	Knowledge aspects	Prophet's mosque and Its plan.	Attendance	Questions and answers
٨	٢	Knowledge aspects	Examination	Attendance	Questions and answers
٩	٢	Questions	Arts and Artitecture in Iraqi in the Rashidi era (plan of Basra and its mosque)	Attendance	Questions and answers
١٠	٢	Knowledge aspects	Modernization of Kufa and planning its mosque.	Attendance	Questions and answers
١١	٢	Knowledge aspects	Modernization of Wasit city and planning its	Attendance	Questions and answers + report

			mosque.		about the subject
١٢	٢	Knowledge aspects	Conquer of Egypt and plan of Amr Ibn AlAss Mosque	Attendance	Questions and answers
١٣	٢	Knowledge aspects	Arts in Iraq	Attendance	Questions and answers
١٤	٢	Knowledge aspects	Arts in Levant and Palestine.	Attendance	Questions and answers
١٥	٢	Knowledge aspects	Arts in Egypt + examination	Attendance	Questions and answers

٢٧١. Course Evaluation

Final examination: ٦٠٪

Daily assignments and daily examinations (oral, written, monthly and reports): ٤٠٪.

٢٧٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Arab Islamic Arts, Written by: Abdulaziz Hameed and Salah AlObaidi.

Main references (sources)

Arab Islamic Arts, Written by: Abdulaziz Hameed and Salah AlObaidi.

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

- The book entitled: Hatra, the city of the sun, by: Fuad Safar and Mohammed Ali Mustafa.
- The book entitled: Arab Architecture in Islamic Egypt (the

	reign of governors), by Fareed Shafiee
Electronic References, Websites	www.wikipedia

Course Description Form

٢٧٣.	Course Name:
Archaeological tourism	
٢٧٤.	Course Code:
٢٧٥.	Semester / Year:
٢٠٢٣-٢٠٢٤	
٢٧٦.	Description Preparation Date:
٢٠٢٤-٢-١٨	
٢٧٧.	Available Attendance Forms:
My presence	
٢٧٨.	Number of Credit Hours (Total) / Number of Units (Total)
٣٠/٣٠	
٢٧٩.	Course administrator's name (mention all, if more than one name)
Name: wesal fasil houmade	
Email: archaeology_wesal@uomosul.edu.iq	
٢٨٠.	Course Objectives
Course Objectives	

	<p>Archaeological tourism leads to travel to</p> <p>learn about</p> <p>The cultures and customs of others, which improves interactions between them</p> <p>It removes territoriality and breaks down all barriers between individuals</p> <p>While engaging with</p> <p>Local community and participation</p> <p>in their cultures</p>
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٢٨١. Teaching and Learning Strategies

Strategy	It is preserving archaeological sites by protecting historical places regulating the environment and reducing the activation of harm factors on archaeological sites.
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٢٨٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١-	٢-	Save and view	The importance of archaeological tourism	My presence	
٢-	٢-	Cognitive aspects	Etiquette of archaeological tourism	My presence	

٣-	٢-	Cognitive aspects	Tourism awareness and its dimensions	My presence	
٤-	٢-	Cognitive aspects	How to develop archaeological tourism	My presence	
٥-	٢-	Cognitive Aspects	Types of tourism	My presence	
٦-	٢-	Cognitive aspects	What are the goals achieved by archaeological tourism?	My presence	
٧-	٢-	Cognitive aspects	How is archaeological tourism developed?		

٨-	٢-	Cognitive aspects	Strategies aimed at preserving archaeological sit	My presence	
٩-	٢-	Questions	foprotectingarchaeological sites	My presence	
١٠-	٢-	Cognitive aspects	The concept and characteristics archaeological areas	My presence	
١١-	٢-	Cognitive aspects	Foreign and Arab organizations responsible for preserving antiquities	My presence	
			Obstacles and strategies for the sustainability and development		

			archaeological sites		
١٢	٢-	Cognitive aspects	An overview of Nineveh Governorate and its geographical location	My presence	
١٣	٢-	Cognitive aspects	A future vision for developing and sustaining archaeological sites in the city of Mosul	My presence	
١٤	٢-	Cognitive aspects	A future vision for developing and sustaining archaeological sites in the city of Mosul	My presence	
١٥	٢-	Cognitive aspects		My presence	

٢٨٣. Course Evaluation

Final exam ٦٠٪

Daily preparation, daily, oral, monthly and written exams and reports: ٤٠٪

٢٨٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Sustainable development in the desert areas of the Western Plateau

In Iraq, a model for the author (Maya Kazem) for the year ٢٠٢٠

Main references (sources)	<p>Management of archaeological sites: a study in light of investigations</p> <p>Archaeological excavations and conservation by the author (Abazar Zaidi) ٢٠١٩</p>
Recommended books and references (scientific journals, reports...)	<p>Strategies for preserving and improving archaeological sites</p> <p>Arab Journal for Scientific Publishing (AJSP)</p> <p>By the author Abdullah Mohammed Al-Jassim</p> <p>٢٠١٨</p>
Electronic References, Websites	WWW . WIKIPEDIA.COM

Course Description Form

٢٨٥.	Course Name:	Arts of Mesopotamia
٢٨٦.	Course Code:	
٢٨٧.	Semester / Year:	٢٠٢٤/٢٠٢٣
٢٨٨.	Description Preparation Date:	٢٠٢٤ / ٢ / ١٨
٢٨٩.	Available Attendance Forms:	My presence
٢٩٠.	Number of Credit Hours (Total) / Number of Units (Total) :	(٣) Lectures per week (٤٥ hours)
٢٩١.	Course administrator's name (mention all, if more than one name)	
Name: M. Layal Khalil Ismail Email: layal_khalil@uomosul.edu.iq		
٢٩٢.	Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Introducing students to the ancient arts of Iraq • Deepening thinking about 	

	<p>learning about the ancient arts Iraq On the most important meth and scenes that were implemen in Arts of Mesopotamia</p> <ul style="list-style-type: none"> • • •
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٢٩٣. Teaching and Learning Strategies

Strategy	<p>Training students to develop their skills in the process researching archaeological topics on the Internet and the websi of archaeological magazines</p>
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٢٩٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٣	Saveand view	Anoverview of art ancient Iraq	My presence	questions and answe

۲	۳	Save and view	The era of the Sumerian Akkadian revival	My presence	questions and answers
۳	۳	Save and view	Pictures of ziggurats temples	My presence	questions and answers
۴	۳	Save and view	Figure sculpture	My presence	questions and answers
۵	۳	Save and view	Relief sculpture	My presence	questions and answers
۶	۳	Save and view	Pottery sculpture	My presence	questions and answers
۷	۳	Save and view	The art of seals	My presence	questions and answers
۸	۳	Save and view	Art of the ancient Babylonian era	My presence	questions and answers
۹	۳	Save and view	Architecture in the ancient Babylonian era	My presence	questions and answers
۱۰	۳	Save and view	Questions	My presence	questions and answers
۱۱	۳	Save and view	The art of anthropomorphic sculpture	My presence	questions and answers
۱۲	۳	Save and view	Relief sculpture	My presence	questions and answers
۱۳	۳	Save and view	The art of cylinder seals	My presence	questions and answers
۱۴	۳	Exam	With the curriculum	My presence	questions and answers
۱۵	۳	Save and view	The art of pottery sculpture	My presence	questions and answers
۱۶	۳	Save and view	Mural art	My presence	questions and answers

١٧	٣	Save and view	Arts of the Middle Babylonian period	My presence	questions and answers
١٨	٣	Save and view	Kassite architecture	My presence	questions and answers
١٩	٣	Save and view	The art of relief and sculpture	My presence	questions and answers
٢٠	٣	Save and view	The art of cylinder seals and wall paintings	My presence	questions and answers
٢١	٣	Save and view	Assyrian arts	My presence	questions and answers
٢٢	٣	Save and view	Assyrian architecture	My presence	questions and answers
٢٣	٣	Save and view	Solid and relief sculpture	My presence	questions and answers
٢٤	٣	Save and view	Assyrian wall art	My presence	questions and answers
٢٥	٣	Save and view	Assyrian bronze art	My presence	questions and answers
٢٦	٣	Save and view	Assyrian ivories	My presence	questions and answers
٢٧	٣	Save and view	Assyrian cylinder seals	My presence	questions and answers
٢٨	٣	Save and view	Arts of the Neo-Babylonian era	My presence	questions and answers
٢٩	٣	Save and view	Wall sculptures	My presence	questions and answers
٣٠	٣	Exam	With the curriculum	My presence	questions and answers

٢٩٥. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٢٩٦. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Anton Murtkat (Art in Ancient Iraq)

	<p>Andre Barrow (Assyria)</p> <p>Andre Barrow (Sumer, its arts and civilization)</p> <p>Tharwat Okasha (History of Art in Ancient Iraq)</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Archaeological tourism	
2. Course Code:	
3. Semester / Year:	
2023-2024	
4. Description Preparation Date:	
2024-2-18	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
30/30	
7. Course administrator's name (mention all, if more than one name)	
Name: wesal fasil houmade Email: archaeology_wesal@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>Archaeological tourism leads to travel to learn about The cultures and customs of others, which improves interactions between them It removes territoriality and breaks down all barriers between individuals While engaging with Local community and participation in their cultures</p>
9. Teaching and Learning Strategies	
Strategy	It is preserving archaeological sites by protecting historical places by regulating the environment and reducing the activation of harmful factors on archaeological sites.

١٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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		Save and view	The importance of archaeological tourism	My presence	
1-	2-	Cognitive aspects	Etiquette of archaeological tourism	My presence	
2-	2-	Cognitive aspects	Tourism awareness and its dimensions	My presence	
3-	2-	Cognitive aspects	How to develop archaeological tourism	My presence	
4-	2-	Cognitive Aspects	Types of tourism	My presence	
5-	2-	Cognitive aspects	What are the goals achieved by archaeological tourism?	My presence	
6-	2-	Cognitive aspects	How is archaeological tourism developed?	My presence	
7-	2-	Cognitive aspects	Strategies aimed at preserving archaeological sit	My presence	
8-	2-				
			2		

9-	2-	Questions	foprotectingarchaeological sites	
10	2-	Cognitive aspects	The concept and characteristics o archaeological areas	My presence
11	2-	Cognitive aspects	Foreign and Arab organizations responsible for preserving antiquities	My presence
12	2-	Cognitive aspects	Obstacles and strategies for the sustainability and development o archaeological sites	My presence
13	2-	Cognitive aspects	An overview of Nineveh Governorate and its geographical location	My presence
14	2-	Cognitive aspects	A future vision for developing ar sustaining archaeological sites in the city of Mosul	My presence
15	2-	Cognitive aspects	A future vision for developing and sustaining archaeological sites in the city of Mosul	My presence

			3		

١١. Course Evaluation					
Final exam ٦٠% Daily preparation, daily, oral, monthly and written exams and reports: ٤٠% ١٢.					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Sustainable development in the desert areas of the Western Plateau In Iraq, a model for the author (Maya Kazem) for the year 2020			
Main references (sources)		Management of archaeological sites: study in light of investigations Archaeological excavations and conservation by the author (Abazar Zaidi) 2019			
Recommended books and references (scientific journals, reports...)		Strategies for preserving and improving archaeological sites Arab Journal for Scientific Publishing (A J S P) By the author Abdullah Mohammed A Jassim 2018			
Electronic References, Websites		WWW . WIKIPEDIA.COM			

Course Description Form

٢٩٧. Course Name:	
Islamic Arts, pottery and metals.	
٢٩٨. Course Code:	
٢٩٩. Semester / Year:	
First semester ٢٠٢٣-٢٠٢٤	
٣٠٠. Description Preparation Date:	
١٨/٢/٢٠٢٤	
٣٠١. Available Attendance Forms:	
Attendance	
٣٠٢. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠/٣٠	
٣٠٣. Course administrator's name (mention all, if more than one name)	
Name: Rana Waadallah Mahdi Email: rana_waadallah@uomosul.edu.iq	
٣٠٤. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Employing the content of learning to explain the problems that face the teaching process. Submitting suggestions to overcome the problem of the decreased level of the effectiveness of the teaching process.

	<ul style="list-style-type: none"> Finding solutions for the problem of the decreased level of the motivation of students towards studying.
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٣.٥. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> Reminding the students with the history of the Arab nation and appreciation of the achievements of the artists in terms of the various industries, especially the artists of Mosul city. Making the students aware of the ways of creating the metal and potteries masterpieces and the way in which they are ornamented. Learning the early and primitive methods of manufacturing and the way in which they developed.
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٣.٦. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Memorization and acquaintance	Metal masterpieces in the early Islam era and Umayyad reign.	Attendance	Questions and answers
٢	٢	Knowledge aspects	Pots and fumigators	Attendance	Questions and answers
٣	٢	Knowledge aspects	Metal masterpieces in the Abbasid reign.	Attendance	Questions and answers
٤	٢	Knowledge aspects	A fumigator at the Islamic Art Museum in Cairo + pencil	Attendance	Assignment: drawing and work and

			case of Imam AlGhazali.		report about the subject.
٥	٢	Knowledge aspects	The pot of Shujaa Ibn Manaa AlMosuli+ the vase of Ibrahim Ibn Haj Khatlakh.	Attendance	Review
٦	٢	Knowledge aspects	Ornaments (shape of the masterpieces +ornament topics	Attendance	Examination
٧	٢	Knowledge aspects	Industry methods (hammering +engraving+ Takfeet+ Mina industry)	Attendance	Questions and answers
٨	٢	Knowledge aspects	Examination	Attendance	Questions and answers
٩	٢	Questions	Pottery history	Attendance	Questions and answers
١٠	٢	Knowledge aspects	The emergence of Islamic pottery industry.	Attendance	Questions and answers
١١	٢	Knowledge aspects	Pottery industry in the Umayyad and	Attendance	Questions and answers

			Abbasid eras		
١٢	٢	Knowledge aspects	Potteries of Samaraa	Attendance	Questions and answers
١٣	٢	Knowledge aspects	Technique of potteries manufacture	Attendance	Questions and answers
١٤	٢	Knowledge aspects	Discussion of potteries researches	Attendance	Questions and answers
١٥	٢	Knowledge aspects	Final Examination	Attendance	Questions and answers

٣٠٧. Course Evaluation

Final examination: ٦٠٪

Daily assignments and daily examinations (oral, written, monthly and reports): ٤٠٪.

٣٠٨. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Islamic Ornament arts.

Author: Dr. Salah AlObaidi, Baghdad University, ١٩٨٧)

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

- A book of Dr. Salah AlObaidi (The Mosuli Metal Masterpieces).
- The book entitled: "The Islamic Art", by: Earnest Coneil).
- The book entitled: "The Islamic Arts", by: Demande

Electronic References, Websites

www.wikipedia

Course Description Form

٣٠٩. Course Name:	
Islamic Arts, glass and carpets.	
٣١٠. Course Code:	
٣١١. Semester / Year:	
Second semester ٢٠٢٣-٢٠٢٤	
٣١٢. Description Preparation Date:	
١٨/٢/٢٠٢٤	
٣١٣. Available Attendance Forms:	
Attendance	
٣١٤. Number of Credit Hours (Total) / Number of Units (Total)	
٣٠/٣٠	
٣١٥. Course administrator's name (mention all, if more than one name)	
Name: Rana Waadallah Mahdi Email: rana_waadallah@uomosul.edu.iq	
٣١٦. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Employing the content of learning to explain the problems that face the teaching process.• Submitting suggestions to overcome the problem of the decreased level of the effectiveness of the teaching process.

	<ul style="list-style-type: none"> Finding solutions for the problem of the decreased level of the motivation of students towards studying.
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٣١٧. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> Reminding the students with the history of the Arab nation and appreciation of the achievements of the artists in terms of the various industries, especially the artists of Mosul city. Making the students aware of the ways of creating the glass works and Islamic carpet manufacture.
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٣١٨. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Memorization and acquaintance	Definition of the Glass and crystal and the theories of the first cities that manufactured them.	Attendance	Questions and answers
٢	٢	Knowledge aspects	Methods of glass ornaments	Attendance	Questions and answers
٣	٢	Knowledge aspects	Glass works in the early Islamic era.	Attendance	Questions and answers
٤	٢	Knowledge aspects	Iraqi glass in the Islamic eras.	Attendance	Questions and answers + report about the subject

٥	٢	Knowledge aspects	Samaraa glass works	Attendance	Review
٦	٢	Knowledge aspects	Islamic Glass works in Syria.	Attendance	Examination
٧	٢	Knowledge aspects	Islamic Glass works in Iran.	Attendance	Questions and answers
٨	٢	Knowledge aspects	Examination	Attendance	Questions and answers
٩	٢	Questions	Islamic Glass works in Egypt.	Attendance	Questions and answers
١٠	٢	Knowledge aspects	Islamic Glass works in Andalusia.	Attendance	Questions and answers
١١	٢	Knowledge aspects	Textile industry and raw materials in industry.	Attendance	Questions and answers + report about the subject
١٢	٢	Knowledge aspects	Raw materials of textile works and the methods invented by the human.	Attendance	Questions and answers
١٣	٢	Knowledge aspects	Textile works tools	Attendance	Questions and answers

١٤	٢	Knowledge aspects	Islamic carpets; their types + reports discussion	Attendance	Questions and answers
١٥	٢	Knowledge aspects	Carpet ornament + Examination	Attendance	Questions and answers

٣١٩. Course Evaluation

Final examination: ٦٠٪

Daily assignments and daily examinations (oral, written, monthly and reports): ٤٠٪.

٣٢٠. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Islamic Ornament arts.

Author: Dr. Salah AlObaidi, Baghdad University, ١٩٨٧)

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

- The book entitled: "Islamic glass works in the museums and stores of Directorate of Archaeology in Iraqi, Written by: Hanaa AbdulKhaliq
- The book entitled: "The Islamic Art", by: Earnest Coneil).
- The book entitled: "The Islamic Arts", by: Demande
- Denotations of the Islamic Art- a reading in the Semiology of the Islamic carpet, A research by: Dr. Adil Qaed/Dr. Obaida Sabti.

Electronic References, Websites

www.wikipedia

Course Description Form

٣٢١.	Course Name: Geoarceology
٣٢٢.	Course Code:
٣٢٣.	Semester / Year: ٢٠٢٣/٢٠٢٤
٣٢٤.	Description Preparation Date: ٢/٥/٢٠٢٤
٣٢٥.	Available Attendance Forms: presence
٣٢٦.	Number of Credit Hours (Total) / Number of Units (Total)
Three hours per weak	
٣٢٧.	Course administrator's name (mention all, if more than one name)
Name: Dr. Bashar Muneer Yahya Email: bashar١٩٧٤@uomosul.edu.iq	
٣٢٨.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> ● Learn about the basics of archeology..... ● Familiarity with modern technologies on which this science depends ● Study examples of local and internatio

	historical sites
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٣٢٩. Teaching and Learning Strategies

Strategy	
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٣٣٠. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		<ul style="list-style-type: none"> -General introduction -The role of remote sensing in archaeological geology -Modern methods in archaeological discovery -Magnetic methods -Electric methods -Examples of historical sites revealed using geophysical and geoarchaeological techniques 		Power point	

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۳۳۱. Course Evaluation

Annual pursuit ۴۰ degrees

۱۰ marks daily exams

۰ grades assignments

۱۰ marks for semester exams

Final exam: ۶۰ marks

Distributing the score out of ۱۰۰ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

۳۳۲. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Practical and theoretical geoarchaeology

Main references (sources)

Geoarchaeology: the earth–science approach
archaeological interpretation

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

Electronic References, Websites	
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Course Description Form

٣٣٣. Course Name:	
Civilization of ancient Iraq	
٣٣٤. Course Code:	
٣٣٥. Semester / Year:	
٢٠٢٣ Second semester / -٢٠٢٤	
٣٣٦. Description Preparation Date:	
١٨/٢/٢٠٢٤	
٣٣٧. Available Attendance Forms:	
My presence	
٣٣٨. Number of Credit Hours (Total) / Number of Units (Total)	
hours ٤ Three preparations per week:	
٣٣٩. Course administrator's name (mention all, if more than one name)	
Name: Raad Salem Muhammad	
Email: raadraad_salim@uomosul.edu.iq	
٣٤٠. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • An attempt to shed light on the most important cultural manifestations that characterized our authentic civilization, the results produced by archaeological represented by -----excavations and the contents of the cuneiform texts • Understanding and interpreting the ancient Iraqi civilization, its authenticity, and the depth of its influence on all human ----- civilizations • mportance of Iraq's civilization in various fields Showing the i

	and the development of ancient Iraqi society thanks to the strenuous efforts made by ancient Iraqi man in building his ----- civilization
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٣٤١. Teaching and Learning Strategies

Strategy	<p>١- Giving theoretical lectures according to the available main and auxiliary sources for the course</p> <p>٢- The method of questioning and analysis to explore students' opinions about their previous knowledge of the subject</p>
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٣٤٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Explaining the emergence of the first ruling system states-Sumerian city_ One country_ democracy Primitive_ The monarchy_	The system of government in ancient Iraq	My presence	Questions and discussion
the second	3	The deification of the king_ The alternative king_ The king's name and titles	The hermetic system in ancient Iraq	My presence My	Questions and discussion and Questions

the third	۳	The king's _ responsibilities and duties Crown Prince _ The death of the _ king and the burial and coronation ceremonies The royal family_	The system of government in ancient Iraq	presence	discussion
the fourth	۳	the Management in era of the dawn of dynasties The administrative _ system in the era of a single Quran state	Administrative system	My presence	Questions and discussion
Fifth	۳	Administration in the _ Assyrian era-Neo Administration in the _ Babylonian era-Neo	Administrative system	My presence	Questions and discussion
VI	۳	Foreign relations in _ the era of the dawn of dynasties and the y statesingle countr Foreign relations _ during the second millennium BC and Assyrian era-the Neo - Diplomatic relations and treaties	Foreign affairs	My presence	Questions and discussion

Seventh	٣	<p>Sources of our _ information about ancient Iraqi religious beliefs</p> <p>The emergence of _ religious beliefs</p> <p>ancient Iraqi religious beliefs</p> <p>The most prominent _ gods</p> <p>Divination and _ magic</p> <p>Worships, _ celebrations and holidays</p> <p>The most prominent _ religious beliefs</p>	Glimpses of ancient Iraqi religious beliefs	My presence	Questions and discussion
VIII	٣	<p>Societies arise and develop</p> <p>Population structure_</p> <p>Social classes_</p> <p>family planning_</p>	Glimpses of ancient Iraqi religious beliefs	My presence	Questions and discussion
Ninth	٣	<p>Engagement and _ marriage _Adoption</p> <p>Divorce_</p> <p>Dividing the estate_</p>	Social conditions	My presence	

The tenth	٣	<p>The emergence of _ ancient Iraqi laws</p> <p>The importance of _ studying ancient laws</p> <p>Our sources of _ information about ancient Iraqi laws</p>	Social conditions	My presence	Questions and discussion
eleventh	٣	<p>Legal texts _ Reforms_</p> <p>Royal decrees_</p> <p>Old Iraqi laws_</p> <p>The most important _ features of old Iraqi laws</p> <p>The most important _ legal principles adopted by ancient Iraqi laws</p>	Law and administration of justice	My presence	Questions and discussion
twelveth	٣	<p>The judicial system_</p> <p>Courts_</p> <p>Litigation _ procedures</p> <p>Penalties_</p>	Law and administration of justice	My presence	and Questions discussion
Thirteenth			Law and	My presence	

			administration of justice		Questions and discussion
fourteenth	۲				Questions and discussion
Fifteenth	۲		Law and administration of justice	My presence	
				My presence	
			Law administration justice	a	Questions and discussion
	۲				Questions discussion a

	٣				
٣٤٣. Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
٣٤٤. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Iraq in ancient history / a brief history of civilization Written by Dr. Amer ١٩٩٣Suleiman, Mosul,			
Main references (sources)		Encyclopedia of Iraqi Civilization, Part One, written by a group of researchers, .١٩٨٥Baghdad,			
Recommended books and references (scientific journals, reports...)		Sumer Magazine / Mesopotamian Mesopotamian Antiquities Magazine and Literature Magazine			
Electronic References, Websites					

Course Description Form

٣٤٥. Course Name:	
Islamic pottery and glass	
٣٤٦. Course Code:	
٣٤٧. Semester / Year:	
٢٠٢٣-٢٠٢٤	
٣٤٨. Description Preparation Date:	
١٨-٢-٢٠٢٤	
٣٤٩. Available Attendance Forms:	
attended	
٣٥٠. Number of Credit Hours (Total) / Number of Units (Total)	
Two hours per week	
٣٥١. Course administrator's name (mention all, if more than one name)	
Name: Mohammed khudher mahmood	
Email: mohammed_alaboo@uomosul.edu.iq	
٣٥٢. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • • Using learning content explain the problems facing educational process --- • • Develop proposals overcome the problem of the level of effectiveness of educational process. • • Finding solutions to

	<p>problem of the low level students' motivation toward study -.....</p> <ul style="list-style-type: none"> • •
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٣٥٣. Teaching and Learning Strategies

Strategy	<p>Work on learning the methods of decoration and the method implementing it in different eras and on various materials and the types of jewelry and adornments used in different eras, well as the origin of the glass material and methods of manufacture.</p>
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٣٥٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Save and view	Islamic pottery industry		
٢	٢	Cognitive	Islamic		

		aspects	Barbutin pottery (Iraq - unglazed decorated pottery)		
٣	٢	Cognitive aspects	Samarra pottery		
٤	٢	Cognitive aspects	- Tikrit pottery		
٥	٢	Cognitive aspects	Pottery of Mosul and Sinjar		
٦	٢	Cognitive aspects	An introductory introduction Islamic ceramics		
٧	٢	Cognitive aspects	Samarra ceramics		
٨	٢	Cognitive aspects	Raqqa ceramics		
٩	٢	Cognitive aspects	Fatimid period ceramics		
١٠	٢	Cognitive aspects	Ceramics the Seljuk era		
١١	٢	Cognitive aspects	Ceramics the Ayyubid and Mamluk eras in Egypt and Syria		
١٢	٢	Cognitive	- Mongol era		

		aspects	ceramics Iran, century AH ۱۳-۱۴ AD		
۱۳	۲	Cognitive aspects	Timurid ceramics Iran		
۱۴	۲	Questions	Safavid ceramics Iran		
۱۵	۲	Cognitive aspects	- Ceramics Morocco a Andalusia		
۱۶	۲	Cognitive aspects	Turkish ceramics		
۱۷	۲	Cognitive aspects	Porcelain bodies		
۱۸	۲	Cognitive aspects	Islamic glass		
۱۹	۲	Cognitive aspects	- History non-Islamic glass		
۲۰	۲	Cognitive aspects	- Glass of p Islamic Iraq		
۲۱	۲	Cognitive aspects	- Islamic gla industry		
۲۲	۲	Cognitive aspects	- Glass decoration		

٢٣	٢	Cognitive aspects	- Names glassware poetry and literature books		
٢٤	٢	Cognitive aspects	- Glass industry Islamic countries		
٢٥	٢	Cognitive aspects	Glass in Iraq		
٢٦	٢	Cognitive aspects	Glass in Syria		
٢٧	٢	Cognitive aspects	Glass in Egypt		
٢٨	٢	Cognitive aspects	Glass in the Islamic East		
٢٩	٢	Cognitive aspects	Turkish glass		
٣٠	٢	Cognitive aspects	Types of glass antiques		
٣٥٥. Course Evaluation					
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
٣٥٦. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			nothing		

Main references (sources)	<ul style="list-style-type: none"> - Ernest Connell (Islamic art) - Demand (Islamic Arts) - Zaki Muhammad Hassan (Islamic Arts) - Hanaa Abdel Khaleq (Islamic Glass).
Recommended books and references (scientific journals, reports...)	<p>Encyclopedia of Iraqi Civilization</p> <p>Sumer Magazine</p>
Electronic References, Websites	-

Course Description Form

٣٥٧. Course Name:
Arts and architecture of Greece and Romans
٣٥٨. Course Code:

٣٥٩. Semester / Year:					
٢٠٢٣-٢٠٢٤					
٣٦٠. Description Preparation Date:					
١٨/٢/٢٠٢٤					
٣٦١. Available Attendance Forms:					
My presence					
٣٦٢. Number of Credit Hours (Total) / Number of Units (Total)					
٢٠ hours					
٣٦٣. Course administrator's name (mention all, if more than one name)					
Name: Wesal Faisal Hummadi					
Email: Archaeology_wesal@uomosul.edu.iq					
٣٦٤. Course Objectives					
Course Objectives			<ul style="list-style-type: none"> ● Introducing the student to the importance of Greek and Roman civilization and knowledge of arts and architecture 		
٣٦٥. Teaching and Learning Strategies					
Strategy		The student learns about the history and geography of Greece and the Romans, the importance of Greek and Roman antiquities, and the most important achievements of these two civilizations. And acquire the ability to write research on the antiquities and arts of Greece and Romans.			
٣٦٦. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

١	٢	Save and view	The geographical background and its impact on the history and civilization of Greece	My presence	questions and answers
٢	٢	Cognitive aspects	Religion	My presence	questions and answers
٣	٢	Cognitive aspects	Regime	My presence	questions and answers
٤	٢	Cognitive aspects	Economy	My presence	questions and answers
٥	٢	Cognitive aspects	Architecture and arts	My presence	Pepper's homework on the topic
٦	٢	Cognitive aspects	Philosophy	My presence	questions and answers
٧	٢	Cognitive aspects	Historical writing among the Greeks	My presence	questions and answers
٨	٢	Cognitive aspects	The influence of ancient Eastern civilizations on Greece	My presence	questions and answers
٩	٢	Cognitive aspects	Sculpture	My presence	questions and answers
١٠	٢	Questions	Stone carvings	My presence	questions and answers
١١	٢	Cognitive aspects	Memorial sculptures	My presence	questions and answers
١٢	٢	Cognitive aspects	Drawing and mosaics	My presence	questions and answers
١٣	٢	Cognitive aspects	Models of statues and sculptors	My presence	questions and answers

١٤	٢	Cognitive aspects	Column embroidery	My presence	questions and answers
١٥	٢	Cognitive aspects	Temples	My presence	questions and answers
١٦	٢	Cognitive aspects	Factors influencing Roman arts	My presence	questions and answers
١٧	٢	Cognitive aspects	Roman architecture	My presence	questions and answers
١٨	٢	Cognitive aspects	Arts of the Etruscan period	My presence	questions and answers
١٩	٢	Cognitive aspects	Roman column style	My presence	questions and answers
٢٠	٢	Cognitive aspects	Public markets (Forum)	My presence	questions and answers
٢١	٢	Cognitive aspects	Roman temples	My presence	questions and answers
٢٢	٢	Cognitive aspects	Pantheon Temple in Rome	My presence	questions and answers
٢٣	٢	Cognitive aspects	Basilicas	My presence	questions and answers
٢٤	٢	Cognitive aspects	Roman Theater	My presence	questions and answers
٢٥	٢	Cognitive aspects	Triumphal arches	My presence	questions and answers
٢٦	٢	Cognitive aspects	The club	My presence	questions and answers
٢٧	٢	Cognitive aspects	Colosseum building	My presence	questions and answers
٢٨	٢	Cognitive aspects	Bathrooms	My presence	questions and answers

٢٩	٢	Cognitive aspects	General features of Roman architecture	My presence	questions and answers
٣٠	٢	Cognitive aspects	Markets	My presence	questions and answers
٣٦٧. Course Evaluation					
Final exam ٦٠٪					
Daily preparation, daily, oral, monthly and written exams and reports ٤٠٪					
٣٦٨. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Roman History: Darwish Mustafa Greece: An Introduction to Cultural History: Lotfi Abdel Wahab		
Main references (sources)					
Recommended books and references (scientific journals, reports...)			History of the Roman Empire and its civilization: Abdel Halim Muhammad History of world civilizations		
Electronic References, Websites			www.wikipedia.com		

Course Description Form

٣٦٩.	Course Name: Akkadian language
٣٧٠.	Course Code:

٣٧١. Semester / Year: ٢٠٢٣ - ٢٠٢٤	
٣٧٢. Description Preparation Date: ١٨ / ٢ / ٢٠٢٤	
٣٧٣. Available Attendance Forms : Presence	
٣٧٤. Number of Credit Hours (Total) ٣٠ Hours / Number of Units (Total) ٣٠ Hours	
٣٧٥. Course administrator's name (mention all, if more than one name)	
Name: Muhammad Muharib Ali	
Email: Mohammed mu ali@uomosul.edu.iq	
٣٧٦. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • • Knowledge of the Akkadian language • • Study the grammar of the Akkadian language • • Identify the grammatical structure of the Akkadian language
٣٧٧. Teaching and Learning Strategies	
Strategy	<p>Presentation of lectures in powerpoint</p> <p>Training students to deal with ancient Semitic alphabets</p> <p>Study of common and unique linguistic characteristics of Semitic languages Involving students through mutual interaction between students and professor</p>

٣٧٨. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	History of the Akkadian language	History of the Akkadian language	Theory with powerpoint presentation	Duty assignment
٢	٢	Akkadian dialects	Akkadian dialects	Theory with powerpoint presentation	Through student interaction
٣	٢	Articles ١-٢ From the Code of Hammurabi	Articles ١-٢ From the Code of Hammurabi	Theory with powerpoint presentation	Through student interaction
٤	٢	Articles ٣-٤ From the Code of Hammurabi	Articles ٣-٤ From the Code of Hammurabi	Theory with powerpoint presentation	Duty assignment
٥	٢	Article ٥ From the Code of Hammurabi	Article ٥ From the Code of Hammurabi	Theory with powerpoint presentation	Oral exams
٦	٢	Articles ٦-٧ From the Code of Hammurabi	Articles ٦-٧ From the Code of Hammurabi	Theory with powerpoint presentation	Through student interaction
٧	٢	Article ٨ From the Code of Hammurabi	Article ٨ From the Code of Hammurabi	Theory with powerpoint presentation	Duty assignment
٨	٢	General review and preparation for the first	General review and preparation for the first	Theory with powerpoint	Oral exams

		month exam	month exam	presentation	
٩	٢	Article ٩ From the Code Hammurabi	Article ٩ From the Code of Hammurabi	Theory with powerpoint presentation	Duty assignment
١٠	٢	Article ١٠ From the Code Hammurabi	Article ١٠ From the Code of Hammurabi	Theory with powerpoint presentation	Through student interaction
١١	٢	Article ١٠ From the Code Hammurabi	Article ١٠ From the Code of Hammurabi	Theory with powerpoint presentation	Oral exams
١٢	٢	Article ١١ From the Code Hammurabi	Article ١١ From the Code of Hammurabi	Theory with powerpoint presentation	Duty assignment
١٣	٢	Article ١٢ From the Code Hammurabi	Article ١٢ From the Code of Hammurabi	Theory with powerpoint presentation	Through student interaction
١٤	٢	Article ١٣-١٤ From the Code Hammurabi	Article ١٣-١٤ From the Code of Hammurabi	Theory with powerpoint presentation	Through student interaction
١٥	٢	General review and preparation for the f semester exam	General review and preparation for the first semester exam	Theory with powerpoint presentation	Feed Review + Condu a writte exam

٣٧٩. Course Evaluation	
Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
٣٨٠. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Akkadian language, Akkadian grammar Code of Hammurabi
Main references (sources)	
Recommended books and references (scientific journals, reports...)	١- Richardson , M.E.J , , Hammurabi's Laws Text , Translation and Glossary , New York , ٢٠٠٤ . ٢- Huehnergard , J . , A Grammar of Akkadian (GAKK) , ٣ ^{ed} , Winona Lake , Indiana , ٢٠١١ .
Electronic References, Websites	IASJ : /https://www.iasj.net IVSL : https://rdd.edu.iq

Course description form

Course Name	.١
Antiquities of Iraq during the Achaemenid and Seleucid occupation / Antiquities of Iraq during the Parthian and Sassanian occupation	
Course Code	.٢

	.٣ Semester/year
٢٠٢٤-٢٠٢٣	The first and second /
	.٤ description was prepared The date this
٢٠٢٤/١٨/٢	
	.٥ Available attendance forms
My presence	
	.٦ (Number of study hours (total)/number of units (total
٦٠ hours / a total of ٣٠ hours / the second stage is ٣٠	The first stage is
	.٧ (than one name is mentioned Name of the course administrator (if more
the name :omar qasem alrawi	:Emailomar_qasem@uomosul.edu.iq
	.٨ Course objectives
<ul style="list-style-type: none"> • ٥٣٩Study of the antiquities of ancient Iraq during the period from the fall of the ancient city of Babylon in the year ٥٣٩ BC and the end of national rule in ancient Iraq until the entry of Iraq under the banner of Islamic conquest in the year ٦٣٦ah in the year Qadisiy–Battle of A • BC, ٣١١BC, the Seleucid occupation ٣٣١BC and the Macedonian occupation. ٥٣٩Achaemenid occupation in AD. The beginning was the definition ٢٢٧cupation BC, and finally the Sassanian oc ١٢٦the Parthian occupation • of the origins of the peoples occupying Iraq and the method of administration and policy followed with the local such as the city of ,population. After that, a number of cities were chosen as selected models during this period – Babylon, Seleucia, and Hatra. Discussing the most important architectural and architectural elements and the most important artistic and decorative styles that emerged during this period, as well as building methods and als, with a study of city planning and their defensive fortifications, as well as temples, palaces, building materi tombs and other styles that entered Iraq through the occupier, and how to deal with them and their mixing of .ancient Iraqi elements 	
	.٩ Teaching and learning strategies

<p>Explanation through the meeting, lecture in person, with the use of some electronic teaching methods data show, to clarify maps of archaeological sites and plans for buildings, both religious and civil urged students to follow recent publications of books and sources related to the archaeological specialty, transfer previous experiences to specialists, and follow up on workshops, seminars, and conferences related to the ancient languages, excavations, and museums, while archaeological and cultural field giving them the opportunity to hear their own viewpoints and the extent of their readiness to work in the archaeological field after completing their studies</p>	The strategy
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Course structure .١٠

Evaluation method	Learning method	Name of the unit or topic	learning Required outcomes	hours	the week
Oral questions	My presence	And an entrance	Explaining the required material	٢	the first
Oral questions after asking everyone to prepare and read about the material	My presence	Introductory introduction the chapter material an And reasons the the Judgment of the Iraq in Nation In a city representative M . BC 539 Year Baby The peoples hand .Achaemenid	person and using electronic educational tools(data show).	٢	the second
Participation, and interaction preparation	My presence	Introduction a introductory introduction to the material of the first chapter and the reasons for the end of nation rule in Iraq, represented by the city of Babylon BC, at the year the year enid hands of the Achaemenid peoples	Explaining the required material in person and using electronic educational tools(data show).	٢	the third
Oral questions after asking everyone to prepare and read about the material	My presence		Explaining the required material in person and using electronic educational tools(data show).	٢	the fourth
Oral exam for the subject	My presence	The political economic conditions ancient Iraq during the	Explaining the required material in person and using electronic educational tools(data show).	٢	Fifth
					VI

Participation, and interaction preparation	presence	late rule of the Neo-Babylonian state and Nabonidus (king	show). Explaining the required material in person and using educational tools (digital show).	Y	Seventh
Oral questions asking after everyone to prepare and read about the material	My presence	The Achaemenid occupation of ancient Iraq (reasons and motives)	show). Explaining the required material in person and using educational tools (digital show).	Y	VIII
Oral exam for the subject	My presence	The Achaemenids, origin, religion, name, language and the most important kings	show). Explaining the required material in person and using educational tools (digital show).	Y	Ninth
Participation, and interaction preparation	My presence	The conditions of Iraq during the Achaemenid occupation from political, economic and religious perspectives mentioning the most important effects of this period and the reasons for its fall and collapse	show). Explaining the required material in person and using educational tools (digital show).	Y	The tenth
Oral questions after asking everyone to prepare and read about the material	My presence	the Great, his Alexander personality, his access to the throne, expansionist wars, unification of his country and his dream of controlling the East	show). Explaining the required material in person and using educational tools (digital show).	Y	eleventh
Oral exam for the subject	My presence	Alexander's wars with the Achaemenids, their elimination, and control of the city of Babylon.	show). Explaining the required material in person and using educational tools (digital show).	Y	twelveth
Participation, and interaction preparation	My presence	the city of Babylon.	show). Explaining the required material in person and using educational tools (digital show).	Y	Thirteenth
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq from	show). Explaining the required material in person and using educational tools (digital show).	Y	fourteenth

material		political and economic perspective.	using educational tools (display show).	Y	Fifteenth
Participation, and interaction preparation	My presence	mentioned the most important antiquities and foreign Western styles Iraqi architecture and the death of Alexander the Great	Explaining the requirements of the material in person and using educational tools (display show).	Y	the first
Oral exam for the subject	My presence		Explaining the requirements of the material in person and using educational tools (display show).	Y	the second chapter
Oral questions		Iraq after the death of Alexander the Great, the division of the Macedonian Empire, and how Seleucus I controlled it	Explaining the requirements of the material in person and using educational tools (display show).	Y	the second
Oral questions after asking everyone to prepare and read about the material	My presence		Explaining the requirements of the material in person and using educational tools (display show).	Y	the third
Participation, Participation, and interaction preparation	My presence	The conditions of Iraq during Seleucid control from a political, religious, and economic perspective, and the reasons for the collapse of Seleucid rule mentioning the effects of this era that date back to the present	Explaining the requirements of the material in person and using educational tools (display show).	Y	the fourth
Oral questions after asking everyone to prepare and read about the material	My presence		Explaining the requirements of the material in person and using educational tools (display show).	Y	Fifth
Participation, and interaction preparation	My presence	Parthian occupation origin, name, language, religion, most important kings, elimination of the Seleucids and control of Iraq	Explaining the requirements of the material in person and using educational tools (display show).	Y	VI
Oral questions after asking everyone to prepare and read	My presence	Parthian control from a political, religious, and economic perspective and the reasons for their rule, collapse of Parthian rule	Explaining the requirements of the material in person and using educational tools (display show).	Y	VIII

about the material	My presence	mentioning the effects that date back to this era	Explaining the required material in person and using educational tools (document show).	2	Ninth
Oral exam for the subject	My presence	Sasanian occupation, origin, nomenclature, language, religion, and important kings	Explaining the required material in person and using educational tools (document show).	2	The tenth
Participation, and interaction preparation	My presence	elimination of Parthians and control of Iraq	Explaining the required material in person and using educational tools (document show).	2	eleventh
Participation and interaction And civilization	My presence	The conditions of Iraq during Sassanid control, political, religious, from a political and economic perspective, and the reasons for the collapse of Sassanian rule and the entry of Iraq under the banner of Islamic conquest, mentioning the effects dating back to the Sassanid era	Explaining the required material in person and using educational tools (document show).	2	Twelfth
Participation, and interaction preparation	My presence		Explaining the required material in person and using educational tools (document show).	2	Thirteenth
Oral questions after asking everyone to prepare and read about the material	My presence		Explaining the required material in person and using educational tools (document show).	2	fourteenth
	My presence	The city of Babylon: naming, location, and the most important archaeological monuments, including temples, palaces, walls, defensive fortifications, gates, streets, ziggurats, and hanging gardens, including what was added during the various periods of occupation	Explaining the required material in person and using educational tools (document show).	2	Fifteenth
	My presence		Explaining the required material in person and using educational tools (document show).	2	
		Studying the material	Explaining the required material in person and using educational tools (document show).		

	My presence	architectural important elements and styles in the city that came from the occupiers, such as the stadium, the theater, and the most important building materials	show). Explaining the requirements material in person and using educational tools (digital show).		
	My presence	Introduction and introductory to the subject of the second chapter, and the most important cities chosen for study	Explaining the requirements material in person and using educational tools (digital show).		
	My presence	The most important monuments, architectural and artistic styles, and the influences that entered ancient Iraqi architecture and arts from the period .AD 636BC to 656	Explaining the requirements material in person and using educational tools (digital show).		
	My presence	The building materials used in this period and how to obtain materials that are not available locally, such as marbles, bricks, wood, stone,metals, binders, etc			
	My presence	Greek architecture and its influence in ancient Iraq			
	My presence	Seleucia city, location, reasons for emergence, history of the city, archaeological excavations			
		City planning, defense			

	<p>fortifications, residential houses</p> <p>Temples, palaces, cemeteries and tombs</p> <p>Hatra city, location, naming, history of the city</p> <p>The most important kings, religion, economic, politics, and the fall of the city</p> <p>Building materials, archaeological excavations</p> <p>City planning, defensive fortifications, walls, gates, moat</p> <p>Main temples</p> <p>Secondary temples</p> <p>Residential houses, cemeteries and graves</p> <p>Other archaeological landmarks in the city: Hatra, squares, markets</p>			
Course evaluation .١١				
<p>according to the tasks assigned to the student, such as daily ١٠٠ distributed out of The grade is daily (٥)preparation, daily, oral, monthly, and written exams, reports... etc. Daily preparation (٥)report (٦٠)written (١٥)monthly (٥)oral (١٠)exam</p>				
d teaching resourcesLearning an .١٢				
Iraq in History (A Brief Political History) / Dr. Amer Suleiman		(Required textbooks (methodology, if any		
Relying on many sources and references related to this ...period, including		(Main references (sources		
<p>group of researchers Iraqi Civilization / a -</p> <p>Mosul Civilizational Encyclopedia / a group of -</p>				

<p style="text-align: center;">researchers</p> <p>Introduction to the history of civilizations / Taha Baqir -</p> <p>Lectures on ancient history / Amer Suleiman and Fatayan-Ahmed Malik Al -</p> <p>T. / Oscar Reuter / Babylon, the inner city center -</p> <p>Nawal Khurshid and Ali Yahya Mansour -</p> <p>-Hadar, the Arab Capital / Majed Abdullah Al-Al Shams -</p> <p>The mediator in the history of the Arabs before Mallah-Islam / Hashem Al -</p> <p>The emergence and establishment of the Seleucid state / Hassan Hamza Jawad -</p> <p>y of Iran / Taha Baqir and othersAncient Histor -</p> <p>The civilization of Iran and Asia Minor in ancient Khatib-times / Muhammad Al -</p> <p>Ahmad-Sami Saeed Al / History of the Middle East -</p> <p>Ancient Persia / Yezf Wieshofer / T. Muhammad -</p> <p>Jadid -</p> <p>Amer .The Greatness of Babylon / Harry Sacks / T Suleiman -</p>	
<p>Results of recent excavations by modern foreign and Iraq reviewed journals-international peer in missions published Leonardo W. King: A History of Babylon</p> <p>Andre Parrot: Babylon and the Old Testament</p>	<p>Recommended supporting books and (...references (scientific journals, reports</p>
<p>- Robert Koldewey : the Excavations at Babylon</p>	<p>Electronic references, websites</p>

Course description form

Course Name	.١٣
<p>The first course is an introduction to the Sumerian language</p> <p>Introduction to the Akkadian language :The second course</p>	
Course Code	.١٤

.١٥ Semester/year	
٢٠٢٤-٢٠٢٣The first and second /	
.١٦ The date this description was prepared	
٢٠٢٤/١٨/٢	
.١٧ Available attendance forms	
My presence	
.١٨ (Number of study hours (total)/number of units (total	
hours ٦٠hours / a total of ٣٠hours / the second stage is ٣٠first stage is The	
.١٩ (Name of the course administrator (if more than one name is mentioned	
the name :Email Din Saeed-Zuhair Diaa Al :zuhair-alrifae@gmail.com	
.٢٠ Course objectives	
<p>Introducing the student to ancient Iraqi languages</p>	
.٢١ Teaching and learning strategies	
<p>Evaluation is based either through an oral exam through questions asked during the are Students .lecture or a written exam and answering on paper within a specified time required to write a report (research) about a specific period, a specific city, or one of the architectural styles, etc., to demonstrate their thinking skill, or ask surprising questions. follow recent versions of urging students to ‘ Related to the current or previous subject books and sources related to the archaeological specialty, transferring previous experiences to specialists, and following up on workshops, seminars, and conferences .related to the archaeological field</p>	<p>The strategy</p>

Course structure .٢٢					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p>questions Oral</p> <p>Oral questions after asking everyone to prepare and read about the material</p> <p>Participation, and interaction preparation</p> <p>Oral questions after asking everyone to prepare and read about the material</p> <p>Oral exam for the subject</p> <p>Participation, and interaction preparation</p> <p>Oral questions after asking everyone to prepare and read about the</p>	My presence	History of the Sumer language	Explaining the required material in person and using electronic educational tools(data show).	٢	the first
	My presence	Features	Explaining the required material in person and using electronic educational tools(d show).	٢	the second
	My presence	stages Development	Explaining the required material in person and using electronic educational tools(d show).	٢	the third
	My presence	Accents	Explaining the required material in person and using electronic educational tools(d show).	٢	the fourth
	My presence	Audio composition	Explaining the required material in person and using electronic educational tools(d show).	٢	Fifth
	My presence	Related pronouns	Explaining the required material in person and using electronic educational tools(d show).	٢	VI
	My presence	Separate consciences	Explaining the required material in person and using electronic educational tools(d show).	٢	Seventh
	My presence				٢

material	presence		show).		
Oral exam for the subject	My presence	The names of the signs	Explaining the required person and material using educational tools(d show).	Y	Ninth
Participation, and interaction preparation	My presence		Explaining the required material in person and using educational tools(d show).	Y	The tenth
Oral questions after asking everyone to prepare and read about the material	My presence	Simile	Explaining the required material in person and using educational tools(d show).	Y	eleventh
Oral exam for the subject	My presence	Name wording	Explaining the required material in person and using educational tools(d show).	Y	twelveth
Participation, and interaction preparation	My presence	Addition condition	Explaining the required material in person and using educational tools(d show).	Y	Thirteenth
Oral questions after asking everyone to prepare and read about the material	My presence	Adjective	Explaining the required material in person and using educational tools(d show).	Y	fourteenth
Participation, and interaction preparation	My presence	Prepositions	Explaining the required material in person and using educational tools(d show).	Y	Fifteenth
Oral exam for the subject	My presence	Plural noun	Explaining the required material in person and using educational tools(d show).	Y	the first
	My presence	The state of the accept	Explaining the required material in person and using educational tools(d show).	Y	From second chapter the second

Oral questions			using electronic educational tools (display).		
Oral questions asking after everyone to prepare and read about the material	My presence	Introduction to language Akkadian	Explaining the requirements and material in person using electronic educational tools (display).		the third
Participation, and interaction preparation	My presence	History of the Akkadian language	Explaining the requirements material in person and using electronic educational tools (display).		the fourth
Oral questions after asking everyone to prepare and read about the material	My presence	Accents	Explaining the requirements material in person and using electronic educational tools (display).		Fifth
Participation, and interaction preparation	My presence	Audio composition	Explaining the requirements material in person and using electronic educational tools (display).		VI
Oral questions after asking to everyone prepare and read about the material	My presence	Substitution	Explaining the requirements material in person and using electronic educational tools (display).		Seventh
Participation, and interaction preparation	My presence	The benefits	Explaining the requirements material in person and using electronic educational tools (display).		VIII
Oral exam for the subject	My presence	Types of nouns	Explaining the requirements material in person and using electronic educational tools (display).		Ninth
Oral questions after asking to everyone prepare and read about the material	My presence	camouflage	Explaining the requirements material in person and using electronic educational tools (display).		The tenth

preparation	My presence		Explaining the required material in person and using electronic educational tools (display show).		eleventh
Participation and interaction And civilization	My presence	The parsing			Twelfth
Participation, and interaction preparation	My presence	Noun cases	Explaining the required material in person and using electronic educational tools (display show).		Thirteenth
Oral questions after asking everyone to prepare and read about the material	My presence	Gender of noun	Explaining the required material in person and using electronic educational tools (display show).	2	fourteenth
	My presence	the number	Explaining the required material in person and using electronic educational tools (display show).	2	Fifteenth
	My presence	Plural noun	Explaining the required material in person and using electronic educational tools (display show).		
	My presence	Adjective	Explaining the required material in person and using electronic educational tools (display show).		
	My presence	Related pronouns	Explaining the required material in person and using electronic educational tools (display show).		
	My presence		Explaining the required material in person and using electronic educational tools (display show).		

	My presence	final review the material For	show). Explaining the required material in person and using electronic educational tools (d		
	My presence		show).		
	My presence				
	My presence				
	My presence				
Course evaluation .٢٣					
according to the tasks assigned to the student, such as daily ١٠٠The grade is distributed out of daily (٥)preparation, daily, oral, monthly, and written exams, reports... etc. Daily preparation (٥)report (٦٠)written (١٥)monthly (٥)oral (١٠)exam					
Learning and teaching resources .٢٤					
			(Required textbooks (methodology, if any		
Nael Hanoun, Studies in Archeology and Ancient Languages Fawzi Rashid, Grammar of the Sumerian Language Nael Hanoun, The Sumerian and Akkadian Languages			(Main references (sources		

Amer Suleiman, Akkadian language Karawan Amer Suleiman, the name in the Akkadian language, a comparative study	
- Daniel a Foxvog , Introduction To Sumerian Grammar Andre Parrot: Babylon and the Old Testament	Recommended supporting books and (....references (scientific journals, reports
	Electronic references, websites

Course Description Form

٣٨١. Course Name:
Ancient Pottery
٣٨٢. Course Code:
٣٨٣. Semester / Year:
٢٠٢٣-٢٠٢٤
٣٨٤. Description Preparation Date:
١٨-٢-٢٠٢٤
٣٨٥. Available Attendance Forms:

Attendance study					
٣٨٦. Number of Credit Hours (Total) / Number of Units (Total)					
٣٠ unit for each course.					
٣٨٧. Course administrator's name (mention all, if more than one name)					
Name: Duraid Saleem Polis Email: duraid_s_pulis@uomosul.edu.iq					
٣٨٨. Course Objectives					
Course Objectives			Introducing students to an important aspect of handicrafts in Mesopotamian civilization, as well as a way to determine of the ages, especially prehistoric periods.		
٣٨٩. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> - Giving the lecture. - The Discussion. - The Brainstorming 			
٣٩٠. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١	٢	Knowledge of pottery styles in Mesopotamian civilization	Types and Properties of Pottery clay. Chemical Transformation of	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.

			Pottery Clay.		
٢	٢	Knowledge of pottery styles in Mesopotamian Civilization	The First Signs of Pottery Making. The Importance of Pottery for Ancient and Archaeological Populations	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٣	٢	Knowledge of pottery styles in Mesopotamian civilization	Pottery Making Steps.	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٤	٢	Knowledge of pottery styles in Mesopotamian civilization	Pottery Making Steps.	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٥	٢	Knowledge of pottery styles in Mesopotamian civilization	Jarmo Ware.	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٦	٢	Knowledge of pottery styles in Mesopotamian civilization	Hassuna Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٧	٢	Knowledge of pottery styles in Mesopotamian civilization	Hassuna Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٨	٢	Knowledge of pottery styles in	Samarra Ware	Giving the	Class assessment

		Mesopotamian civilization		lecture, The Discussion, The Brainstorming	and homework.
٩	٢	Knowledge of pottery styles in Mesopotamian civilization	Samarra Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٠	٢	Knowledge of pottery styles in Mesopotamian civilization	Halaf Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١١	٢	Knowledge of pottery styles in Mesopotamian civilization	Halaf Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٢	٢	Knowledge of pottery styles in Mesopotamian civilization	Ubaid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٣	٢	Knowledge of pottery styles in Mesopotamian civilization	Ubaid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٤	٢	Knowledge of pottery styles in Mesopotamian civilization	Ubaid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.

١٥	٢	Knowledge of pottery styles in Mesopotamian civilization	Warka and Jamdet-nasr Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٦	٢	Knowledge of pottery styles in Mesopotamian civilization	Early Dynastic Period Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٧	٢	Knowledge of pottery styles in Mesopotamian civilization	Last ٣ rd Millennium Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٨	٢	Knowledge of pottery styles in Mesopotamian civilization	Old Babylonian Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
١٩	٢	Knowledge of pottery styles in Mesopotamian civilization	Khabur Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٢٠	٢	Knowledge of pottery styles in Mesopotamian civilization	Nuzi Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٢١	٢	Knowledge of pottery styles in Mesopotamian civilization	New Assyrian Ware	Giving the lecture, The Discussion, The	Class assessment and homework.

				Brainstorming	
۲۲	۲	Knowledge of pottery styles in Mesopotamian civilization	New Assyrian Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
۲۳	۲	Knowledge of pottery styles in Mesopotamian civilization	Achaemenid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
۲۴	۲	Knowledge of pottery styles in Mesopotamian civilization	Achaemenid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
۲۵	۲	Knowledge of pottery styles in Mesopotamian civilization	Seleucid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
۲۶	۲	Knowledge of pottery styles in Mesopotamian civilization	Seleucid Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
۲۷	۲	Knowledge of pottery styles in Mesopotamian civilization	Parthian Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
۲۸	۲	Knowledge of pottery styles in Mesopotamian	Parthian Ware	Giving the lecture, The Discussion,	Class assessment and

		civilization		The Brainstorming	homework.
٢٩	٢	Knowledge of pottery styles in Mesopotamian civilization	Sasanian Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.
٣٠	٢	Knowledge of pottery styles in Mesopotamian civilization	Sasanian Ware	Giving the lecture, The Discussion, The Brainstorming	Class assessment and homework.

٣٩١. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٣٩٢. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Nothing
Main references (sources)	Results of Archaeological Surveys and Excavations.
Recommended books and references (scientific journals, reports...)	Sumer Iraq
Electronic References, Websites	Educational Videos that Give an Idea about Pottery Making Methods.

Course Description Form

٣٩٣.	Course Name:
Computer Fundamentals	
٣٩٤.	Course Code:
٣٩٥.	Semester / Year:
Sem ١ & Sem ٢ / ٢٠٢٣-٢٠٢٤	
٣٩٦.	Description Preparation Date:
١٥/٢/٢٠٢٤	
٣٩٧.	Available Attendance Forms:
F٢F	
٣٩٨.	Number of Credit Hours (Total) / Number of Units (Total)
٣٠ Hours/ ٣٠ weeks	
٣٩٩.	Course administrator's name (mention all, if more than one name)
Name: Ass. Lec. Shaymaa M. Alnaqeeb	
Email: Shaima_modhafer@uomosul.edu.iq	

٤.١.١. Course Objectives

Course Objectives	<ul style="list-style-type: none"> • Introducing the student to the parts of the computer • Enhancing the student’s skills in dealing with programs and operating systems • Enabling the student to edit files and deal with the Word program
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٤.١.٢. Teaching and Learning Strategies

Strategy	<p>Several strategies are followed during the lecture and the most commonly used strategies are combined, which are:</p> <p>١- Cooperative learning</p> <p>٢- Brainstorming</p> <p>٣- Wave learning</p>
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٤.٢. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week ١	١	Learn about computer basics	Computer fundamentals	Theoretical	Participation and discussion

Week ٢	١	Learn about the computer life cycle	Computer life cycle	Theoretical	Participation and discussion
Week ٣	١	Identify computer generations	Computer generations	Theoretical and practical	Participation and discussion
Week ٤	١	Identify areas of computer use	Computer use	Theoretical and practical	Participation and discussion
Week ٥	١	Identify the sizes of computers and the types of data used	Classification of computers in terms of purpose, size, and data type	Theoretical and practical	Participation and discussion
Week ٦	١	Identify computer components in general	Computer components	Theoretical and practical	Participation and discussion
Week ٧	١	Measure the student's understanding during the past weeks	First month exam	----	Exam
Week ٨	١	Identify computer Hardware	Computer hardware	Theoretical and practical	Participation and discussion
Week ٩	١	Identify the computer software	Computer software	Theoretical and practical	Participation and discussion
Week ١٠	١	Learn about computer security	Computer security	Theoretical and practical	Participation and discussion
Week ١١	١	Learn about software licenses	Software licenses	Theoretical and practical	Participation and discussion
Week ١٢	١	Learn about the ethics of the electronic world	Ethics of E world	Theoretical and practical	Participation and discussion

Week ١٣	١	Identify the concepts of intellectual property, electronic hacking, and the harm of computers to health	Intellectual property, E hacking and the harm effects of computer on health	Theoretical and practical	Participation and discussion
Week ١٤	١	Measure the student's understanding during the past weeks	Second month exam	---	Exam
Week ١٥	١	Measure the student's understanding during the semester	Practical exam	----	Exam
Week ١٦	١	Run Microsoft Word. Word interface (Word ٢٠١٩).	Microsoft Word (٢٠١٩)	Theoretical	Participation and discussion
Week ١٧	١	Determine (misleading) text. Writing in the worksheet (document). File menu. (File) Home Tab (Home)	Microsoft Word (٢٠١٩)	Theoretical	Participation and discussion
Week ١٨	١	INSERT tabs	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ١٩	١	Draw tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion

Week ٢٠	١	Design tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢١	١	Layout tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٢	١	Measure the student's understanding during the past weeks	First month exam	---	Exam
Week ٢٣	١	Reference tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٤	١	View tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٥	١	Mailings tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٦	١	Help tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٧	١	Tables tab	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٨	١	Illustrations set Header and footer set Image tools set	Microsoft Word (٢٠١٩)	Theoretical and practical	Participation and discussion
Week ٢٩	١	Measure the student's understanding during the past weeks	Second month exam	----	Exam
Week ٣٠	١	Measure the student's	Practical exam	---	Exam

		understanding during the semester			
--	--	---	--	--	--

٤٠٣. Course Evaluation

The grade is distributed out of ١٠٠ as follows:

٤٠% is divided according to the student's achievements during the semester: ١٠ daily preparation, ١٠ oral exam, ١٠ academic assignments, and ١٠ written exam

٦٠% end-of-course exam

٤٠٤. Learning and Teaching Resources

Required textbooks (curricular books, if any)	NA
Main references (sources)	The basics of computers/ Khader Ali Al-Khader Research/ ٢٠١٨
Recommended books and references (scientific journals, reports...)	-
Electronic References, Websites	Youtube

Course Description Form

Course Name: The history of the Islamic conquest of Iraq in the Abbasid era and the Islamic states
٤٠٥.
٤٠٦. Course Code:
٤٠٧. Semester / Year: ٢٠٢٣/٢٠٢٤
٤٠٨. Description Preparation Date: ١٨/٢/٢٠٢٤
٤٠٩. Available Attendance Forms: Attendance inside the hall
٤١٠. Number of Credit Hours ٣٠ (Total) / Number of Units ٣ (Total) Two hours a week
٤١١. Course administrator's name (mention all, if more than one name)

Name: Abeer Ahmed Jassim

Email: abeer_ahmed@uomosul.edu.iq

٤١٢. Course Objectives

Course Objectives

- The Islamic Caliphate in the Abbasid era
- Iraq's political position in the Abbasid era
- The most important movements and states that emerged during the Abbasid era

٤١٣. Teaching and Learning Strategies

Strategy

- Brainstorming
- Answering questions
- Seeking to collect information
- Lectures
- Discussions
- Reports
- Tests

٤١٤. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
------	-------	----------------------------	----------------------	-----------------	-------------------

Wednesday			The Abbasid era in Iraq	Presence	Discuss and understand and
Thursday			The Abbasid caliphate and its origins	Presence	Discuss and understand
Wednesday			Establishing the city of peace and choosing the capital	Presence	Discuss and understand
Thursday	1		The temptation of the trustworthy and the trustworthy	Presence	Discuss and understand and
Wednesday			The second Abbasid era	Presence	Discuss and understand and
Thursday			The Hamdanid state	Presence	Discuss and

					under and
Wednesday			The state of Al- Aqiliyah	Presence	Discuss and under and
Thursday				Presence	Discuss and under and
Thursday			The state of Aqiliyah	Presence	Discuss and under and
Wednesday			The Mardasid state	Presence	Discuss and under and
Thursday			Zanj movement	Presence	Discuss and under and

Wednesday			Ismaili movement	Presence	Discuss and under and
Thursday			Zaidi	Presence	Discuss and under and
Wednesday			Qarmatians	Presence	Discuss and under and
Thursday			The Buyid state	Presence	Discuss and under and
Wednesday			The pure state	Presence	Discuss and under and
Thursday			The Saffarid state	Presence	Discuss and under and
Wednesday			Samanid state	Presence	Discuss and under

					and
Thursday			The Tulunid state	Presence	Discuss and under and
Wednesday			The Ikhshidid state	Presence	Discuss and under and
Thursday			The establishment the Seljuk state	Presence	Discuss and under and
Wednesday			The Seljuks entered	Presence	Discuss and under and
Thursday			The Seljuks entered	Presence	Discuss and under and
Wednesday			Baghdad Seljuk state	Presence	Discuss and under and
Thursday			The Atabeg state the Shahs - t	Presence	Discuss

			Mongols		and under and
Wednesday			The Atabek stat	Presenc	Discuss and under and
Thursday			The fall of t Abbasid Calipha	Presenc	Discuss and under and
Wednesday			Review previous lecture	Presenc	Discuss and under and
Thursday			Comprehensive examination of t subject	Presenc	Discuss and underst and

٤١٥. Course Evaluation

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

٤٠ course marks distributed between ١٠ attendance / ١٠ assignment to prepare papers and participation / ٢٠ exams / and ٦٠ marks for the end-of-semester exam.

ξ١٦. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	History of independent states in the Levant from the Abbasid Caliphate Dr. Attia Al-Qusi
Main references (sources)	History of the Abbasid State, Muhammad Suhail Taqoush
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

٤١٧.	Course Name:
geology	
٤١٨.	Course Code:
٤١٩.	Semester / Year:
Semester٢ /٢٠٢٤-٢٠٢٣	
٤٢٠.	Description Preparation Date:
١٨/٢/٢٠٢٤ Attendance	
٤٢١.	Available Attendance Forms:
٤٢٢.	Number of Credit Hours (Total) / Number of Units (Total)
٤٢٣.	Course administrator's name (mention all, if more than one name)
Name: Safwan Fathi Al-Lhaebi Email: safwanfathi@uomosul.edu.iq	
٤٢٤.	Course Objectives

Course Objectives	each students about the nature of earth sciences and related sciences ● Teaching students about the origin and method of formation of the Earth ● Teaching students about minerals, their formation methods, and their classification ● Teach students to diagnose minerals and rocks
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ε20. Teaching and Learning Strategies

Strategy	The course includes the principles of mineralogy and the study of the chemical and physical properties of various minerals, as well as the study of the classification and chemical composition of minerals. The course also includes the economic importance of minerals and their distribution in different types of rocks and sediments. In a practical course, students describe the minerals with hand specimens and a description of physical and other properties of minerals to reach the correct name of the mineral leading to the development of the student's skills to characterize all types of minerals and distinguish them by properties
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ε26. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	2		Introduction of minerals and mineralogy, definition of mineral and mineralogy, discussion of definition, physical properties of minerals, color, streak, luster, transparency, hardness, Mohs scale of hardness, cleavage, fracture, specific gravity, and special properties of minerals.	Attendance	

	٢		on of minerals and mineralogy, definition of mineral and mineralogy, discussion of definition, physical properties of minerals, color, streak, luster, transparency, hardness, Mohs scale of hardness, cleavage, fracture, specific gravity, and special properties of minerals.	Attendance	
Week ٢	٢		ary environment (evaporation, loss of solvent gas, reaction between solutions, reaction between solutions and solids, and extraction by organisms).	Attendance	
Week ٣	٢		Metamorphic Environments (metamorphism).	Attendance	Quizzes
Week ٤	٢		ogy and definitions (coordination number, isomorphism, polymorphism, important polymorphs, pseudomorphism).	Attendance	
Week ٥	٢		Classification of minerals: Silicate minerals (definition of tetrahedron); classification of silicate minerals Nesosilicates	Attendance	
Week ٦	٢		Sorosilicates, Cyclosilicates	Attendance	
Week ٧	٢		Inosilicates; Phyllosilicates	Attendance	
Week ٨	٢		Tectosilicates	Attendance	
Week ٩	٢		Non-silicates minerals Native elements group	Attendance	
Week ١٠	٢		Introduction of minerals and mineralogy, definition of mineral and mineralogy, discussion of definition, physical properties of minerals, color, streak, luster, transparency, hardness, Mohs scale of hardness, cleavage, fracture, specific gravity, and special properties of minerals.	Attendance	
Week ١١	٢		Sulfides group	Attendance	
Week ١٢	٢		Sulfates group	Attendance	

Week 12	2		Oxides and Hydroxides group	Attendance	
Week 13	2		Carbonates group	Attendance	
Week 14	2		Halides; Phosphates group	Attendance	Quizzes

ε27. 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

ε28. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<p>Cornelius, S., Hurlbut, J.R. and Klein, C. (1977): Manual of Mineralogy (James D. Dana). Jon Wiley and Sons, New York, 932 p.</p> <p>Klein, C. and Harlbut, J.C.S. (1993): Manual of Mineralogy. John Wiley Sons, New York, 781 p.</p> <p>John, J (2010): Introducing mineralogy. Dunedin Academic, 126p.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

٤٢٩.	Course Name: Antiquities of the Arabs before Islam
٤٣٠.	Course Code:
٤٣١.	Semester / Year: ٢٠٢٣/٢٠٢٤
٤٣٢.	Description Preparation Date: ١٨/٢/٢٠٢٤
٤٣٣.	Available Attendance Forms: Attendance inside the hall
٤٣٤.	Number of Credit Hours (Total) / Number of Units (Total) Two hours a week
٤٣٥.	Course administrator's name (mention all, if more than one name) Name: Abeer Ahmed Jassim Email: abeer_ahmed@uomosul.edu.iq
٤٣٦.	Course Objectives
Course Objectives	<ul style="list-style-type: none">● Did the Arabs have influences before Islam?● Who are the Arabs and what is the origin of th

	name? ● The most important Arab archaeological cities before Islam
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ε37. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Brainstorming - Answering questions - Seeking to collect information - Lectures - Discussions - Reports - Tests
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ε38. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Sund	1	Identify the geographical borders of the Arab countries	Arab countries before Islam and their geographical borders	Present	Discuss and understand

Sund			Arab countries before Islam and their geographical borders	Presence	Discuss and understand
Sunday	✓		The origin of the name Arabs And its meaning	Presence	Discuss and understand
Sunday	✓		Sections of Arab countries	Presence	Discuss and understand
Sunday	✓		Our sources of information about the history and civilization of ancient Arabia	Presence	Discuss and understand
Sunday	✓		A review of what we learned from previous lectures	Presence	Discuss and understand
Sunday	✓		Yemen and its historical eras	Presence	Discuss and understand

Sunday	✓		The historical roles of Yemen	Presence	Discuss and understand
Sunday	✓		The mythical role and the Nabatean role	Presence	Discuss and understand
Sunday	✓		The rhombic and sabbatical role	Presence	Discuss and understand
Sunday	✓		The first and second Al-Hamiri floor	Presence	Discuss and understand
Sunday	✓		The Abyssinian and Persian role	Presence	Discuss and understand
Sunday	✓		Mareb dam	Presence	Discuss and understand
Sunday	✓		Ghamadan Palace	Presence	Discuss

					and under and
Sunday	✓		Sana'a	Presence	Discuss and under and
Sunday	✓		Yemen industries	Presence	Discuss and under and
Sunday	✓		The predicate line	Presence	Discuss and under and
Sunday	✓		Mummies of Yemen	Presence	Discuss and under and
Sunday	✓		Review of lectures	Presence	Discuss and under and
Sunday	✓		The precedent regarding Yemen	Presence	Discuss and under and

Sunday	✓		Kingdom of the Nabataeans	Presence	Discuss and understand
Sunday	✓		Mada'in Saleh and Al-Ula	Presence	Discuss and understand
Sunday	✓		Kingdom of Hatra	Presence	Discuss and understand
Sunday	✓		Kingdom of Palmyra	Presence	Discuss and understand
Sunday	✓		Review lectures Previous	Presence	Discuss and understand
Sunday	✓		Kingdom Manathira	Presence	Discuss and understand
Sunday	✓		Kingdom of t	Presence	Discuss and understand

			Ghassanids		and
Sunday	1		Mecca and origins	Presenc	Discuss and understand
Sunday	1		Review previous lecture	Presenc	Discuss and understand
Sunday	1		Comprehensive	Presenc	Discuss and understand
Sunday	1		aminationof the subject	Presenc	Discuss and understand

439. 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

40 course marks distributed between 10 attendance / 10 assignment to prepare papers and participation / 20 exams / and 10 marks for the end-of-semester exam.

٤٤٠. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	<p>History of the Arabs before Islam / Dr. Muhammad Suhail Taqoush</p> <p>The book of the pre-Islamic era, written by: Muhammad Mabrouk Nafi</p> <p>The book Arabs before Islam, written by Jurji Zidane</p> <p>Other books and research related Sana'a, Hatra, and Mecca before Islam</p>
Main references (sources)	Arab Civilization Before Islam / Zaidoun Hamad Al-Muhaisen
Recommended books and references (scientific journals, reports...)	Arab Civilization Before Islam / Afifi Ali Ghazi
Electronic References, Websites	Nour Electronic Library

Course description form

٢٥. Course Name
Maintenance and restoration of antiquities/maintenance of archaeological buildings
٢٦. Course Code

٢٧. Semester/year	
٢٠٢٣-٢٠٢٤ second semester	
٢٨. The date this description was prepared	
٢/١٨/٢٠٢٤	
٢٩. Available attendance forms	
My presence	
٣٠. Number of study hours (total)/number of units (total)	
١٥ weeks ٣٠ hours	
٣١. Name of the course administrator (if more than one name is mentioned)	
Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq	
٣٢. Course objectives	
<ul style="list-style-type: none"> • ----- • ----- • ----- 	<p style="text-align: center;">Objectives of the study subject</p> <p>١- Employing learning contentTo provide students with the skills of conservation and restoration of antiquities.</p> <p>٢- Develop proposals to overcome a problemLow skills of the restorer .</p> <p>٣- FasirLegal texts related to the preservation of world heritage..</p> <p>٤- Finding solutions to the problem of declineMethods of restoration ancient buildings in Iraq</p>
٣٣. Teaching and learning strategies	

<p>a-Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHAnd ways to maintain it.</p> <p>B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings.</p> <p>C- Identifying modern methods of maintaining archaeological buildings</p> <p>Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal)</p> <p>E- Practical experience in restoration methods and how to deal with antiquities</p> <p>F- Learn to maintain archaeological buildings and ways to deal with them in the long term</p>	<p>The strategy</p>
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٢٤. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Direct questions	My presence	The organizerTInternational working on world heritage	Cognitive aspect	٢	١
Direct questions	My presence	Charters International Heritage Preservation	aspects Cognitiv	٢	٢
Exam	My presence	Global levels of restoration ١- Maintenance	Scientific experience	٢	٣

fast		٢- Restoration			
Direct questions	My presence	Global restoration level ١- Building rehabilitation ٢- Strengthening archaeological buildings	practical experience	٢	٤
Quick exam	My presence	Restoration levels ١- Revitalization ٢- rebuild	practical experience	٢	٥
Direct questions	My presence	١- Reproduction of ancient buildings ٢- We excavated archaeological buildings	practical experience	٢	٦
Direct questions	My presence	Restoration International Schools	Cognitive experience	٢	٧
Direct questions	My presence	Factors leading to damage Archaeology	Cognitive experience	٢	٧
Monthl	My presence	Rain effect	Cognitive experience	٢	٨

y					
Direct questions	My presence	Wind effect	Cognitive experience	۲	۹
Direct questions	My presence	Heat effect	Cognitive experience	۲	۱۰
Direct questions	My presence	Humidity effect	Cognitive experience	۲	۱۱
Direct questions	My presence	Sources of humidity and its effects	Cognitive experience	۲	۱۲
Direct questions	My presence	The effect of salts on antiquities	Cognitive experience	۲	۱۳
Quick exam	My presence	Sources of salt on antiquities	Cognitive experience	۲	۱۴
Semest	My presence	Forms of salt influence	Cognitive experience	۲	۱۵

er exam					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily exams, oral, monthly, written, reports... etc. 40 monthly, 10 final, 10 daily, 10 attendance.					
30. Learning and teaching resources					
			Required textbooks (methodology, if any)		
1- Methods of maintenance and restoration of archaeological buildings / 2010 2- Restoration of the archaeological facility / 2002 3- Antiquities maintenance operations / 2000			Main references (sources)		
UNESCO reports			Recommended supporting books and references (scientific journals, reports....)		
Website of the General Authority Antiquities and Heritage			Electronic references, websites		

Course description form

٣٦. Course Name	
Maintenance and restoration of antiquities/maintenance of archaeological buildings	
٣٧. Course Code	
٣٨. Semester/year	
٢٠٢٣-٢٠٢٤ second semester	
٣٩. The date this description was prepared	
٢/١٨/٢٠٢٤	
٤٠. Available attendance forms	
My presence	
٤١. Number of study hours (total)/number of units (total)	
١٥ weeks ٣٠ hours	
٤٢. Name of the course administrator (if more than one name is mentioned)	
Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq	
٤٣. Course objectives	
<ul style="list-style-type: none"> • ----- • ----- • ----- 	<p style="text-align: center;">Objectives of the study subject</p> <p>١- Employing learning contentTo provide students with the skills of conservation and restoration of antiquities.</p> <p>٢- Develop proposals to overcome a problemLow skills of the restorer .</p>

	<p>ϫ– FasirLegal texts related to the preservation of world heritage..</p> <p>ξ– Finding solutions to the problem of declineMethods of restoration ancient buildings in Iraq</p>
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ξξ. Teaching and learning strategies

<p>a–Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHand ways to maintain it.</p> <p>B–IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings.</p> <p>C- Identifying modern methods of maintaining archaeological buildings</p> <p>Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal)</p> <p>E- Practical experience in restoration methods and how to deal with antiquities</p> <p>F- Learn to maintain archaeological buildings and ways to deal with them in the long term</p>	The strategy
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ξο. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Direct questions	My presence	The organizerInternational working on world heritage	Cognitive aspect	ϫ	ϫ

Direct questions	My presence	Charters International Heritage Preservation	aspects Cognitive	2	2
Exam fast	My presence	Global levels of restoration 3- Maintenance 4- Restoration	Scientific experience	2	3
Direct questions	My presence	Global restoration levels 3- Building rehabilitation 4- Strengthening archaeological buildings	practical experience	2	4
Quick exam	My presence	Restoration levels 3- Revitalization 4- rebuild	practical experience	2	0
Direct questions	My presence	3- Reproduction of ancient buildings 4- We excavated archaeological buildings	practical experience	2	6
Direct questions	My presence	Restoration International Schools	Cognitive experience	2	7

Direct questions	My presence	Factors leading to damage Archaeology	Cognitive experience	۲	۷
Monthly	My presence	Rain effect	Cognitive experience	۲	۸
Direct questions	My presence	Wind effect	Cognitive experience	۲	۹
Direct questions	My presence	Heat effect	Cognitive experience	۲	۱۰
Direct questions	My presence	Humidity effect	Cognitive experience	۲	۱۱
Direct questions	My presence	Sources of humidity and its effects	Cognitive experience	۲	۱۲
Direct questions	My presence	The effect of salts on antiquities	Cognitive experience	۲	۱۳

ns					
Quick exam	My presence	Sources of salt on antiquities	Cognitive experience	٢	١٤
Semester exam	My presence	Forms of salt influence	Cognitive experience	٢	١٥
The grade is distributed out of ١٠٠ according to the tasks assigned to the student, such as daily preparation, daily exams, oral, monthly, written, reports... etc. ٤٠ monthly, ٦٠ final, ٥ daily, ٥ attendance.					
٤٦. Learning and teaching resources					
			Required textbooks (methodology, if any)		
٤- Methods of maintenance and restoration of archaeological buildings / ٢٠١٠ ٥- Restoration of the archaeological facility / ٢٠٠٢ ٦- Antiquities maintenance operations / ٢٠٠٥			Main references (sources)		
UNESCO reports			Recommended supporting books and references (scientific journals, reports....)		
Website of the General Authority Antiquities and Heritage			Electronic references, websites		

Course description form

٤٧. Course Name	
Maintenance and restoration of antiquities/maintenance of organic and inorganic antiquities	
٤٨. Course Code	
٤٩. Semester/year	
٢٠٢٣-٢٠٢٤ first semester	
٥٠. The date this description was prepared	
٢/١٨/٢٠٢٤	
٥١. Available attendance forms	
My presence	
٥٢. Number of study hours (total)/number of units (total)	
١٥ weeks ٣٠ hours	
٥٣. Name of the course administrator (if more than one name is mentioned)	
Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq	
٥٤. Course objectives	
<ul style="list-style-type: none"> • ----- • ----- • ----- 	<p style="text-align: center;">Objectives of the study subject</p> <p>١- Employing learning contentTo provide students with the skills of conservation and restoration of antiquities.</p> <p>٢- Develop proposals to overcome a problemLow skills of the</p>

	restorer . ۳- FasirLegal texts related to the preservation of world heritage.. ۴- Finding solutions to a problemFailure of archaeology restoration methods in Iraq
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۵۵. Teaching and learning strategies

<p>a-Identify the types of antiquities, manufacturing methods, materials, and methods of maintaining them.</p> <p>B-IdentifyClearly on the factors affecting itEffects and causes of destruction.</p> <p>C- Identifying modern methods of archaeological maintenance</p> <p>Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal)</p> <p>E- Practical experience in restoration methods and how to deal with antiquities</p> <p>F- Learn archaeological maintenance and ways to deal with it in the long term</p>	The strateg
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Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	
Direct questions	My presence	International organizations	Cognitive experience	۲	۱
Direct	My presence	International	Cognitive	۲	۲

question s		organizations	experience		
Quick exam	My presence	Restoration basics	Cognitive experience	۲	۳
Direct question s	My presence	Restoration basics	Cognitive experience	۲	۴
Direct question s	My presence	Identify the types Restoration laboratories	practical experience	۲	۵
Direct question s	My presence	Identify the types Restoration laboratories	practical experience	۲	6
Exam Direct question s Monthl y	My presence	Laboratory content	practical experience	۲	7
My presenc e	My presence	Laboratory content		۲	8

Quick exam	My presence	Raw materials used in the antiquities industry		۲	9
Direct questions	My presence	Documenting archaeological finds		۲	10
Direct questions	My presence	Documenting archaeological finds		۲	11
Direct questions	My presence	Identify damage factors		۲	12
Direct questions	My presence	Metal maintenance ۱- Iron and copper		۲	13
Direct questions	My presence	۲- the woods		۲	14
Semester exam	My presence	۳- Silver and gold		۲	15

۵۶. Course evaluation

The grade is distributed out of ۱۰۰ according to the tasks assigned to the student, such as

daily preparation, daily, oral, monthly and written exams, reports... etc. 4 semester grades divided as follows: attendance, 10 daily, monthly.

٥٧. Learning and teaching resources	
	Required textbooks (methodology, if any)
Basics of restoration / Muhammad Ab Hadi / ٢٠٢٠ Conservation of archaeological materials/translator/٢٠١٣	Main references (sources)
Archeology/translator/٢٠١٠	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, websites

Course Description Form

Course Name: The system of government in ancient Iraq	
١. Course Code:	
٢. Semester / Year: ٢٠٢٣ / ٢٠٢٤	
٣. Description Preparation Date: ١٨ /٢ /٢٠٢٤	
٤. Available Attendance Forms: Attendance	
٥. Number of Credit Hours (Total) / Number of Units (Total) : ١٥	
٦. Course administrator's name (mention all, if more than one name)	
Name: Dr. Heba Hazem Muhammad	
Email: hiba_hazim@uomosul.edu.iq	
٧. Course Objectives	
Course Objectives	Learn about the history and civilization of Iran and Anatolia <ul style="list-style-type: none">• Learn about ancient times• A deep study of the antiquities of the Mid

	East
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λ. Teaching and Learning Strategies
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Strategy	Explaining the importance of the cultural aspect
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ϱ. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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۱		Teaching skills			teaching
۲	۳	Teaching skills	Geography of Iran	a lecture	discussion
۳	۳	Teaching skills	Sources of Iranian history	a lecture	Questions
۴	۳	Teaching skills	SourcesBlog	a lecture	
۵	۳	Teaching skills	Material sources	a lecture	discussion
۶	۳	Teaching skills	Archeology and history of Iran	a lecture	
۷	۳	Teaching skills	History of Sousse	a lecture	teaching
۸	۳	Teaching skills	the art Economy	a lecture	teaching
۹		Teaching skills	the law Indo-European migrations	a lecture	teaching
۱۰		Teaching skills	Achaemenids	a lecture	teaching
۱۱		Teaching skills	The Achaemenid	a lecture	Questions
۱۲		Teaching skills	Empire Iran in the Seleucid era		
۱۳		Teaching skills	Sasanian state		
۱۴		Teaching skills	Al-Mada'in		
۱۵		Teaching skills	Ctesiphon		
			Weakness of the State History of Asia Minor Studies sources Materialism Economy Alexander		

			the Great		
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١٠. Course Evaluation

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

١١. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Ancient Near East / Sa Saeed Al-Ahmad
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Main references (sources)	History of Iran / Taha Baqir
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	www.wikipedi.com