Course Description Form

1. Course Name:
Sumerian Texts

2. Course Code:
Fourth stage

3. Semester / Year:
Second Semester 2024–2025

4. Description Preparation Date:
1\ 2\ 2025

5. Available Attendance Forms:
The time and place specified according to the department's weekly schedule / attendance.

6. Number of Credit Hours (Total) / Number of Units (Total)
(45) hours per semester, that is (15) weeks for semester.

7. Course administrator's name (mention all, if more than one name)
Name: **Prof. Khalid Salim Ismael**   Email: kh_salim@uomosul.edu.iq

8. Course Objectives

Course Objectives	– View selected cuneiform texts from different Sumerian period – Training students to deal with the Sumerian cuneiform text. – Adopting optimal methods in reading, analyzing and translat Sumerian texts.

9. Teaching and Learning Strategies

Strategy	1– Displaying examples of Sumerian texts from different periods. 2– Training students to deal with and analyze the Sumerian text.

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3- Display suggested translations of the text.

4- Involving students in grammatical explanations of the Sumerian text.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Beginning of Chapter II - Text of Einatem II (EAN .18) Fourth and Fifth Columns	Sumerian grammar	theoretical	Text explanation and analysis
Second	3	Beginning of Chapter II - Text of Einatem II (EAN .18) Continuation of the fifth column	Sumerian grammar	Theoretical – reading, analysis and translation	Assignment of duty
Third	3	Beginning of Chapter II - Text of Einatem II (EAN .18) Sixth and seventh columns	Sumerian texts	Theoretical – reading, analysis and translation	Students' participation in the grammar re-analysis of the text
Fourth	3	Beginning of Chapter Two - Text of Ayn - Enatem II (EAN .18) Seventh and Eighth Columns	Sumerian texts from Lagash II period	Theoretical – reading, analysis and translation	Duties - Oral tests + written exam
Fifth	3	Governor Or-Kakina Cone (UKG.16) Column I and II	Sumerian texts from Lagash II period	Theoretical – reading, analysis and translation	Assignment of duty
Sixth	3	Governor Or-Kakina Cone (UKG.16) Third and Fourth Column	A treaty establishing borders from the Sumerian early Dynastic Period	Theoretical – reading, analysis and translation	Students' participation in the grammar re-analysis of the text

Seventh	3	Governor Or-Kakina (UKG.16) V and VI	A treaty establishing borders from the Sumerian early Dynastic Period	Theoretical – reading, analysis and translation	Students' participation in the grammar re-analysis of the text
Eighth	3	Governor Or-Kakina Cone (UKG.16) VII and VIII	A treaty establishing borders from the Sumerian early Dynastic Period	Theoretical – reading, analysis and translation	Duties - Oral tests + written exam
Ninth	3	Conducting the midterm exam	Text code + belong	theoretical	Feedback + Written Exam
tenth	3	Antimina cone (ENT. 26)	Sumerian royal inscriptions	Theoretical – reading, analysis and translation	Assignment of duty
Eleventh	3	Antimina cone (ENT. 27)	Sumerian royal inscriptions	Theoretical – reading, analysis and translation	Students' participation in the grammar re-analysis of the text
Twelfth	3	Review of Chapter Two Texts	Sumerian royal inscriptions	theoretical	Feedback
Thirteenth	3	General review and preparation for the second semester exams	Sumerian royal inscriptions	theoretical	Feedback + Written Exam
Fourteenth	3	End of Second Semester Exam	All Sumerian texts for the first chapter	theoretical	Conduct a written exam

Fifteenth	3	Preparing for final exams		theoretical	Conduct a written exam

11. Course Evaluation

1/ Weekly oral exams.
2/ Homework.
3/ Written tests.
4/ Mid- exam.
5/ End-of-semester exam and final evaluation for students.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	According to academic requirements
Main references (sources)	1) Edzard, D.O., Gudea and his Dynasty ,RIME, Vol.3/1 ,Toronto ,1997 . 2) Frayne ,D. ,Ur III Period (2112-2004)B.C. ,RIME ,Vol.3/2 ,Toronto ,1997 3) Frayne ,D., Presargonic Period (2700-2350) ,RIME ,Vol. 1 ,Toronto ,1998 .
Recommended books and references (scientific journals, reports...)	Fawzi Rashid, Grammar of the Sumerian Language, Damascus, 2009. Sanarya Nabeel, The Compound Verb In the Sumerian Language,2016.
Electronic References, Websites	https://cdli.mpiwg-berlin.mpg.de/

Prof. Khalid Salim Ismael

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رئيس قسم اللغات العراقية
التقديمة
٢٠٢٥/٤/١٠

4

1. Course Name: Iran of the Ancient Near East –Iran

2. Course Code: The Ancient East Civilization – Iran Civilization

3. Semester / Year: First Semester of the academic year 2024-2025

4. Description Preparation Date: 1–2–2025

5. Number of Credit Hours (Total) : 30 hours

6. Course administrator's name
Name: wissam hameed sabah jar
Email: wissam_ archaeology@uomosul.edu.iq

7. Course Objectives

Course Objectives	It aims to acquaint students with the historical Background to learn the history of the civilizati Ons neighboring Mesopotamia, including Iran, which has an extension and influence With the Mesopotamia civilization in various

8. Teaching and Learning Strategies

Strategy	Working on acquainting students with the historical background of the Iran civilization and acquiring valuable and new Infomation about the civilizations neighboring Mesopotamia ,in addition to acquainting students with the geographical location of Iran and the emergence of the first systems of government In it and its influence on Mesopotamia from the political, economic and social aspects.

9. Course Structure

Week	Hours	Required	Unit or	Learning	Evaluation

		Learning Outcomes	subject name	method	method
the first	2	Geographical Location of Iran	Geographical Location of Iran	theoretical	description
the second	2	Geographical Location of Iran	Geographical Location of Iran	theoreti	description
the third	2	Our informat Sources about the Study of Iran	Our informat Sources about th Study of Iran	theoretical	description
the fourth	2	Physical sources	Physical sources	theoretical	description
Fifth	2	The Coded sources	The Coded sources	theoretical	description
VI	2	The most Import Iran On mater lal sources	The mos Import Iran On mate lal sources	theoretical	description
Seventh	2	The most Import Iran On the	The mos Import Iran On the	theoretical	description

		codifical sources	codifical sources		
VIII	2	The Irani Are their Origin And their location	The Iranian Are their Origin And thei location	theoretical	description
Ninth	2	Pre-history in Iran	Pre-history in Iran	theoretical	description
The tenth	2	Old Stone Age	Old Ston Age	theoretical	description
eleventh	2	Features Of the Ancient Stone Age	Features Of the Ancient Stone Age	theoretical	description
twelveth	2	New Stone Age	New Stone Age	theoretical	description
Thirteenth	2	Mineral Stone Age	Mineral Stone Age	theoretical	description
fourteenth	2	Features Of the Mineral Stone Age	Features Of the Mineral Stone Age	theoreti	description

Fifth	2	Political Economic and Social Systems of the Iranian social	Political Economi and Social Systems of the Iranian social	theoretical	description

10. Course Evaluation

11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Reviewing important cultural Books that deal with the Civilization of the county Iran History of the Ancient East
Main references (sources)	Nothing
Recommended books and references (scientific ournals, reports...)	Nothing
Electronic References, Websites	

Course Description Form

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Fourth Stage **Course Description Form**

١.	Course Name
English Language	

٢.	Course Code

٣.	Semester/Year
Second Semester 2025	

	Date of preparation of this description	.٤
1\ 2 \2025		

٥.	Available attendance formats
The exact time and place according to the weekly schedule of the department / f attendance	

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

٧.	Course administrator's name (if more than one name)
Name: Zahraa Rabie Mohammed Email: zahraa_agha79@uomosul.edu.iq	

٨.	Course Objectives

Course Objectives: The course aims to introduce students to the most important basics and grammar

of the English language, including grammar and conversation.

Translating English texts on the ancient history of Iraq into Arabic. The skill of using the English

language is one of the most important skills that on Students acquired, as all international universities req

that the international student applying for studies be at a good level in

Use written and spoken English. Achieving the mission of the educational institution from

the values it represents and then acquiring studentsResponsible and ethical behavior.

٩.	Teaching and Learning Strategies

- Lectures given by the professor to students in the classrooms. - Students interact with course lectures and give them daily assignments. - Questions, inquiries and scientific discussions within the classroom. - Providing students with scientific resources to expand the study and prepare scientific reports.	Strategy

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Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Translate	-Diction Lectures Inside the halls Tuition	Translation of text into Arabic (Assyrians)	Planning to understand capabilities and knowledge To perform skills with Relationshi p in English and mastery	1	The first
Translate		Translation text into Arab (Ziggur Assyrian)		1	First
Translate		Translation of text into Arabic (Ziggurat of your)		1	Second
Translate		Translating te into Arabic (Tl Role of Wom Assyria)		1	Second
Daily written test		Daily written test		1	Third
Translate		Translation of text into Arabic (Erido Temple)	Raise motivation levels For high efficiency Program Developme nt Academic consistently	1	Third
Translate		Translation of text into Arabic (Kings of Assyria)		1	Fourth
Translate		Translating text into Arabic		1	Fourth

10. Course Structure

Evaluation	Teaching method	Topic	Objectives	Hours	Week
		(Education and Religion in Assyria)			
Daily written test		Daily written test		1	Fifth
Translate	- Assigning students to prepare scientific reports on the topics of the course School	Translation of text into Arabic (buildings in Assyria)	Communication is great for Instilling the philosophy of follow-up Education and improvement Continuous To ensure scientific quality	1	Fifth
Translate		Translation of text into Arabic (Sumerians)		1	Sixth
Translate		Translating text into Arabic (religion and education in Sumer)		1	Sixth
Translate		Translate text into Arabic (Sumerian)		1	Seventh
Daily written test		Daily written test		1	Seventh
Translate		Translate text into Arabic (Sumerian Society)	Encouraging students to Self-education	1	Eighth
Translate		Translation of text into Arabic (Sumerian architecture)		1	Eighth

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Translate		Translating text into Arabic (Sumerian Sciences)	Student Bearing Responsibility for his studies	1	Ninth
Daily written test	- Procedu re Discussi ons and interacti on With students by answeri ng About the question s & Inquirie s	Daily written test	To remember and understand	1	Ninth
Translate		Translation of text into Arabic (Sumerian temples)		1	Tenth
Translate		Translation of text into Arabic (The Fall of Sumer)	Planning to understand capabilities and knowledge To perform skills with Relationshi p in English and mastery	1	Tenthh
Translate		Translating text into Arabic (Kings of Sumer)		1	Eleventh
Translate		Translation of text into Arabic (King Urnamu)		1	Eleventh
Translate		Translating text into Arabic (King Hammurabi)		1	Twelfth
Translate		Translation of text into Arabic (Sargon of Akkadian)		1	Twelfth
Daily written test		Daily written test		1	Thirteent h

Translate		Translation of text into Arabic (Ziggurat Nakor)	Raise motivation levels For high efficiency Program Developme nt Academic consistently Communic ation is great for Instilling the philosophy of follow-up	1	Thirteent h
Translate		Translation of text into Arabic (Zugurat Uruk)		1	Fourteent h
Daily oral test		Daily oral test		1	Fourteent h
Translate		Translating a text into Arabic (Sumerian achievements and inventions)		1	Fifteenth
Monthly written test		Monthly Written Exam		1	Fifteenth

١١. Course Evaluation

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

١٢. Learning and Teaching Resources

Dictionary of archaeological terms English texts on ancient civilizations and monuments	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended books and references (scientific journals, reports ...)
	Electronic references, websites

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Course Description Form

1. Course Name:	
Methods of Archaeological Excavations	
2. Course Code:	
Fourth stage	
3. Semester / Year:	
Second Semester / 2024-2025	
4. Description Preparation Date	
1\ 2\ 2025	
5. Available Attendance Forms: The time and place specified according to the department's weekly schedule / full attendance.	
The time and place are determined according to the weekly schedule of the Department Ancient Iraqi Languages / attendance in the classrooms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(45) hours per semester, that is (15) weeks for semester.	
7. Course administrator's name (mention all, if more than one name)	
Name: **Prof. Khalid Salim Ismael**	
Email: kh_salim@uomosul.edu.iq	

8. Course Objectives

Course Objectives	1- Familiarizing students with the beginnings of excavation palpation of archaeological sites in Iraq and the Near East and emergence of Archeology and its development and definition of the history archaeological excavations and the most famous international local excavators. 2- The most important methods of archaeological excavation, ty of archaeological sites, and methods used in detecting antiqui and factors Help with that. 3-Identify the general foundations in the formation of excavat bodies and the relationship of archeology with the humanities and other applied .

4-How to conduct an archaeological survey of archaeological sites methods of dating antiquities.
5- See samples of the most famous archaeological sites excavated Iraq.

9. Teaching and Learning Strategies

Strategy	1- Presenting the course according to the curriculum prescribed for students. 2- Familiarize students with the most important drilling methods that were followed in the past and compare them with the newly adopted methods. 3- Introducing the most important scientific and local prospectors and their field experiences. 4- Conducting some field visits to understand the applied methods currently adopted by the exploration authorities. 5- Presentation of the most important excavation models for selected archaeological sites from Iraq.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Method of buildings and Organized archaeological excavation and underwater excavation	Prospecting methods	theoretical	Explanation and discussion of the topic
Second	3	Burial excavation and extraction of human skeletons	Prospecting methods	theoretical	Explanation and discussion of the topic
Third	3	Pottery excavation	Prospecting methods	theoretical	Explanation and discussion of the topic
Fourth	3	Excavation of archaeological materials	Prospecting methods	theoretical	Explanation and discussion of the topic

		Small and types of stone machines			
Fifth	3	Photographing and documenting antiquities	Prospecting methods	theoretical	Explanation and discussion of the topic
Sixth	3	Methods of archaeology history	Prospecting methods	theoretical	Explanation and discussion of the topic
Seventh	3	Absolute Historiography	Prospecting methods	theoretical	Mid-term exam
Eighth	3	Relative history	Prospecting methods	theoretical	Explanation and discussion of the topic
Ninth	3	Damage and treatment of antiquities	Prospecting methods	theoretical	Explanation and discussion of the topic
tenth	3	Excavation Reports	Prospecting methods	theoretical	Explanation and discussion of the topic
Eleventh	3	Examples of archaeological excavation methods in archaeological sites	Prospecting methods	theoretical	Field visit

Twelfth	3	Wasit	Prospecting methods	theoretical	Explanation and discussion of the topic
Thirteenth	3	Samarra	Prospecting methods	theoretical	Explanation and discussion of the topic
Fourteenth	3	Babylon	Prospecting methods	theoretical	Explanation and discussion of the topic
Fifteenth	3	Nineveh	Prospecting methods	theoretical	Preparing for the final exam

11. Course Evaluation

1/ Weekly oral exams.
2/ Homework.
3/ Written tests.
4/ Mid- exam.
5/ End-of-semester exam and final evaluation for students.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	According to academic requirements
Main references (sources)	Methods of archaeological excavations – Dr Taqi Al-Dabbagh. Archaeology – Dr. Omar Jassam Fadel.
Recommended books and references (scientific journals, reports...)	Matthews, R., The Archaeology of Mesopotamia, USA,2003.
Electronic References, Websites	https://cdli.mpiwg-berlin.mpg.de/

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Course Description Form

1. Course Name:	
Methods of Archaeological Excavations	

2. Course Code:
Fourth stage

3. Semester / Year:
Second Semester / 2024−2025

4. Description Preparation Date
1\ 2\ 2025

5. Available Attendance Forms: The time and place specified according to the department's weekly schedule / full attendance.
The time and place are determined according to the weekly schedule of the Department Ancient Iraqi Languages / attendance in the classrooms

6. Number of Credit Hours (Total) / Number of Units (Total)
(45) hours per semester, that is (15) weeks for semester.

7. Course administrator's name (mention all, if more than one name)
Name: **Prof. Khalid Salim Ismael**
Email: kh_salim@uomosul.edu.iq

8. Course Objectives

Course Objectives	1- Familiarizing students with the beginnings of excavation palpation of archaeological sites in Iraq and the Near East and emergence of Archeology and its development and definition of the history archaeological excavations and the most famous international local excavators.
	2- The most important methods of archaeological excavation, ty of archaeological sites, and methods used in detecting antiqui and factors Help with that.
	3-Identify the general foundations in the formation of excavat bodies and the relationship of archeology with the humanities and other applied .

4-How to conduct an archaeological survey of archaeological sites methods of dating antiquities.
5- See samples of the most famous archaeological sites excavated Iraq.

9. Teaching and Learning Strategies

Strategy	1- Presenting the course according to the curriculum prescribed for students. 2- Familiarize students with the most important drilling methods that were followed in the past and compare them with the newly adopted methods. 3- Introducing the most important scientific and local prospectors and their field experiences. 4- Conducting some field visits to understand the applied methods currently adopted by the exploration authorities. 5- Presentation of the most important excavation models for selected archaeological sites from Iraq.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Method of buildings and Organized archaeological excavation and underwater excavation	Prospecting methods	theoretical	Explanation and discussion of the topic
Second	3	Burial excavation and extraction of human skeletons	Prospecting methods	theoretical	Explanation and discussion of the topic
Third	3	Pottery excavation	Prospecting methods	theoretical	Explanation and discussion of the topic
Fourth	3	Excavation of archaeological materials	Prospecting methods	theoretical	Explanation and discussion of the topic

		Small and types of stone machines			
Fifth	3	Photographing and documenting antiquities	Prospecting methods	theoretical	Explanation and discussion of the topic
Sixth	3	Methods of archaeology history	Prospecting methods	theoretical	Explanation and discussion of the topic
Seventh	3	Absolute Historiography	Prospecting methods	theoretical	Mid-term exam
Eighth	3	Relative history	Prospecting methods	theoretical	Explanation and discussion of the topic
Ninth	3	Damage and treatment of antiquities	Prospecting methods	theoretical	Explanation and discussion of the topic
tenth	3	Excavation Reports	Prospecting methods	theoretical	Explanation and discussion of the topic
Eleventh	3	Examples of archaeological excavation methods in archaeological sites	Prospecting methods	theoretical	Field visit

Twelfth	3	Wasit	Prospecting methods	theoretical	Explanation and discussion of the topic
Thirteenth	3	Samarra	Prospecting methods	theoretical	Explanation and discussion of the topic
Fourteenth	3	Babylon	Prospecting methods	theoretical	Explanation and discussion of the topic
Fifteenth	3	Nineveh	Prospecting methods	theoretical	Preparing for the final exam

11. Course Evaluation

1/ Weekly oral exams.
2/ Homework.
3/ Written tests.
4/ Mid- exam.
5/ End-of-semester exam and final evaluation for students.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	According to academic requirements
Main references (sources)	Methods of archaeological excavations – Dr Taqi Al-Dabbagh. Archaeology – Dr. Omar Jassam Fadel.
Recommended books and references (scientific journals, reports...)	Matthews, R., The Archaeology of Mesopotamia, USA,2003.
Electronic References, Websites	https://cdli.mpiwg-berlin.mpg.de/

Prof. Khalid Salim Ismael

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Course Description Form

1. Course Name: Examples of ancient Iraqi literature – hymns, prayers and elegies

2. Course Code: Four stage

3. Semester / Year: second Semester 2024-2025

4. Description Preparation Date: 1-2-2025

5. Available Attendance Forms: Attendance daily throughout the week

6. Number of Credit Hours (Total) / Number of Units (Total): 30 h0urs a week

7. Course administrator's name (mention all, if more than one name)
Name: Dr. Nabeel Khalid Sheet
Email: dr_nabeel_altaee@uomosul.edu.iq

8. Course Objectives

Course Objectives	• Study of poetic literary texts of hymns, prayers, and elegies, their methods of organization, styles, and themes. • Training the student to analyze the ideas and news contained in literary texts as they are a true mirror that reflects the reality of people's lives in ancient Iraq. • Studying the topics that occupied the minds of people in ancient Iraq.

9. Teaching and Learning Strategies

Strategy	1) Displaying examples of Sumerian and Akkadian hymns, prayers and elegies. 2) Training students on how to deal with and analyze literary text. 3) Involving students in explanations and generating ideas.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first	2	Hymn texts and their authors	Hymn literature	Theoretical - Analysis	
The second	2	Methods of formulating hymn texts	Hymn literature	Theoretical - Analysis	Conducting oral tests
the third	2	Hymns to the gods, their themes and the most prominent models discovered	Hymn literature	Theoretical-Examples	Conducting oral tests
the fourth	2	Hymns of the Kings, their themes and the most prominent discovered examples	Hymn literature	theoretical	Duty
The Fifth	2	Hymns of cities and temples and their most prominent discovered examples	Hymn literature	Theoretical - Reading Analysis	Students' participation analyzing the literary text
The sixth	2	Prayer texts and their authors	Prayer literature	theoretical	Take a written exam
The seventh	2	Methods of formulating prayer texts	Prayer literature	Theoretical - Reading Analysis	Student participation in analyzing literary texts
The eighth	2	Prayers of repentance and avoiding divine wrath and their discovered models	Prayer literature	Theoretical - Reading and Analysis	Duty
The ninth	2	Prayers of raising hands, their topics and discovered models	Prayer literature	Theoretical - reading analysis	Student participation in analyzing literary texts
The tenth	2	Prayers of vows and the elimination of witches and their discovered models	Prayer literature	theoretical	Homework + oral tests + written exam
The eleventh	2	Elegies texts and their authors	Elegy literature	theoretical	Duty
The twelfth	2	Methods of formulating elegies	Elegy literature	theoretical	Homework + tests + written exam
The Thirteenth	2	Historical Elegies and Their Discovered Examples	Elegy literature	Theoretical - Reading and Analysis	Student participation in text analysis
The fourteenth	2	Religious Elegies and Their Discovered Models	Elegy literature	Theoretical - Reading and Analysis	Homework + oral exams.
The Fifteenth	2	Personal Elegies and Their Discovered Models	Elegy literature	Theoretical Reading Analysis	

11. Course Evaluation

- View the course
- Focus on daily participation

- Conducting weekly, monthly, and end-of-semester tests

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	....
Main references (sources)	• Master's Thesis: Hymns in Ancient Iraq in Light of Cuneiform Sources, Mosul, 2008 • Book of Religious Beliefs in Mesopotamia - Selections from Literary Texts / Author: Rene Labat. • Master's Thesis: Elegy Literature in Ancient Iraq in Light of Cuneiform Sources, Mosul, 2002 • PhD Thesis: Prayer Literature in Ancient Iraq in Light of Cuneiform Sources, Mosul, 2012
Recommended books and references (scientific journals, reports...)	**The literature of Ancient Sumer, Oxford ,2004 .**
Electronic References, Websites	• Eridu Library of Ancient History. • Ziusudra Archaeological Library. • Library of the Department of Archeology, College of Arts

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٢٠٢٥/٤/١٠

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Course Description Form

1. Course Name:	
Methods of Archaeological Excavations	
2. Course Code:	
Fourth stage	
3. Semester / Year:	
Second Semester / 2024-2025	
4. Description Preparation Date	
1\ 2\ 2025	
5. Available Attendance Forms: The time and place specified according to the department's weekly schedule / full attendance.	
The time and place are determined according to the weekly schedule of the Department Ancient Iraqi Languages / attendance in the classrooms	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(45) hours per semester, that is (15) weeks for semester.	
7. Course administrator's name (mention all, if more than one name)	
Name: **Khalid Salim Ismael**	
Email: kh_salim@uomosul.edu.iq	
8. Course Objectives	

Course Objectives	1- Familiarizing students with the beginnings of excavation palpation of archaeological sites in Iraq and the Near East and emergence of Archeology and its development and definition of the history archaeological excavations and the most famous international local excavators.
	2- The most important methods of archaeological excavation, ty of archaeological sites, and methods used in detecting antiqui and factors Help with that.
	3-Identify the general foundations in the formation of excavat bodies and the relationship of archeology with the humanities and other applied .

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		4-How to conduct an archaeological survey of archaeological sites methods of dating antiquities. 5- See samples of the most famous archaeological sites excavated Iraq.

9. Teaching and Learning Strategies

Strategy	1- Presenting the course according to the curriculum prescribed for students. 2- Familiarize students with the most important drilling methods that were followed in the past and compare them with the newly adopted methods. 3- Introducing the most important scientific and local prospectors and their field experiences. 4- Conducting some field visits to understand the applied methods currently adopted by the exploration authorities. 5- Presentation of the most important excavation models for selected archaeological sites from Iraq.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Method of buildings and Organized archaeological excavation and underwater excavation	Prospecting methods	theoretical	Explanation and discussion of the topic
Second	3	Burial excavation and extraction of human skeletons	Prospecting methods	theoretical	Explanation and discussion of the topic
Third	3	Pottery excavation	Prospecting methods	theoretical	Explanation and discussion of the topic
Fourth	3	Excavation of archaeological materials	Prospecting methods	theoretical	Explanation and discussion of the topic

		Small and types of stone machines			
Fifth	3	Photographing and documenting antiquities	Prospecting methods	theoretical	Explanation and discussion of the topic
Sixth	3	Methods of archaeology history	Prospecting methods	theoretical	Explanation and discussion of the topic
Seventh	3	Absolute Historiography	Prospecting methods	theoretical	Mid-term exam
Eighth	3	Relative history	Prospecting methods	theoretical	Explanation and discussion of the topic
Ninth	3	Damage and treatment of antiquities	Prospecting methods	theoretical	Explanation and discussion of the topic
tenth	3	Excavation Reports	Prospecting methods	theoretical	Explanation and discussion of the topic
Eleventh	3	Examples of archaeological excavation methods in archaeological sites	Prospecting methods	theoretical	Field visit

Twelfth	3	Wasit	Prospecting methods	theoretical	Explanation and discussion of the topic
Thirteenth	3	Samarra	Prospecting methods	theoretical	Explanation and discussion of the topic
Fourteenth	3	Babylon	Prospecting methods	theoretical	Explanation and discussion of the topic
Fifteenth	3	Nineveh	Prospecting methods	theoretical	Preparing for the final exam

11. Course Evaluation

1/ Weekly oral exams.
2/ Homework.
3/ Written tests.
4/ Mid- exam.
5/ End-of-semester exam and final evaluation for students.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	According to academic requirements
Main references (sources)	Methods of archaeological excavations – Dr Taqi Al-Dabbagh. Archaeology – Dr. Omar Jassam Fadel.
Recommended books and references (scientific journals, reports…)	Matthews, R., The Archaeology of Mesopotamia, USA, 2003.
Electronic References, Websites	https://cdli.mpiwg-berlin.mpg.de/

Prof. Khalid Salim Ismael

ا.م.د.معاذ حيش خضر
رئيس قسم اللغات العراقية
القديمة

٢٠٢٥/٢/١٠

Course Description Form

1.Course Name: Neo Babylonian texts - economic documents

2.Course Code: Fourth stage

1. Semester /second - Year: 2024-2025

2. Description Preparation Date: 1/2/2025

5.Available Attendance Forms: Daily attendance, 7 days a week

6. Number of Credit Hours (Total) / Number of Units (Total)/ 30 hours

3. Course administrator's name (mention all, if more than one name)
       Name: rana waleed fathi
       Email: ranawaleed83@uomosul.edu.iq

4. Course Objectives

Course Objectives	Accessing selected cuneiform texts from the Neo-Babylonian era, and training students to distinguish between Babylonian economic texts and other texts.

5. Teaching and Learning Strategies

Strategy	1- Showing examples of neo Babylonian texts 2- Training students to deal with and analyze text 3- Display suggested translations of the text 4- Involving students in explanations of the cuneiform text

6.   Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introduction to the Neo-Babylonian era	theoretical	Babylon city	theoretical

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2	2	An overview of the New Babylonian state	=	=	=
3	2	Rulers of the New Babylonian Empire	=	=	Oral exams
4	2	The contract among the Babylonians	Neo Babylonian texts	theoretical	
5	2	Terms indicating the contract	=	=	Oral exams
6	2	Clay figures of Babylonian contracts	=	=	=
7	2	General characteristics of Babylonian contracts	=	=	Assignments: Conduct oral exams
8	2	The power of knots among the Babylonians	=	=	Duty assignment
9	2	Sales contracts among the Babylonians	Contracts for the sale of movable property Contracts for the sale of immovable property	=	=
10	2	Lease contracts among the Babylonians	Selected economic models	theoretical	Read and analyze oral assignments and tests
11	2	Loan contracts among the Babylonians	=	Theoretical – reading, analysis and	translation Duty assignment
12	2	Barter contracts among the Babylonians	=	Theoretical – reading, analysis and	reading, analysis and translation Oral exams

13	2	Bail contracts among the Babylonians	=	Theoretical – reading, analysis and translation	Participation of students in grammatical re-analysis of the text
14	2	Commercial voyage contracts among the Babylonians	=	theoretical	=
15	2	General review and preparation for exams	=	theoretical	Conduct a written exam

7. Course Evaluation

Studying the general formulas of ancient Neo-Babylonian texts, while giving selected

examples of economic texts

8. Learning and Teaching Resources

Required textbooks (curricular books, if any)	▪ San Nicolo, M. and A. Ungnad ., Neubabylonische Rechts- und Verwaltungsurkunden. Band I.NRV , 1935 ▪ Wunsch , C., Die Urkunden des babylonischen Geschiiftsmannes lddin-Marduk. Groningen.1993 ▪ Holland , T , A and Urban , T , G ., Oriental Institute Publications, OIP , Vol.122, 2003
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Access to economic cuneiform texts (facsimile models reproduced on clay tablets)

Subject professor: Dr. Rana Waleed Fathi

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