

Course Description Form

1. Course Name: Transcription of Cuneiform Texts	
2. Course Code:	
3. Semester / Year: The third stage is old	
4. Description Preparation Date: 15 / 10/2024	
5. Available Attendance Forms: My presence	
6. Number of Credit Hours (Total) / Number of Units (Total) : (2) Lectures per week (30 hours)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Haifa Ahmed Abd Email: hifaa_ahmed@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Training and developing students' skills in accurately hand-copying cuneiform texts written on clay tablets and transferring them onto paper or clay models. Enabling students to read different models of clay tablets on various topics and number them into Latin and Arabic. Students prepare worksheets on the topic of duplication, and videos are presented on the data show to help students learn how to duplicate and work with clay figures. Preparing models of clay tablets using clay and transferring and copying cuneiform texts on them.
9. Teaching and Learning Strategies	
Strategy	Focus on developing skills in accurately copying and reading cuneiform symbols through scientific exercises and texts, engaging students

workshops and group activities that focus on analyzing and copying cuneiform texts from previously prepared models. Students are assigned small projects, such as copying a specific text or preparing a demonstration explaining the stages of copying from the original text, if available, or model. Comparing different versions of the same text or texts from different periods to study the evolution of style and symbols. Encouraging students to research and read about cuneiform writing, its history, and its style on their own.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Save and view	Introduction to how to decipher cuneiform and its importance, with an introduction to the subject of transcription.	Theoretical	to understand
2	3	Show modern cloning methods	Cuneiform texts transcription	Theoretical	Interventions and questions from the professor and the student
3	3	Practical reproduction by the student on the paper	reproduction on paper	Theoretical	Submitting work as homework
4	3	Attempt to reproduce cuneiform text on clay	Text reproduction on clay	Practical	Class participation by teacher and student
5	3	A study of the translation of cuneiform signs	Study of signs	Theoretical	
6	3	A study of the translation of signs into Latin and vice versa, i.e. from Latin to cuneiform	Study of signs	Theoretical	Duty
7	3	Economic text	Babylonian economic texts	Theoretical	Study and analysis
8	3	Completion of the economic text	Economic texts	Theoretical	Study and analysis
9	3	Review of what was taken		Theoretical	Feedback
10	3	Assyrian economic text	Educational texts	Theoretical	Study and analysis
11	3	Economic text	Educational texts	Theoretical	Study and analysis
12	3	Complete the text	Educational texts	Theoretical	Study and analysis
13	3	Cuneiform texts transcription	Educational texts	Theoretical	duty
14	3	Assyrian law text	Royal texts	Theoretical	Study and analysis
15	3		Writing materials, tools, and teaching methods. Preparing the text as a basic writing material. Clay figures and their sizes. Writing pens, etc.		

11. 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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Labat-René Dictionary of Cuneiform Signs
Main references (sources)	Other sources supporting this course are: Amer Suleiman: Cuneiform Writing Amer Suleiman: Cuneiform Writing and the Arabic Letter Economic, Legal, and Royal Texts
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course description form

Course Name	.1
Antiquities of Iraq during the Achaemenid and Seleucid occupation / Antiquities of Sassanian occupation during the Parthian and Sassanian occupation	raq and
Course Code	.2
Semester/year	.3
2023-2024 / The first and second	cond
The date this description was prepared	.4
2025-	-25
Available attendance forms	.5
My presence	
(Number of study hours (total)/number of units (total	.6
hours / the second stage is 30 hours / a total of 60 hours The first stage	s 30
(Name of the course administrator (if more than one name is mentioned	.7
marwan_shareef@uomosul.edu.iq :Email Marwan Salim Shareef	
Course objectives	.8

Oral exam for the subject	presence	Achaemenid occupation of present Iraq (reasons and motives)	aining the required material in person and electronic educational tools show).	2	VIII
Participation, interaction and preparation	My presence	Achaemenids, origin, language, religion, and name of the most important kings	aining the required material in person and electronic educational tools show).	2	Ninth
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq during Achaemenid occupation from a political, economic and religious perspective, mentioning the most important events of this period and the reasons for its fall and collapse	aining the required material in person and electronic educational tools show).	2	Th tenth
Oral exam for the subject	My presence	Cyrus the Great, his personality, his accession to the throne, his expansionist wars, unification of his country, his dream of controlling the East	aining the required material in person and electronic educational tools show).	2	Thirteenth
Participation, interaction and preparation	My presence	Cyrus's wars with the Achaemenids, their domination, and control of the city of Babylon	aining the required material in person and electronic educational tools show).	2	fourteenth
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq from a political and economic perspective. He mentioned the most important antiquities and signs of Western styles in Iraqi architecture and the death of Alexander the Great	aining the required material in person and electronic educational tools show).	2	Fifteenth
Oral exam for the subject	My presence	after the death of Alexander the Great, the division of the Macedonian empire, and how Seleucus I controlled it	aining the required material in person and electronic educational tools show).	2	the first
Participation, interaction and preparation	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	From the second
Oral questions after asking everyone to prepare and read about the material	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	the third
Participation, interaction and preparation	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	the fourth
Oral exam for the subject	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	Fifth
Participation, interaction and preparation	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	VI
Oral questions after asking everyone to prepare and read about the material	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	Seventh
Oral exam for the subject	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	VIII
Participation, interaction and preparation	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	Ninth
Oral questions after asking everyone to prepare and read about the material	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	Th tenth
Oral exam for the subject	My presence	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 that led to this era	aining the required material in person and electronic educational tools show).	2	elventh

Oral questions after asking everyone to prepare and read about the material	My presence	ian rule, mentioning the ts that date back to this .era	the required Explaini erial in person and g electronic ta educational tools show).	2		
Participation, interaction and preparation	My presence	ian occupation origin, enclature, language, ion, most important kings, ination of the Parthians and control of Iraq	aining the required erial in person and g electronic ta educational tools show).	2	Thirteenth	
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq during Sassanid control from ical, religious, and omic perspective, and the ons for the collapse of anian rule and the entry of under the banner of nic conquest, mentioning effects dating back to this .era	aining the required erial in person and g electronic ta educational tools show).	2	fourteenth	
Participation, interaction and preparation	My presence	city of Babylon, naming, ng, the location, city pl important archaeological uments, including temples, ces, walls, defensive fications, gates, streets, rats , and hanging ens, including what was d during the various .periods of occupation	aining the required erial in person and g electronic ta educational tools show).	2	Fifteenth	
Oral questions after asking everyone to prepare and read about the material	My presence	studying the most importa tectural elements and s in the city that came the occupiers, such as the um, the theater, and the important building materials	aining the required erial in person and g electronic ta educational tools show).			
Oral exam for the subject	My presence	duction and introductory duction to the subject of second chapter, and a talk important cities about the chosen for study	aining the required erial in person and g electronic ta educational tools show).			
Participation, interaction and preparation	My presence	most important uments, architectural and ic styles, and the ences that entered on ent Iraqi architecture and from the period 539 BC to .AD 636	aining the required erial in person and g electronic ta educational tools show).			
Participation and interaction And civilization	My presence	building materials used in ow to obtain this period arials that are not available ly, such as milk, bricks, d, stones, metals, binders,etc	aining the required erial in person and g electronic ta educational tools show).			
Participation, interaction and preparation	My presence	k architecture and influence in ancient Iraq acia city, location, reasons	aining the required n and material in p g electronic ta educational tools show).			

	My presence	emergence, history of the archaeological excavationsexca	aining the required erial in person and g electronic ta educational tools show).		
	My presence	planning, defensive fications, residential houses	aining the required erial in person and g electronic ta educational tools show).		
	My presence	ples, palaces, cemeteries and tombs	aining the required erial in person and g electronic ta educational tools show).		
	My presence	a city, location, naming, history of the city	the required Explain erial in person and g electronic ta educational tools show).		
	My presence	most important kings, ion, economy, politics, and the fall of the city	the required Explain erial in person and g electronic ta educational tools show).		
	My presence	erials, Building archaeological excavations	aining the required erial in person and g electronic ta educational tools show).		
	My presence	planning, defensive fications, walls, gates, moat	aining the required erial in person and g electronic ta educational tools show).		
	My presence	Main temples Secondary temples	aining the required erial in person and g electronic ta educational tools show).		
	My presence	dential houses, cemeteries and graves	aining the required erial in person and g electronic ta educational tools show).		
	My presence	r archaeological marks in the city of Hatra, squares, markets	aining the required erial in person and g electronic ta educational tools show).		

Course evaluation .11

distributed out of 100 according to the tasks assigned to the student, such as daily The grade is preparation, daily, oral, monthly, and written exams, reports... etc. Daily preparation (5), daily exam (5), oral (5), monthly (15), written (60), report (5), (10)

and teaching resources Learning .12

Iraq in History (A Brief Political History) / Dr. Amer Suleiman	(Required textbooks (methodology, f any
Relying on many sources and references related to this ...period, including	(Main references (sources
group of researchers Iraqi Civilization / a -	
Mosul Civilizational Encyclopedia / a group of -	
researchers	
Introduction to the history of civilizations / Taha -	
Baqir	
Lectures on ancient history / Amer Suleiman and -	
Fatayan-Ahmed Malik Al	
T. / Oscar Reuter / Babylon, the inner city center -	
Nawal Khurshid and Ali Yahya Mansour	
-Hadar, the Arab Capital / Majed Abdullah Al-Al -	
Shams	
The mediator in the history of the Arabs before -	
Mallah-Islam / Hashem Al	
The emergence and establishment of the Seleucid -	
state / Hassan Hamza Jawad	
y of Iran / Taha Baqir and othersAncient Histor -	
The civilization of Iran and Asia Minor in ancient -	

Khatib-times / Muhammad Al Ahmad-Sami Saeed Al / History of the Middle East - Ancient Persia / Yezf Wieshofer / T. Muhammad - Jadid Amer .The Greatness of Babylon / Harry Sacks / T - Suleiman	
ults of recent excavations by modern foreign and Iraqi missions - Leonardo ,reviewed journals-international peer in published W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament	Recommended supporting books and (....references (scientific journals, reports
Robert Koldewey : the Excavations at Babylon -	Electronic references, websites

Course Description Form

13. Course Name:	
Near Eastern Civilization (Iran)	
14. Course Code:	
15. Semester / Year:	
year2024–2025/ Course 1	
16. Description Preparation Date:	
7/4/2025	
17. Available Attendance Forms:	
Attendance in the classroom	
18. Number of Credit Hours (Total) / Number of Units (Total)	
Number of Units / 3 hours	
19. Course administrator's name (mention all, if more than one name)	
Name: suad aied mohamd saed Email: suaad_alhammid@uomosul.edu.iq	
20. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Students' knowledge of ot civilizations of the count neighboring Iraq (Iran) Students' knowledge of cultu relations and communic between ancient civilizations Explaining the influence

	influence between Iran civilization and the civilizations Iran in different aspects
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21. Teaching and Learning Strategies

Strategy	Cognitive and perceptual skills and applied skills in social, artistic and architectural aspects in Iran, as well as developing students' personal skills
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22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Developing students' skills in remembering, understanding, analyzing and comparing	Geography of Iran	Giving lectures in the classroom	Participation in class activity and discussion
2	3	Encouraging students self-learning and assume academic responsibility	Sources of information about Iran		Daily or tests
3	3		Stone Ages in the country in Iran		
4	3		A study in the antiquities and history of Shusha and the Elamite		
5	3		Elamite art and architecture		

6	3		Elamite art and architecture		
7	3		Civilization and antiquities of the Median state		
8	3		The Achaemenids (political history, and architecture)		
9	3		The rise of the Achaemenid Empire		
10	3		Persepolis (archaeology)		
11	3		Persepolis (archaeology)		
12	3		Persepolis and architecture		
13	3		Iran in the Seleucid era		
14	3		Parthians		
15	3		Sasanian state		

23. 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

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Sami Saeed Al-Ahmad, Reda Jawad Al-Hashemi, Eastern Civilization of Iran and Anatolia
Main references (sources)	Tharwat Okasha, Elamite art and architecture Abdulaziz Al-Khatuni, Elamite Civilization
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

25.	Course Name: Geoarcgeology				
26.	Course Code:				
27.	Semester / Year: 2024/2025				
28.	Description Preparation Date: 1/10/2024				
29.	Available Attendance Forms: presence				
30.	Number of Credit Hours (Total) / Number of Units (Total)				
Three hours per weak					
31.	Course administrator's name (mention all, if more than one name)				
Name: Dr. Bashar Muneer Yahya Email: bashar1974@uomosul.edu.iq					
32.	Course Objectives				
Course Objectives			<ul style="list-style-type: none"> ●Learn about the basics of archeology..... ●Familiarity with modern technologies on wh this science depends ● Study examples of local and internatio historical sites 		
33.	Teaching and Learning Strategies				
Strategy					
34. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		-General introduction -The role of remo sensitivity archaeological		Power point	

		geology -Modern methods archaeological discovery -Magnetic method -Electric method -Examples historical sites revealed using geoarchaeological techniques			
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35. Course Evaluation

Annual pursuit 40 degrees

10 marks daily exams

5 grades assignments

15 marks for semester exams

Final exam: 60 marks

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

36. 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	

Course Description Form

37. Course Name:	
Surveying and engineering drawing	
38. Course Code:	
Third Class	
39. Semester / Year:	
First Semester/2024–2025	
40. Description Preparation Date:	
13/2/2025	
41. Available Attendance Forms:	
42. Number of Credit Hours (Total) / Number of Units (Total)	
(45 hours / 45 units)	
43. Course administrator's name (mention all, if more than one name)	
Name: RASHA ADIL NAJM Email: rashaadil@uomosul.edu.iq	
44. Course Objectives	
Course Objectives	Teaching the student the basics of surveying and engineering drawing, training the student on surveying work and the stages of surveying and surveying operations, and training the student to use a measuring tape to measure regular horizontal distances and horizontal distances on a slope with a regular slope and on an irregular slope, in addition to knowing how to calculate horizontal distances from diagonal distances and vertical distances. And the vertical angle, as well as mathematical equations in ways to solve them and reach the required measurements, as well as errors in measurement and how to calculate them, all of this to enable the

	student to do survey work, draw plans for archaeological sites, and the correct way to record information in the field (site) during the excavation process.
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45. Teaching and Learning Strategies

Strategy	Discussion, drawing mind maps, giving concrete examples, as well explaining the content in more than one way, but with some detail, order to conduct discussions in the form of questions and practical collecting information for the mind without using study material expanding the recipient's circle of thinking, and conducting weekly tests.
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46. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
THE FIRST	Two hours	Introduction to surveying and its relationship to archaeology and types of surveying		in person	Interactive questions during lectures and tests
THE SECOND	Two hours	Units of measurement and types of measurements	Teach the student linear and angular units of measurement to benefit from them in calculations	in person	Interactive questions during lectures and tests
THE THIRD	Two hours	The basic steps of cadastral surveying and drawing scale	Training the student on the steps of surveying archaeological sites, as well as learning about the concept of drawing scale and practicing its use	in person	Interactive questions during lectures and tests
THE FOURTH	Two hours	Types of cadastral measurements. Measuring horizontal distances	Introducing the student to the types of cadastral measurements to benefit from them in excavation operations	in person	Interactive questions during lectures and tests
THE FIFTH	Two hours	Methods of measuring direct horizontal distances Indirect methods of measuring distances	Training students to measure horizontal distances using various direct and indirect methods	in person	Interactive questions during lectures and tests
THE SIXTH	Two hours	Getting to know electronic measuring tools and devices, their components, and their working mechanism, as well as practical training on measuring distances with tape on level roads.	Electronic horizontal distance measuring tools. Tape measuring methods (measuring horizontal distances on flat ground)	in person	Interactive questions during lectures and tests
THE SEVENTH	Two hours	Learn how to use the clinometer and the Abni Level device to measure angles and explain how to achieve accuracy and	Angle measuring devices and tools Errors in measuring distances	in person	Interactive questions during lectures and tests

		avoid errors in measuring distances.			
THE EIGHTH	Two hours	Knowing the concept of measuring errors and the difference between accuracy and mastery in measuring distances using a tape measure, how to modify measurements, and training in measuring with a tape on roads with a regular slope.	Mistakes, accuracy, mastery, and modification of measurements Tape measuring methods (measuring distances on uniformly sloping ground)	in person	Interactive questions during lectures and tests
NINETH	Two hours	Introducing the student to the field work that must be followed in excavation operations and training on measuring horizontal distances using a tape measure on irregularly sloping ground.	Field work using tape. Tape measuring methods. (Measuring distances on sloping ground with irregular slope)	in person	Interactive questions during lectures and tests
TENTH	Two hours	Steps for surveying using a measuring tape	Surveying using longitudinal measurements	in person	Interactive questions during lectures and tests
ELEVENTH	Two hours	The student's knowledge of the requirements for proper recording, including the accuracy, comprehensiveness, and arrangement of information, methods of recording, and highlighting field information, as well as suggestions regarding recording information, whether related to titles or arranging and recording information.	Proper notation requirements Suggestions regarding recording information in the field book	in person	Interactive questions during lectures and tests
TWELVETH	Two hours	Learn about measuring horizontal distances with an electronic distance measuring device (EDM), knowing the components of the device and the principle on which the device works, as well as how to use the device.	Electronic horizontal distance measuring devices (EDM)	in person	Interactive questions during lectures and tests
THIRTEENTH	Two hours	The student's knowledge of the basics of engineering drawing and the most important tools used in engineering drawing	Engineering drawing Basics of engineering drawing Engineering drawing tools	in person	Interactive questions during lectures and tests
FOURTEENTH	Two hours	Training the student on straight lines, circles, projections, and perspectives to benefit from them in documenting archaeological sites in an	free hand drawing of Free hand drawing Draw straight lines Draw circles by hand Draw projections by hand Drawing binoculars by hand	in person	Interactive questions during lectures and tests

		elementary manner and drawing sketches of the site.			
FIFTEENTH	Two hours	Explaining the leveling device and its components, as well as explaining contour lines and their most important properties	Leveling device Contour lines	in person	Interactive questions during lectures and tests

47. 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

20 daily exams, 20% oral exams, 20% report, 20% assignments, 20% attendance, gathered and divided into 5 (20) + (20 monthly exams) (40) sought and the final exam of 60%

48. Learning and Teaching Resources

Required textbooks (curricular books, if any)	THERE IS NO ACADEMIC BOOK
Main references (sources)	<p>1- Engineering drawing, General Department of Curriculum Design and Development, General Corporation for Vocational Education and Technical Training, Kingdom of Saudi Arabia.</p> <p>2- Basics and principles of engineering drawing, Engineer Amer Hammad Al-Falahi, first edition, 2011, Academic Book Center.</p> <p>3- Surveying Engineering, Abbas Zidan Khalaf, University of Technology, Department of Building and Construction Engineering, first edition, 2009.</p> <p>4- Civil Technology, Area 102 Cities, General Department for Curriculum Design and Development, General Corporation for Technical and Vocational Training, Kingdom of Saudi Arabia, 1429</p> <p>-5 Specialization in Surveying, Floor Survey -1, General Department for Curriculum Design and Development, General Corporation for Technical and Vocational Training, Kingdom of Saudi Arabia, 1429.</p> <p>-6 Principles of surveying in the specialty of civil engineering, General Department of Curriculum Design and Development, General Corporation for Technical and Vocational Training, Kingdom of Saudi Arabia</p>
Recommended books and references (scientific journals, reports...)	<p>1. Al-Rafidain Antiquities Magazine.</p> <p>2. Al-Rafidain Engineering Journal.</p>
Electronic References, Websites	www.https://ar.wikipedia.org

Course Description Form

١. Course Name:	
English Archaeological Texts/ Third Ancient branch	
٢. Course Code:	
٣. Semester / Year:	
First semester - 2024-2025	
٤. Description Preparation Date:	
١٨/٢/٢٠٢٥	
٥. Available Attendance Forms	
In person	
٦. Number of Credit Hours (Total) / Number of Units (Total)	
٦ hours per week	
٧. Course administrator's name (mention all, if more than one name)	
Name: Mushtaq Abdullah Jameel	
Email: majameel82@uomosul.edu.iq	
٨. 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>
٩. Teaching and Learning Strategies	


 أ.م.د. محمد المحاذق علي
 رئيس قسم الآثار

Course Description Form

1. Course Name:	
English Archaeological Texts/ Third Ancient branch	
2. Course Code:	
3. Semester / Year:	
First semester - 2024-2025	
4. Description Preparation Date:	
18/2/2025	
5. Available Attendance Forms	
In person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Mushtaq Abdullah Jameel	
Email: majameel82@uomosul.edu.iq	
8. 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>

9. 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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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
2	2	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
3	2	Delivering the lecture Discussion and brainstorming	Basin knowledge English	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
4	2	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture Discussion brainstorming
5	2	Delivering the lecture Discussion and	Sumerian Court	Classroom evaluation	Delivering the lecture

		brainstorming		and homework	Discussion brainstorming
6	2	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
7	2	Delivering the lecture Discussion and brainstorming	Sumerian Court	Classroom evaluation and homework	Classroom evaluation and homework
8	2	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
9	2	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
10	2	Delivering the lecture Discussion and brainstorming	Knowledge of pottery styles Mesopotamian civilization	Classroom evaluation and homework	Classroom evaluation and homework
11	2	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
12	2	Delivering the lecture Discussion and brainstorming	Sumerian States	Classroom evaluation and homework	Classroom evaluation and homework
13	2	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework

14	2	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework
15	2	Delivering the lecture Discussion and brainstorming	Ancient Iraqi Language	Classroom evaluation and homework	Classroom evaluation and homework

11. 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

12. 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	
1. Course Name:	The origins of civilization
2. Course Code:	
3. Semester / Year:	2024-2025
4. Description Preparation Date:	1/2/2025
5. Available Attendance Forms:	In-person and Electronic
6. Number of Credit Hours (Total) / Number of Units (Total)	30 hours
7. Course administrator's name (mention all, if more than one name) Name: Anfal Mohammed Mahmoud Email: anfal_m1983@uomosul.edu.iq	
8. Course Objectives	
<p>Course Objectives</p> <p>أ.م.د. محمد بن حازم بن علي رئيس قسم الآثار</p>	<ul style="list-style-type: none"> Introducing second-year archaeology students to the foundations of civilization, starting from the Old Stone Age, its divisions, and its roles in Iraq, focusing on the meaning of civilization, authenticity, the spread of civilization, and the authenticity of geography, history, writing, language, literature, and governance. Achieving the educational institution's mission by reflecting its values and enabling students to acquire the necessary experience and skills for employment. Enhancing and understanding the capabilities and performance of skills related to civilization, its importance, and exploring the rich history of Iraqi civilization.
9. Teaching and Learning Strategies	
Strategy	Simplified and Sequential Explanation for Clear Communication

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£Course Description Form

49.	Course Name:
	Prehistoric Ages

50. Course Code:	
51. Semester / Year:	
2024-2025	
52. Description Preparation Date:	
18/02/2024	
53. Available Attendance Forms:	
In-person and Electronic	
54. Number of Credit Hours (Total) / Number of Units (Total)	
30 hours	
55. Course administrator's name (mention all, if more than one name)	
Name: Anfal Mohammed Mahmoud Email: anfal_m1983@uomosul.edu.iq	
56. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • 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 Stone Age in Iraq, the Levant, the world, and Anatolia,

	<p>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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57. Teaching and Learning Strategies

Strategy	Simplified and Sequential Explanation for Clear Communication
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58. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding The topic	Paleolithic Age	in-person and PowerPoint	Discussions student assignments
2	3	Understanding The topic	Neanderthal Man	in-person and PowerPoint	
3	3	Understanding The topic	Stone Ages	in-person and PowerPoint	
4	3	Understanding The topic	Old Stone Age	in-person and PowerPoint	
5	3	Understanding The topic	Old Stone Age	in-person and PowerPoint	
6	3	Understanding The topic	Lower Paleolithic	in-person and PowerPoint	
7	3	Understanding The topic	Middle Paleolithic	in-person and PowerPoint	
8	3	Understanding The topic	Middle Paleolithic	in-person and PowerPoint	
9	3	Understanding The topic	Upper Paleolithic	in-person and PowerPoint	
10	3	Understanding The topic	Domestication of Animals and Plants	in-person and PowerPoint	
11	3	Understanding The topic	Neolithic Age in Iraq: Jarmo Site	in-person and PowerPoint	Reports
12	3	Understanding The topic	Neolithic Age in	in-person and	

13	3	The topic Understanding The topic	Iraq: Jarmo Site Umm Dabaghiyah Tell Hassuna	PowerPoint in-person and PowerPoint	Discussions
14	3	Understanding The topic	Samarra Culture	in-person and PowerPoint	
15	3	Understanding The topic	Samarra Culture	in-person and PowerPoint	

59. 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
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60. 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

1. Course Name:					
Iraqi antiquities under the Parthian and Sassanid occupation /second course					
2. Course Code:					
3. Semester / Year:					
2024- 2025					
4. Description Preparation Date:					
20-3-2025					
5. Available Attendance Forms:					
Full attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 HOUER IN TOTAL					
7. Course administrator's name (mention all, if more than one name)					
Name: : IMAN HANI SALIM					
Email: eman.hani@uomosul.edu					
8. Course Objectives					
Course Objectives	Study of political and administrat influences ... Study of economic and commer transformation Military impact assessment Study of social and cultural influences				
9. Teaching and Learning Strategies					
Strategy	Study and impact analysis that happened in old Iraq in the shadow foreign for Mesopotamia				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Parthian in origin	alecture	Test
2	2		name them	a lecture	Test
3	2			a lecture	Test

Course Description Form

61. Course Name:
Iraqi antiquities under the Achaemenes and Seleucid occupation first course

62. Course Code:					
63. Semester / Year:					
2024- 2025					
64. Description Preparation Date:					
20-3-2025					
65. Available Attendance Forms:					
Full attendance					
66. Number of Credit Hours (Total) / Number of Units (Total)					
30 HOUER IN TOTAL					
67. Course administrator's name (mention all, if more than one name)					
Name: IMAN HANI SALIM Email: eman.hani@uomosul.edu					
68. Course Objectives					
Course Objectives			Study of political and administrative influen .. Study of economic and commer transformation Military impact assessment Study of social and cultural influences •		
69. Teaching and Learning Strategies					
Strategy		Study and impact analysis that happened in old Iraq in the shadow foreign for Mesopotamia			
70. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Foreign covenants in ancient Iraq	a lecture	T
2	2		Acgaemenid era	a lecture	T
3	2		Conditinsin Iraq during	a lecture	T
4	2		the Acgaemenid era	a lecture	T
5	2		administrative aspect	a lecture	T
6	2		Economic aspect	a lecture	T
7	2		Religious beliefs	a lecture	T
8	2		Political and military	a lecture	T
9	2				

10	2		condition	a lecture	T
11	2		Alexander the great his life		T
12	2		and death	a lecture	T
13	2		Seleucia tigris	a lecture	T
14	2		The Seleucia dynasty in	a lecture	T
15	2		Iraq		t
			Greyhound management		
			Economic and religious		
			conditions		
			Army sestym		
			Religious beliefs		
			Fall of the Seleucids		

71. 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

72. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Various Arabic and foreign books and sources
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Specialized academic journals
Electronic References, Websites	JSTOR, GOOGLE SCHOLAR

