

Course description form

[illegible]

to clarify maps of archaeological sites and plans for buildings, both religious data show, ,methods ooks and sources related to the urged students to follow recent publications of b He .and civil archaeological specialty, transfer previous experiences to specialists, and follow up on workshops, seminars, and conferences related to the archaeological and cultural field, ancient languages, le giving them the opportunity to hear their own viewpoints and the excavations, and museums, whi . extent of their readiness to work in the archaeological field after completing their studies					
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral questions	My presence	an introduction entrance material on Introductory	laining the required erial in person and g electronic	2	the first
Oral questions after asking everyone to prepare and read about the material	My presence	And reasons the first chapter he National Judgment end And the representative Iraq BC 539 Year Babylon city peoples hand on .Achaemenid	ta educational tools show). laining the required erial in person and g electronic	2	the second
Participation, interaction and preparation	My presence	duction and introductory duction to the material of e first chapter and the reaso he end of national rule in represented by the city of ylon in the year 539 BC, at hands of the Achaemenid .peoples	ta educational tools show). laining the required erial in person and g electronic	2	the third
Oral questions after asking everyone to read prepare and about the material	My presence	political and economic itions of ancient Iraq ng the late rule of the New ylonian state and its king Nabonidus	ta educational tools show). laining the required erial in person and g electronic	2	the fourth
Oral exam for the subject	My presence	Achaemenid occupation of ent Iraq (reasons and (motives	ta educational tools show). laining the required erial in person and g electronic	2	Fifth
Participation, interaction and preparation	My presence	Achaemenids, origin, e, language, religion, and the most important kings	ta educational tools show). laining the required erial in person and g electronic	2	VI
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq during Achaemenid occupation a political, economic and ctive, religious pe tioning the most important ts of this period and the sons for its fall and collapse	ta educational tools show). laining the required erial in person and g electronic	2	Seventh
Oral exam for the	My presence	ander the Great, his	ta educational tools show). laining the required erial in person and g electronic	2	VIII
				2	Ninth
				2	The tenth
				2	eleventh
				2	twelveth
				2	Thirteenth

subject		onality, his accession to the	g electronic		
Participation,	My	ne, his expansionist wars,	ta educational tools	2	fourteenth
interaction and	presence	unification of his country,	show).		
preparation		nd his dream of controlli	aining the required		
		.the East	erial in person and		
after Oral questions	My	ander's wars with the	g electronic	2	Fifteenth
asking everyone to	presence	aemenids, their	ta educational tools		
prepare and read		ination, and control of the	show).		
about the material	My	of Babylon. A statement of	aining the required	2	the first
	presence	conditions of Iraq from a	erial in person and		n the
Oral exam for the		ical and economic	g electronic		cond chapter
subject	My	pective. He mentioned the	ta educational tools	2	the second
	presence	important antiquities and	show).		
Participation,	My	n Iraqi foreign Western sty	aining the required	2	the third
interaction and	presence	ecture and the death of	erial in person and		
preparation		.Alexander the Great	g electronic		
Oral questions after	My	after the death of	ta educational tools	2	the fourth
asking everyone to	presence	ander the Great, the	show).		
prepare and read		ion of the Macedonian	aining the required		
about the material	My	ire, and how Seleucus I	erial in person and	2	Fifth
	presence	controlled it	g electronic		
Participation,			ta educational tools		
interaction and	My	conditions of Iraq during	show).		
preparation	presence	acid control from a	aining the required	2	VI
Oral questions after		and political, religiou	erial in person and		
asking everyone to	My	omic perspective, and the	g electronic		
prepare and read	presence	ons for the collapse of	ta ucatational toolseed	2	Seventh
about the material		acid rule, mentioning the	show).		
	My	ts that date back to this	aining the required	2	VIII
Participation,	presence	.era	erial in person and		
interaction and			g electronic		
preparation	My	ian occupation origin,	ta educational tools	2	Ninth
am for the Oral ex	presence	e, language, religion, most	show).		
subject		ortant kings, elimination of	aining the required	2	
	My	Seleucids and control of	erial in person and		
Oral questions	presence	Iraq	g electronic	2	The tenth
			ta educational tools		
Oral questions after	My	ian control from a	show).		
asking everyone to	presence	ical, religious, and	aining the required	2	eleventh
prepare and read		omic perspective, and the	erial in person and		
about the material	My	ons for the collapse of	g electronic		
	presence	ian rule, mentioning the	ta educational tools	2	Twelfth
		ts that date back to this	show).		
	My	.era	aining the required		
Participation,	presence		erial in person and	2	Thirteenth
interaction and			g electronic		
preparation	My	ian occupation origin,	ta educational tools	2	fourteenth
	presence	enclature, language,	show).		
Oral questions after		religion, most important ki	aining the required		
		ination of the Parthians	erial in person and		
	My	and control of Iraq	g electronic		
	presence		ta educational tools	2	Fifteenth
			show).		
		conditions of Iraq during	aining the required		
		anid control from a	erial in person and		
		ical, religious, and	g electronic	2	

asking everyone to prepare and read about the material	My presence	omic perspective, and the ons for the collapse of anian rule and the entry of under the banner of conquest, mentioning Islami effects dating back to this .era	ta educational tools show). the required Explaini erial in person and g electronic ta educational tools show).		
Participation, and interaction preparation	My presence		ta educational tools show).		
Oral questions after asking everyone to prepare and read about the material	My presence	city of Babylon, naming, ion, city planning, the important archaeological uments, including temples, ces, walls, defensive fications, gates, streets, ziggurats , and han ens, including what was d during the various .periods of occupation	laining the required erial in person and g electronic ta educational tools show).		
Oral exam for the subject	My presence	ying the most important tectural elements and s in the city that came the occupiers, such as the um, the theater, and the important building rialsmate	laining the required erial in person and g electronic ta educational tools show).		
Participation, interaction and preparation	My presence	duction and introductory duction to the subject of second chapter, and a talk t the most important cities chosen for study	laining the required erial in person and g electronic ta educational tools show).		
Participation and interaction And civilization	My presence		laining 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 architecture and ancient from the period 539 BC to .AD 636	laining the required erial in person and g electronic ta educational tools show).		
questions after Oral asking everyone to prepare and read about the material	My presence	building materials used in period and how to obtain rials that are not available ly, such as milk, bricks, d, stones, metals, binders,etc	laining the required erial in person and g electronic ta educational tools show).		
	My presenc e	k architecture and ce in ancient Iraqinflu	laining the required erial in person and g electronic ta educational tools show).		
	My presenc e	ucia city, location, reasons emergence, history of the archaeological excavations	red Explaining the r erial in person and g electronic ta educational tools show).		
	My presenc e	planning, defensive fications, residential houses	laining the required erial in person and g electronic ta educational tools show).		
	My	ples, palaces, cemeteries and tombs	g electronic ta educational tools		

	<p>presence</p> <p>My presence</p>	<p>a city, location, naming, the city history of most important kings, ion, economy, politics, and the fall of the city</p> <p>ding materials, archaeological excavations planning, defensive fications, walls, gates, moat</p> <p>Main temples</p> <p>Secondary temples</p> <p>eteries ,Residential houses and graves</p> <p>r archaeological marks in the city of Hatra, squares, markets</p>	<p>show). aining the required erial in person and g electronic ta educational tools</p> <p>show). aining the required erial in person and g electronic ta educational tools</p> <p>show). aining the required erial in person and g electronic ta educational tools</p> <p>show). aining the required erial in person and g electronic ta educational tools</p>		
Course evaluation .11					
<p>The grade is distributed out of 100 according to the tasks assigned to the student, such as daily etc. Daily preparation (5), daily exam ...preparation, daily, oral, monthly, and written exams, reports (oral (5), monthly (15), written (60), report (5 ,(10)</p>					
Learning and teaching resources .12					
Iraq in History (A Brief Political History) / Dr. Amer Suleiman			(Required textbooks (methodology, if any		
<p>Relying on many sources and references related to this ...period, including</p> <p>Iraqi Civilization / a group of researchers -</p> <p>Mosul Civilizational Encyclopedia / a group of researchers -</p> <p>Introduction to the history of civilizations / Taha Baqir -</p> <p>on ancient history / Amer Suleiman and Lectures -</p> <p>Fatayan-Ahmed Malik Al T. / Oscar Reuter / Babylon, the inner city center -</p> <p>Nawal Khurshid and Ali Yahya Mansour -Hadar, the Arab Capital / Majed Abdullah Al-Al Shams -</p> <p>The mediator in the history of the Arabs before Mallah-Hashem Al / Islam -</p> <p>The emergence and establishment of the Seleucid state / Hassan Hamza Jawad -</p> <p>Ancient History of Iran / Taha Baqir and others -</p> <p>The civilization of Iran and Asia Minor in ancient Khatib-times / Muhammad Al Ahmad-aeed AISami S / History of the Middle East -</p> <p>Ancient Persia / Yezf Wieshofer / T. Muhammad Jadid -</p>			(sources) Main references		

The Greatness of Babylon / Harry Sacks / T. Amer - 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

1. Course Name: Geoarcgeology	
2. Course Code:	
3. Semester / Year: 2024/2025	
4. Description Preparation Date: 1/10/2024	
5. Available Attendance Forms: presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Three hours per weak	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Bashar Muneer Yahya Email: bashar1974@uomosul.edu.iq	
8. 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
9. Teaching and Learning Strategies	

Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
		-General introduction -The role of remote sensing archaeological geology -Modern methods of archaeological discovery -Magnetic method -Electric method -Examples of historical sites revealed using geoarchaeological techniques		Power point	
11. 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					

12. 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

1. Course Name:
Surveying and engineering drawing
2. Course Code:
Third Class
3. Semester / Year:
First Semester/2024–2025
4. Description Preparation Date:
13/2/2025
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
(45 hours / 45 units)
7. Course administrator's name (mention all, if more than one name)
Name: RASHA ADIL NAJM Email: rashaadil@uomosul.edu.iq
8. 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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9. 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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10. 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	Units of measurement	Teach the student linear	in person	Interactive

	hours	and types of measurements	and angular units of measurement to benefit from them in calculations		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 avoid errors in measuring distances.	Angle measuring devices and tools Errors in measuring distances	in person	Interactive questions during lectures and tests
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	The student's knowledge	Proper notation	in person	Interactive

	hours	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.	requirements Suggestions regarding recording information in the field book		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 elementary manner and drawing sketches of the site.	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
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

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

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%

12. 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

Course Name		Maintenance and restoration of antiquities/maintenance of organic and inorganic antiquities	
Course Code			
Semester/year		2024-2025 first semester	
The date this description was prepared		18/3/2025	
Available attendance forms		My presence	
Number of study hours (total)/number of units (total)		15 weeks 45 hours	
Name of the course administrator (if more than one name is mentioned)		Name: Marwan Salem Sharif Email: Marwan_shareef@uomosul.edu.iq	
Course objectives		<p>Objectives of the study subject</p> <ul style="list-style-type: none"> 1- Employing learning content To provide students with the skills of conservation and restoration of antiquities. 2- Develop proposals to overcome a problem Low skills of the restorer () 3- Fasi Legal texts related to the preservation of world heritage.. <p>Finding solutions to a problem Failure of archaeological restoration methods in Iraq</p>	
Teaching and learning strategies		The strategy	
<p>a-Identify the types of antiquities, manufacturing methods, materials, and methods of maintaining them.</p> <p>B-Identify Clearly on the factors affecting it Effects 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>			
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes

أ.م.د. محمد المجاز بن علي
رئيس قسم الآثار

Course Name .13					
Maintenance and restoration of antiquities/maintenance of organic and inorganic antiquities					
Course Code .14					
Semester/year .15					
2024-2025 first semester					
The date this description was prepared .16					
18/3/2025					
Available attendance forms .17					
My presence					
Number of study hours (total)/number of units (total) .18					
15 weeks 45 hours					
Name of the course administrator (if more than one name is mentioned) .19					
Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq					
Course objectives .20					
<p>----- •</p> <p>----- •</p> <p>----- •</p>		<p>Objectives of the study subject</p> <p>1- Employing learning contentTo provide students with the skills of conservation and restoration of antiquities.</p> <p>2- Develop proposals to overcome a problemLow skills of the restorer 0</p> <p>3- FasirLegal texts related to the preservation of world heritage..</p> <p>Finding solutions to a problemFailure of archaeological restoration methods in Iraq</p>			
Teaching and learning strategies .21					
<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 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 strategy
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	
Direct questions	My presence	International organizations	Cognitive experience	2	1
Direct	My presence	International organizations	Cognitive experience	2	2

questions					
Quick exam	My presence	Restoration basics	Cognitive experience	2	3
Direct questions	My presence	Restoration basics	Cognitive experience	2	4
Direct questions	My presence	Identify the types Restoration laboratories	practical experience	2	5
Direct questions	My presence	Identify the types Restoration laboratories	practical experience	2	6
Exam Direct questions Monthly	My presence	Laboratory contents	practical experience	2	7
My presence	My presence	Laboratory contents		2	8
Quick exam	My presence	materials used in the antiquities industry		2	9
Direct questions	My presence	umenting archaeological finds		2	10
Direct questions	My presence	umenting archaeological finds		2	11
Direct	My presence	Identify damage factors		2	12

questions					
Direct questions	My presence	Metal maintenance Iron and copper -1		2	13
Direct questions	My presence	the woods -2		2	14
Semester exam	My presence	Silver and gold -3		2	15
Course evaluation					.22
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports... etc. 40 semester grades divided as follows: 5 attendance, 15 daily, monthly.					
Learning and teaching resources					.23
			Required textbooks (methodology, if any)		
Basics of restoration / Muhammad Abdel Hadi / 2020 Preservation of archaeological materials/translator/2013			Main references (sources)		
Archeology/translator/2010			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, websites		

Course Description Form

1. Course Name: (Islamic Arts)

2. Course Code: Islamic Arts

3. Semester / Year: First Course (2024-2025)

4. Description Preparation Date: 23-3 -2025

5. Available Attendance Forms: In – person and Online

6. Number of Credit Hours (Total) / Number of Units (Total) 2 Weekly

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

Name: Ahmed Ibrahim Ahmed

Email: Ahmed-ebrahim@uomosul.edu.iq

8. Course Objectives

Course Objectives

- Introduction to Metal Parts and Their Shapes ..
- Highlighting the key artistic aspects of decorations and methods of executing them

9. Teaching and Learning Strategies

Strategy

Students acquire the necessary knowledge about metal, Wood, ivory, and other parts shapes, manufacturing Methods , and the formation of the their decorations

10. Course Structure

أ.م.د. محمد مجاز علي
رئيس قسم الآثار

Course Description Form

13.	Course Name: (Islamic Arts)
14.	Course Code: Islamic Arts
15.	Semester / Year: First Course (2024–2025)
16.	Description Preparation Date: 23–3 –2025
17. Available Attendance Forms: In – person and Online	
18. Number of Credit Hours (Total) / Number of Units (Total) 2 Weekly	
19.	Course administrator's name (mention all, if more than one name)
Name: Ahmed Ibrahim Ahmed Email: Ahmed–ebrahim@uomosul.edu.iq	
20.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> • Introduction to Metal Parts and Their Shapes .. • Highlighting the key artistic aspects of decorations and methods of executing them
21.	Teaching and Learning Strategies
Strategy	Students acquire the necessary knowledge about metal Wood, ivory, and other parts shapes, manufacturing Methods , and the formation of the their decorations....

22. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Acquiring information	The metal Artifacts in the dawn of Islamic and the Umayyad era.	Both in-person And online	Explanation And discussion
Second	2	Acquiring information	The definition Of types of Metal artifacts and their places of manufacture.	Both in – Person And online	Question And answers
Third	2	Acquiring information	Mirrors and Metal incense Burners from My cities, Baghdad and Mosul.	Both in – Person And online	Exam
Fourth	2	Acquiring information	Highlight the Artistic aspects Of mirrors and And incense Burners.	Both in – Person And online	Explanation And discussion
Fifth	2	Acquiring information	Various metal And boxes and Kettles.	Both in – Person And Online	Question And answers
Sixth	2	Acquiring information	The artistic Aspects of Boxes and Pitchers.	Both in – Person And online	Exam
Seventh	2	Acquiring	Metal	Both in –	Explanation

		information	Candlesticks And pipes of Various Dimeters from Mosul.	Person And online	And discussion
Eighth	2	Acquiring information	The Introduction to Metal artifacts In the Fatimid Era.	Both Person And online	Question And answers
Ninth	2	Acquiring information	Introduction to Metal artifacts In the Ayyubid Era and their Most prominent Artistic aspects.	Both Person And Online	Explanation And discussion
Tenth	2	Acquiring information	The metal Artifacts in the Mameluke era.	Both Person And online	Exam
Eleven	2	Acquiring information	The shapes and Decorations of Artifacts in the City of mosul.	Both Person And online	Explanation And discussion
Twelve	2	Acquiring information	The methods of decoration and their types, such as human, animal,calligraphic vegetal, and others.	Both Person And online	Question And answers
Thirteen	2	Acquiring information	The in dustrial Methods of Decoration (embossing, Engraving, gilding And inlaying).	Both Person And online	Explanation And discussion
Fourte	2	Acquiring information	Musical Instruments and Their types.	Both Person And online	Exam
Fifteen	2	Acquiring information	Ivory artifacts in Islamic eras.	Both Person And	Explanation And discussion

				online	
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)			Islamic Arabic Decorative Arts by .Dr. Salah Hussein Al-Obaidi"		
Main references (sources)			Conductive Metal Artifacts in the Abbasid Period"		
Recommended books and references (scientific journals, reports...)			Demand ;(Islamic Arts). Zaki Mohamed Hassan;(The Arts Of Islam "		
Electronic References, Websites					

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)	
٢ 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 المجازي
 رئيس قسم الآثار

Course Description Form

1. Course Name:	
English Archaeological Texts/ Third	
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	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

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 brainstorming	Sumerian Court	Classroom evaluation and homework	Delivering the lecture 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	Sumerian States	Classroom evaluation	Classroom evaluation

		brainstorming		and homework	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	
Course Name	1
Antiquities of Iraq during the Achaemenid and Seleucid occupation / Antiquities of Iraq during the Parthian and Sassanian occupation	
Course Code	2
Semester/year	3
2024-2025 / The first and second	
description was prepared The date this	4
2025-3-25	
Available attendance forms	5
My presence	
(Number of study hours (total)/number of units (total	6
hours 10 hours / a total of 10 hours / the second stage is 10 The first stage is	
(than one name is mentioned Name of the course administrator (if more	7
marwan_shareef@uomosul.edu.iq :Email Marwan Salim Shareef	
Course objectives	8
<ul style="list-style-type: none"> • Study of the antiquities of ancient Iraq during the period from the fall of the ancient city of Babylon in the year 539 BC until the entry of Iraq under the banner of Islamic conquest in the year 632 AD and the end of the Sassanian rule in ancient Iraq. • The study includes the antiquities of ancient Iraq during the Seleucid occupation (331-163 BC) and the Parthian occupation (247-224 BC). • The beginning was the definition of the Seleucid occupation (331-163 BC), and finally the Sassanian occupation (224-650 AD). • The study includes the definition of the origins of the peoples occupying Iraq and the method of administration and policy. • After that, a number of cities were chosen as selected models during this period, such as the city of 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 building materials, with a study of city planning and their defensive fortifications, as well as temples, palaces, tombs and their mix of ancient Iraqi other styles that entered Iraq through the occupier, and how to deal with them. 	

Course Name	.24
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quities of Iraq during the Achaemenid and Seleucid occupation / Antiquities of Iraq during the Parthian and Sassanian occupation	
Course Code	.25
Semester/year	.26
2024-2025 / The first and second	
The date this description was prepared	.27
2025-3-25	
Available attendance forms	.28
My presence	
(Number of study hours (total)/number of units (total	.29
hours The first stage is 30 hours / the second stage is 30 hours / a total of 60	
(Name of the course administrator (if more than one name is mentioned	.30
marwan_shareef@uomosul.edu.iq :Email Marwan Salim Shareef	
Course objectives	.31
<ul style="list-style-type: none"> • Babylon in the year 539 Study of the antiquities of ancient Iraq during the period from the fall of the ancient city of Babylon and the end of national rule in ancient Iraq until the entry of Iraq under the banner of Islamic conquest in the year 636 AD / 14 AH. The study includes the antiquities of ancient Iraq during the Battle of Al-Qadisiyah in the year 636 AD / 14 AH. The study includes the antiquities of ancient Iraq during the Achaemenid occupation in 539 BC and the Macedonian occupation. 331 BC, the Seleucid occupation 311 BC, the Parthian occupation 126 BC, and finally the Sassanian occupation 227 AD. The beginning was the definition of the city of ancient Iraq and the method of administration and policy followed with the local of the origins of the peoples occupying Iraq. • Population. After that, a number of cities were chosen as selected models during this period, such as the city of Babylon, Uruk, and architectural elements and the Babylon, Seleucia, and Hatra. Discussing the most important architectural and decorative styles that emerged during this period, as well as building methods and materials, building materials, with a study of city planning and their defensive fortifications, as well as temples, palaces, tombs and other styles that entered Iraq through the occupier, and how to deal with them and their mixing of ancient Iraqi elements. 	
Teaching and learning strategies	.32
Explanation through the meeting, lecture in person, with the use of some electronic teaching methods to clarify maps of archaeological sites and plans for buildings, both religious and civil, and 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 archaeological and cultural field	the strategy

excavations, and museums, while 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					
Course structure .33					
Evaluation method	Learning method	Name of the unit or topic	learning Required outcomes	hours	the week
Oral questions	My presence	an introduction entrance material on Introductory	aining the required erial in person and	2	the first
Oral questions after asking everyone to prepare and read about the material	My presence	And reasons the first chapter he National Judgment end And the representative Iraq BC 539 Year Babylon city peoples hand on . Achaemenid	g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	the second
Participation, and interaction preparation	My presence	duction and introductory duction to the material of first chapter and the reasons he end of national rule in represented by the city of ylon in the year 539 BC, at hands of the Achaemenid .peoples	g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	the third
Oral questions after asking everyone to prepare and read about the material	My presence	political and economic itions of ancient Iraq ng the late rule of the New ylonian state and its king Nabonidus	aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	the fourth
Oral exam for the subject	My presence	Achaemenid occupation of ent Iraq (reasons and (motives	aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	Fifth
Participation, and interaction preparation	My presence	Achaemenids, origin, e, language, religion, and the most important kings	aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	VI
Oral questions after asking everyone to prepare and read about the material	My presence	itions of Iraq during The Achaemenid occupation a political, economic and ious perspective, tioning the most important ts of this period and the sons for its fall and collapse	aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	Seventh
Oral exam for the subject	My presence	ander the Great, his e personality, his accession t e, his expansionist wars, unification of his country, his dream of controlling .the East	aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	VIII
Participation, and interaction	My presence		aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	Ninth
			aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	The tenth
			aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	eleventh
			aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	twelveth
			aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	Thirteenth
			aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools	2	fourteenth

Participation, and interaction preparation	presence	effects dating back to this .era	ta educational tools show).		
Oral questions after one to asking every prepare and read about the material	My presence	city of Babylon, naming, ion, city planning, the important archaeological uments, including temples, es, walls, defensive fications, gates, streets, urats , and hanging ens, including what was lded during the vario .periods of occupation	laining the required erial in person and g electronic ta educational tools show).		
Oral exam for the subject	My presence	ying the most important tectural elements and s in the city that came the occupiers, such as the um, the theater, and the important building materials	laining the required erial in person and g electronic ta educational tools show).		
Participation, and interaction preparation	My presence	duction and introductory ect of introduction to the second chapter, and a talk t the most important cities chosen for study	laining the required erial in person and g electronic ta educational tools show).		
Participation and interaction And civilization	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	laining the required erial in person and g electronic ta educational tools show).		
Participation, and interaction preparation	My presence	building materials used in period and how to obtain rials that are not available ly, such as milk, bricks, d, stones, metals, binders,etc	laining the required erial in person and g electronic ta educational tools show).		
Oral questions after asking everyone to ad prepare and re about the material	My presence	k architecture and influence in ancient Iraq ucia city, location, reasons gence, history of the for archaeological excavations	laining the required erial in person and g electronic ta educational tools show).		
	My presence	planning, defensive fications, residential houses	laining the required erial in person and g electronic ta educational tools show).		
	My presence	ples, palaces, cemeteries and tombs	laining the required erial in person and g electronic ta educational tools show).		
	My presence	a city, location, naming, history of the city most important kings, es, and religion, economy, p the fall of the city	laining the required erial in person and g electronic ta educational tools show).		

	presenc e	ding materials, archaeological excavations planning, defensive fications, walls, gates, moat Main temples Secondary temples dential houses, cemeteries and graves r archaeological atra, landmarks in the city squares, markets	show). aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta ucational toolseed show).		
Course evaluation .34					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports... etc. Daily preparation (5), daily exam (monthly (15), written (60), report (5 ,(5) oral ,(10)					
Learning and teaching resources .35					
Iraq in History (A Brief Political History) / Dr. Amer Suleiman			(Required textbooks (methodology, if any		
to this Relying on many sources and references related ...period, including Iraqi Civilization / a group of researchers - Mosul Civilizational Encyclopedia / a group of researchers Introduction to the history of civilizations / Taha - Baqir Lectures on ancient history / Amer Suleiman and - Fatayan-Al Ahmed Malik 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 of the Seleucid The emergence and establishment - state / Hassan Hamza Jawad Ancient History of Iran / Taha Baqir and others - The civilization of Iran and Asia Minor in ancient - Khatib-times / Muhammad Al Ahmad-Sami Saeed Al / History of the Middle East - Muhammad .Ancient Persia / Yezf Wieshofer / T - Jadid The Greatness of Babylon / Harry Sacks / T. Amer - Suleiman			(Main references (sources		
ults of recent excavations by modern foreign and Iraqi missions - eonardo ,reviewed journals-international peer in published			Recommended supporting books and		

W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament	(....references (scientific journals, reports
Robert Koldewey : the Excavations at Babylon -	Electronic references, websites

Course Description Form

25.	Course Name: Archaeological of Yemen
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): 2 weekly
31.	Course administrator's name (mention all, if more than one name)
Name: Amal Abdullah Ahmed Falah Email: amal_abdullah@uomosul.edu.iq	
32.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> The Yemeni civilization is considered one of the ancient and important civilizations, so the student must be informed and familiarized with this civilization and study its wonderful monuments
33.	Teaching and Learning Strategies
Strategy	Developing the student's scientific ability in the field of writing research and reports when employed in the field of archaeological and heritage work, in

	addition to preparing master's theses and doctoral dissertations in the future.				
34. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Sources of our information about the history of Yemen	Archaeological Yemen	-Delivering lectures on online platforms every class hour.	Participate in class activities and discussions
2	1	The geographical nature of Yemen	Archaeological Yemen		Duty assignment
3	1	Irrigation projects (Ma'rib Dam)	Archaeological Yemen	-Designing lectures with electronic content in Word, PDF, and PowerPoint formats.	A monthly editorial selection
4	1	The most important Yemeni kingdoms	Archaeological Yemen		Daily Oral Choice
5	1	Features of ancient Yemeni architecture and city planning	Archaeological Yemen	-Providing students with resources related to the course to help them delve deeper into the material.	Participate in class activities and discussions
6	1	Sanaa city	Archaeological Yemen		Preparing reports on the topic
7	1	Features of Yemeni temples (Aram Temple - Bran Temple)	Archaeological Yemen	-Assigning students to prepare academic reports on course topics.	Participate in class activities and discussions
8	1	Features of Yemeni palaces	Archaeological Yemen		Duty assignment
9	1	Ghamadan Palace	Archaeological Yemen	- Conducting discussions with students and interacting by answering	A monthly editorial selection
10	1	Islamic architecture in Yemen	Archaeological Yemen		Daily Oral Choice

11	1	The Great Mosque of Sana'a	Archaeological Yemen	questions and inquiries.	Participate in class activities and discussions
12	1	Ash'ari Mosque and School	Archaeological Yemen		Participate in class activities and discussions
13	1	Ashrafieh Mosque and School	Archaeological Yemen		Duty assignment
14	1	Examples of Islamic decorations	Archaeological Yemen		A monthly editorial selection

35. 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

36. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Antiquities of the Gulf and the Arabian Peninsula.
Main references (sources)	Jumaa Hariz Al-Talbi, Dr. Ta'im Awda Al-Zaidi, Antiquities of the Gulf and the Arabian Peninsula. Introduction to Yemeni Antiquities and Museums, Abdul Halim Nour Al-Din. Lectures on Arab History, Dr. Saleh Ahmed Al-Ali. The Early Arabs Through the Ages and Epochs, Part One, The Pre-Islamic Era, Tahir Jalil Haboush.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

