1. Course Name:		
Prehistoric Ages		
2. Course Code:		
3. Semester / Year:		
2024-2025		
4. Description Preparation Date:		
18/02/2024		
5. Available Attendance Forms: In-person and Electronic		
6. Number of Credit Hours (Total) / Nu	mber of Units	(Total)
30 hours		(10tul)
7. Course administrator's name (me	ntion all, if m	ore than one name)
Name: Anfal Mohammed Mahmoud	d	
Email: anfal_m1983@uomosul.edu	.iq	
8. Course Objectives		
Course Objectives	•	Introduce third-year students in
		the Department of Ancient
		Antiquities to the Prehistoric
		Ages, from the Old Stone Age
		divisions and stages to the
		Middle and then the New
		Stone Age in Iraq, the Levant,
		the world, and Anatolia,
		focusing on location,
		architecture, pottery, stone
		tools, and more.
	•	Introduce third-year students in
		the Department of Ancient
		Antiquities to the Prehistoric
		Ages, from the Old Stone Age
	i	

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.
Enhance understanding and
performance of skills related to
the significance of the Stone
Ages.

9. Teaching and Learning Strategies

Strategy	Simplified and Sequential Explanation for
	Clear Communication

Week	Hours	Required	Unit or subject name	Learning	Evaluation
		Learning		method	method
		Outcomes			
1	3	Understanding	Tell es-Sawwan /	in-person and	
		The topic	Halaf Period	PowerPoint	
2	3	Understanding	Ubaid Culture /	in-person and	oral exams
		The topic	Uruk Period	PowerPoint	
3	3	Understanding	lower East in the	in-person and	
		The topic	Stone Ages	PowerPoint	
4	3	Understanding	Middle and Neolithic	in-person and	
		The topic	Ages in Africa	PowerPoint	
5	3	Understanding	Southwest Asia in	in-person and	
		The topic	the Old Stone Age	PowerPoint	
6	3	Understanding	Levant in Neolithic	in-person and	Discussions
		The topic	Age (Jericho)	PowerPoint	
7	3	Understanding	Maribat Site /	in-person and	
		The topic	Tell Abu Hureyra	PowerPoint	
8	3	Understanding	Tell al-Beida /	in-person and	Reports

		The topic	Megiddo Site	PowerPoint	
9	3	Understanding	Tell al-Beida /	in-person and	
		The topic	Megiddo Site	PowerPoint	
10	3	Understanding	Egypt in Neolithic	in-person and	
		The topic	Age (Faiyum)	PowerPoint	
11	3	Understanding	Egypt in Neolithic	in-person and	Class
		The topic	Age (Faiyum)	PowerPoint	participation
12	3	Understanding	Badari Site	in-person and	
		The topic		PowerPoint	
13	3	Understanding	Iran in the Neolithic	in-person and	
		The topic	Age (Tepe Sialk)	PowerPoint	
14	3	Understanding	Iran in the Neolithic	in-person and	
		The topic	Age (Tepe Sialk)	PowerPoint	
15	3	Understanding	Anatolia in Neolithic	in-person and	
		The topic	Age (Çjatalhöyük)	PowerPoint	

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 \mathfrak{E}

12. 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			

					Cours) 	uescriptio	11 101 111			
									Course N	Name	.1
Iraq	during	the	Achaemenid	and	Seleucid	d	occupation /	Antiquit	ies of Iraq	Antiq	uities
					C	du	iring the Part	hian and	Sassanian	occup	ation
									Course	Code	.2
									Semester	/year	.3

	2024-2023 first and second The
	The date this description was prepared .4
	2025-1-21
	Available attendance forms .5
	My presence
	(total) Number of study hours (total)/number of units .6
	hours / a total of 60 hours The first stage is 30 hours / the second stage is 30
	Name of the course administrator (if more than one name is .7
	(mentioned
	marwan_shareef@uomosul.edu.iq : Marwan Salim Shareef Email
	Course objectives .8
•	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during
•	,
•	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during
• -	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC
-	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC AD / 14 AH. The study includes the Islamic conquest in the Battle of Al-Qadisiyah in the year 636
-	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC AD / 14 AH. The study includes the Islamic conquest in the Battle of AI-Qadisiyah in the year 636 Achaemenid occupation in 539 BC and the Macedonian antiquities of ancient Iraq during the
-	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC AD / 14 AH. The study includes the Islamic conquest in the Battle of Al-Qadisiyah in the year 636 Achaemenid occupation in 539 BC and the Macedonian antiquities of ancient Iraq during the Seleucid occupation 311 BC, the Parthian occupation 126 BC, and finally occupation. 331 BC, the
 • 	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC AD / 14 AH. The study includes the Islamic conquest in the Battle of Al-Qadisiyah in the year 636 Achaemenid occupation in 539 BC and the Macedonian antiquities of ancient Iraq during the Seleucid occupation 311 BC, the Parthian occupation 126 BC, and finally occupation. 331 BC, the of the peoples Sassanian occupation 227 AD. The beginning was the definition of the origins the
 • 	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC AD / 14 AH. The study includes the Islamic conquest in the Battle of AI-Qadisiyah in the year 636 Achaemenid occupation in 539 BC and the Macedonian antiquities of ancient Iraq during the Seleucid occupation 311 BC, the Parthian occupation 126 BC, and finally occupation. 331 BC, the of the peoples Sassanian occupation 227 AD. The beginning was the definition of the origins the followed with the local population. After occupying Iraq and the method of administration and policy
 • 	the period from the fall of the ancient city of Babylon in Study of the antiquities of ancient Iraq during the banner of and the end of national rule in ancient Iraq until the entry of Iraq under the year 539 BC AD / 14 AH. The study includes the Islamic conquest in the Battle of Al-Qadisiyah in the year 636 Achaemenid occupation in 539 BC and the Macedonian antiquities of ancient Iraq during the Seleucid occupation 311 BC, the Parthian occupation 126 BC, and finally occupation. 331 BC, the of the peoples Sassanian occupation 227 AD. The beginning was the definition of the origins the followed with the local population. After occupying Iraq and the method of administration and policy chosen as selected models during this period, such as the city of that, a number of cities were

the as well as temples, palaces, tombs and other styles that entered Iraq through ,fortifications

.elements occupier, and how to deal with them and their mixing of ancient Iraqi

Teaching and learning strategies .9

The strategy

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

Course structure .10

method Evaluation	Learning	of the unit or Name	learning Required	hours	week the
	method	topic	outcomes		
Oral questions		oduction And an entrance material on Introductory	the Explaining required material in	2	first the
Oral questions	presence	And reasons the first chapter he National Judgment end	person and using electronic	2	second the
after asking	Му	And the representative Iraq BC 539 Year Babylon city	educational tools		
everyone to	presence	peoples hand on . Achaemenid	(data show). Explaining the	2	third the
prepare and read about the	Му	Introduction oductory introduction to	required material in using person and	2	fourth the
material	presence	material of the first	electronic educational tools	2	lour til tile
Participation,	My presence		(data show). Explaining the	2	Fifth
interaction and preparation		ylon in the year 539 of at the hands of the	required material in using person and	2	VI
• •	My presence	.Achaemenid peoples tical and economic The	electronic educational tools	L	V 1
after asking		ditions of ancient Iraq ing the late rule of the	(data show). Explaining the	2	Seventh
everyone to prepare and read	My presence	v Babylonian state and its king, Nabonidus	required material in using person and	2	VIII
about the		aemenid occupation The	electronic educational tools	_	,
material	My presence	ncient Iraq (reasons and (motives	(data show). Explaining the	2	Ninth
Oral exam for the		aemenids, origin, The	required material in using person and	2	tenth The
subject	My presence	ne, language, religion, and the most important kings	electronic educational tools	L	tenth The
Participation, interaction and		ditions of Iraq during The Achaemenid occupation	(data show). Explaining the	2	eleventh
preparation	_	nomic ,from a political religious perspective,	required material in using person and	2	twelveth
Oral questions	My	itioning the most important effects of	electronic educational tools		
after asking everyone to	presence	od and the reasons for its .fall and collapse	(data show). Explaining the	2	Thirteenth
prepare and read	Му	Great, his Alexander sonality, his accession to	required material in using person and	2	fourteenth
about the material	presence	throne, his expansionist s, the unification of his	electronic educational tools		
	Му	ntry, and his dream of .controlling the East	(data show). Explaining the	2	Fifteenth
Oral exam for the subject	presence	s with the Alexander's	required material in using person and	2	first the
Participation,	Му	aemenids, their ination, and control of ylon. A the city of	electronic educational tools		m the ond chapter

interaction and	presence	ement of the conditions of	(data show).	2	second the
preparation		i from a political and	Explaining the		
FF		spective. He economic	required material in	2	
Onal quartiens		itioned the most	using person and		third the
		ortant antiquities and	electronic		
after asking		es in foreign Western i architecture and the	educational tools	2	
everyone to	M	ath of Alexander the Great	(data show).		fourth the
			Explaining the		
	presence	r the death of Iraq	required material in	2	
about the		kander the Great, the	using person and		Fifth
material		sion of the Macedonian	electronic		
		pire, and how Seleucus I	educational tools	2	
Oral exam for the	presence	controlled it	(data show).		VI
		ditions of Iraq during The	Explaining the		
subject		ucid control from a	required material in	2	_
		tical, religious, and	using person and		Seventh
Participation,	problinee	nomic perspective, and	electronic		
interaction and		reasons for the collapse	educational tools	2	****
preparation	My	itioning ,of Seleucid rule	(data show).		VIII
p. cpui ucion	presence	effects that date back to	Explaining the	•	
Oral guartians		.this era	required material in	2	Mr. al.
Oral questions	М	upation origin, Parthian	using person and		Ninth
after asking		ie, language, religion,	electronic	2	
everyone to		st important kings	educational tools	۷	tenth The
prepare and read		ination of the Seleucids	(data show).		tentii ine
	My	and control of Iraq	Explaining the required material in	2	
about the			using person and	2	eleventh
material	Γ	trol from a Parthian	electronic		
		tical, religious, and	educational tools	2	
Participation,	My	nomic perspective, and sons for the collapse the	(data show).		Twelfth
interaction and	presence	Parthian rule, mentioning	Explaining the		
		k to the effects that date	required material in	2	
preparation	1/1	.this era	using person and		Thirteenth
	My		electronic		
Oral exam for the		ipation origin, Sasanian	educational tools	2	
subject		nenclature, language, gion, most important	(data show).		fourteenth
		gion, most important lination of the ,kings	Explaining the		
Oral questions		rthians and control of Iraq	required material in	2	
•	presente		using person and		Fifteenth
Oral questions		ditions of Iraq during The	electronic		
_	My		educational tools		
after asking	presence	tical, religious, and	(data show).		
everyone to	•	nomic perspective, and reasons for the collapse	Explaining the		
prepare and read	N //	of Sassanian rule and	required material in		
ahout the	My	ry of Iraq under the	using person and		
	presence	ner of Islamic conquest,	electronic		
material		cts dating mentioning the	educational tools		
	My	.back to this era	(data show).		
Participation,	1	a C Dalandana a a a mi	Explaining the		
	presence	of Babylon, naming, The	required material in		

interaction and		tion, city planning, the	using person and	
preparation	Му	t important	electronic	
	_	naeological monuments,	educational tools	
Onal quastions	presence	uding temples, palaces,	(data show).	
Oral questions		ifications, walls, defensive	Explaining the	
after asking	My	s, streets, ziggurats, and ging gardens, including	required material in	
everyone to		it was added during the	using person and	
prepare and read	presence	ous periods of	electronic	
		occupation.	educational tools	
about the	My		(data show).	
material	presence	most important Studying	Explaining the	
	prosence	nitectural elements and	required material in	
Participation,		es in the city that came	using person and	
<u>-</u>		n the occupiers, such as stadium, the theater, and	electronic	
interaction and	My	ding the most important	educational tools	
preparation	presence	materials	(data show).	
		Introduction	Explaining the	
Oral questions	3.6	oductory introduction to	required material in	
after asking	My	subject of the second	using person and	
o .	presence	about the chapter, and a	electronic	
everyone to		t important cities chosen	educational tools	
prepare and read	My	for study	(data show).	
about the		t important The	Explaining the	
material	presence	numents, architectural	required material in	
muttiui		artistic styles, and the	using person and electronic	
Oral exam for the	My	iences that entered on	educational tools	
	presence	lent Iraqi architecture and	(data show).	
subject		lod 539 BC arts from the .to 636 AD	Explaining the	
	3.4	ding materials used The	required material in	
Participation,	My	this period and how to	using person and	
interaction and	presenc	obtain materials that are	electronic	
nronaration	e	lable locally, such as milk,	educational tools	
preparation		ks, wood, stones, metals,	(data show).	
Daniel de de	11/1	etc ,binders	Explaining the	
Participation and	_	nitecture and Greek influence in ancient Iraq	required material in	
interaction And	presenc	, location, Seleucia	using person and	
civilization	e	sons for emergence,	electronic	
		ory of the city,	educational tools	
Participation,	My	xcavations archaeological	(data show).	
<u>-</u>			Explaining the	
interaction and	-	ining, defensive City	required material in	
preparation	е	ifications, residential houses	using person and	
		ices, cemeteries ,Temples	electronic	
Oral questions	My	and tombs	educational tools	
after asking		, location, naming, Hatra	(data show).	
	presenc	history of the city	Explaining the	
everyone to	e	t important kings, The	required material in	
prepare and read		gion, economy, politics,	using person and	
about the		and the fall of the city erials, Building	electronic	
	<u> </u>	criais, Dulluillg	educational tools	

material	rchaeological excavations	(data show).							
	ining, defensive City	Explaining the							
	ifications, walls, gates,	required material in							
	moat	using person and							
	temples Main	electronic							
	temples Secondary	educational tools							
	ses, Residential	(data show).							
	cemeteries and graves naeological Other	Explaining the							
	Imarks in the city of	required material in							
	Hatra, squares, markets	using person and							
		electronic							
		educational tools							
		(data show).							
		Explaining the							
		required material in							
		using person and							
		electronic							
		educational tools							
		(data show).							
		Explaining the							
		required material in							
		using person and							
		electronic							
		educational tools							
		(data show).							
		Explaining the							
		required material in							
		using person and							
		electronic							
		educational tools							
		(data show).							
		Explaining the							
		required material in							
		using person and							
		electronic							
		educational tools							
		(data show).							
			se evalua	tion .11					
tasks assisted to the	student such as daily. The swade								
<u> </u>	student, such as daily The grade			•					
monuny, and written	exams, reports etc. Daily prepa		_	-					
	(oral (5), monthly (15), written (60), report (5, 10) exam								

Learning and teaching resources

Iraq in History (A Brief Political History) / Dr. Amer Suleiman	(if any ,Required textbooks (methodology
on many sources and references related to this Relyingperiod, including Iraqi Civilization / a group of researchers -	(Main references (sources
a group / Mosul Civilizational Encyclopedia - of researchers	
or researchers	

civilizations / Introduction to the history of Taha Baqir Amer / Lectures on ancient history Suleiman and Ahmed Malik Al-Fatayan Oscar / Babylon, the inner city center Reuter / T. Nawal Khurshid and Ali Yahya Mansour Majed Abdullah / Al-Hadar, the Arab Capital Al-Shams the Arabs The mediator in the history of before Islam / Hashem Al-Mallah of the The emergence and establishment Seleucid state / Hassan Hamza Jawad Baqir and Ancient History of Iran / Taha others Minor in The civilization of Iran and Asia ancient times / Muhammad Al-Khatib Sami Saeed Al- / History of the Middle East Ahmad T. / Ancient Persia / Yezf Wieshofer Muhammad Jadid Sacks / The Greatness of Babylon / Harry T. Amer Suleiman ent excavations by modern foreign and Iraqi Results of r-reviewed journals missions published in international Leonardo W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament Robert Koldewey: the Excavations at Babylon Electronic references, websites					
Amer / Lectures on ancient history - Suleiman and Ahmed Malik Al-Fatayan Oscar / Babylon, the inner city center - Reuter / T. Nawal Khurshid and Ali Yahya Mansour Majed Abdullah / Al-Hadar, the Arab Capital - Al-Shams the Arabs The mediator in the history of - before Islam / Hashem Al-Mallah of the The emergence and establishment - Seleucid state / Hassan Hamza Jawad Baqir and Ancient History of Iran / Taha - others Minor in The civilization of Iran and Asia - ancient times / Muhammad Al-Khatib Sami Saeed Al- / History of the Middle East - Ahmad T. / Ancient Persia / Yezf Wieshofer - Muhammad Jadid Sacks / The Greatness of Babylon / Harry - T. Amer Suleiman Part excavations by modern foreign and Iraqi Results of - ar-reviewed journals missions published in international Leonardo W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament	civilizations / Introduction to the history of -				
Suleiman and Ahmed Malik Al-Fatayan Oscar / Babylon, the inner city center Reuter / T. Nawal Khurshid and Ali Yahya Mansour Majed Abdullah / Al-Hadar, the Arab Capital Al-Shams the Arabs The mediator in the history of before Islam / Hashem Al-Mallah of the The emergence and establishment Seleucid state / Hassan Hamza Jawad Baqir and Ancient History of Iran / Taha others Minor in The civilization of Iran and Asia ancient times / Muhammad Al-Khatib Sami Saeed Al- / History of the Middle East Ahmad T. / Ancient Persia / Yezf Wieshofer Muhammad Jadid Sacks / The Greatness of Babylon / Harry T. Amer Suleiman Part excavations by modern foreign and Iraqi Results of Arreviewed journals missions published in international Leonardo W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament Alicenter of the Middle Sack of Scientific journals, reports Andre Parrot: Babylon and the Old Testament	Taha Baqir				
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13.	Course Name:							
Near Easte	Near Eastern Civilization (Anatolia)							
14. Course Code:								
15.	Semester / Year:							
year2024-	2025/ Course 2							
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 45 / 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

Students' knowledge of ot civilizations of the countrineighboring Iraq Anatolia) Students' knowledge of culturelations and communicate between ancient civilizations Explaining the influence a influence between Iricivilization and the civilizations Anatolia in different aspects

21. Teaching and Learning Strategies

Strategy

Cognitive and perceptual skills and applied skills in soci artistic and architectural aspects in Anatolia, as well developing students' personal skills

Week	Hours	Required Learning	Unit or subject name	Learning	Evaluation
		Outcomes		method	method
1	3		Geography	Givir	Participa
		Developing	Anatolia	lectu	in cla
		students' sk		s in t	activity
		in		class	and

		rememberin understandi analyzing a comparing		om	discussio
2	3	Encouraging students self-learn a	Stone Ages ir country Anatolia		
3	3	assume academic	Hittites - th origin		Daily o tests
4	3	responsibilit	The ancie Hittite kingdo		55245
5	3		Middle Hitt Kingdom		
6	3		Neo-Hittite er		
7	3		Troda		
8	3		Study		
			cultural manifestation (political a social system		
9	3		Hittite religio		
10	3		Hittite law		
11			Hittite sculpture (rel sculpture).		Reports
12	3		Figure sculpture		
13	3		Seals, potteR		
14			Hittite architecture and literature		
15	3		Mesopotamia influences Anatolia		

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 Al-Hashemi, Eastern Civiliz Iran and Anatolia							
Main references (sources)	Osam Bahr Jarak, the influence Mesopotamian arts on the Hitt arts Salah Rashid Al-Salihi, Hitt Kingdom						
Recommended books and references (scientific journals, reports)							
Electronic References, Websites							

1. Course Name:
Archaeological Survey and GIS
2. Course Code:
3. Semester / Year:
Semester 2/ 2024-2025
4. Description Preparation Date:
01/02/2025
5. Available Attendance Forms:
Time and place specified according to the department's weekly schedule / fattendance
6. Number of Credit Hours (Total) / Number of Units (Total)
45 hours
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Abeer A. Mohamad

Email: abeer.allaf@uomosul.edu.iq

8. Course Objectives

Course Objectives

- 1. Remote Sensing Fundamentals
 - Understanding the basic principles of remote sensing.
 - Identifying the foundations, techniques, and applications of remote sensing in archaeology.
 - Studying remote sensing data sources, such as satellite images and aerial photographs, and their use in archaeological surveys.
 - Analyzing satellite imagery to detect archaeological sites and assess their conditions.
- 2. Fundamentals of Geographic Information Systems (GIS)
 - Understanding GIS concepts and their importance in documenting and analyzing archaeological data.
 - Studying GIS components, including spatial layers, coordinates, projections, and geospatial databases.
- **3.** Practical Applications Using ArcGIS
 - Familiarizing with the ArcGIS interface and its essential tools
 - Learning how to input and process archaeological data within ArcGIS.
 - Developing skills in creating and drawing spatial layers related to archaeological sites.
 - Creating archaeological databases that include site information, images, and topographic surveys.
 - Enhancing data management skills and linking them to digital archaeological information.
- **4.** Production of Thematic Archaeological Maps
 - Learning to design and produce accurate archaeological maps using ArcGIS.
 - Creating thematic maps illustrating the geographical distribution of archaeological sites and their relationship to the surrounding environment.

9. Teaching and Learning Strategies

Strategy

- **Active Learning:** Encourages students to participate in educational activities rather than passive reception.
- **Project-Based Learning:** Involves students in practical projects that enhance research and critical thinking skills.
- Collaborative Learning: Promotes teamwork and idea exchange among students to solve problems.

- **Problem-Based Learning:** Engages students in analyzing real-world problems and finding solutions.
- **Technology-Enhanced Learning:** Utilizes digital tools and online platforms to improve the learning experience.
- **Self-Directed Learning:** Encourages students to manage their learning based on their abilities and interests.
- **Inquiry-Based Learning:** Sparks curiosity through questioning and research to seek answers.
- **Blended Learning:** Combines traditional and online education to create a comprehensive learning experience.

Week	Hours	Required Learning Outcomes	Unit Or Subject Name	Learning Method	Evaluation Method
1	3	Understand the importance of Geographic Information Systems (GIS) and remote sensing in archaeology.	Introduction to Archaeological Survey and GIS	Lecture + Discussion	Short quiz + Participation in discussion
2	3	Learn the fundamentals of remote sensing and its data sources.	Introduction to Remote Sensing	Lecture + Practical Examples	Short report on remote sensing applications
3	3	Understand types of sensors and satellite image analysis in archaeology.	Remote Sensing Data Sources	Practical Demonstratio n + Data Analysis	Satellite image analysis of an archaeological site
4	3	Apply image analysis techniques to identify archaeological sites.	Analysis of Satellite Images for Archaeological Sites	Practical Training in Image Analysis	Submission of a practical report
5	3	Understand the fundamentals of GIS and its role in archaeological research.	Introduction to GIS	Lecture + Practical Exercises	Theoretical test
6	3	Learn GIS components such as layers, coordinates, and databases.	GIS Components	Practical Training + Real-world Case Studies	Analytical worksheet + Exam

7	3	Learn how to use the ArcGIS interface and its basic tools.	ArcGIS Interface and Tools	Hands-on Workshop	Practical test
8	3	Create spatial layers and input archaeological data into ArcGIS.	Creating and Drawing Spatial Layers	Practical Software Training	Practical exercise
9	3	Design and manage spatial databases for archaeological sites.	Creating Archaeological Databases in GIS	Workshop + Hands-on Training	Mini project for database management
10	3	Conduct spatial analysis to extract archaeological insights.	Spatial Analysis in GIS	Practical Applications + Case Study	Submission of an analytical report
11	3	Produce archaeological maps using ArcGIS and customize layers and symbols.	Producing Archaeological Maps Using ArcGIS	Applied Workshop	Practical test
12	3	Analyze the spatial distribution of archaeological sites and create thematic maps.	Creating Thematic Maps for Archaeological Sites	Practical Training + Data Analysis	Midterm exam
13	3	Apply acquired knowledge in a practical project to analyze an archaeological site.	Practical Applications of ArcGIS	Group Project + Academic Guidance	Project presentation
14	3	Evaluate archaeological sites using remote sensing and GIS data.	Using Remote Sensing for Archaeological Site Assessment	Case Study + Analysis of Real Data	Submission of final report
15	3	Comprehensive review of course concepts and tools, along with knowledge assessment.	General Course Review	Review + Q&A Session	Final comprehensiv e exam

11. Course Evaluation

No.	Assessment Type	Score	Details					
1	Daily Quizzos	10	Several short quizzes conducted throughout the					
1	Daily Quizzes	10	semester.					
2	Practical	10	Evaluation of performance in the lab and use of ArcGIS					
2	Applications	10	software.					
3	Midterm Exam	20	A theoretical and practical exam covering fundamental					

		С	once	epts and applications.			
4	Semester Work	40	otal xam	tal of daily quizzes, practical assessments, and midterm am.			
5	Final Exam	60		mprehensive final exam covering all course topics pretical).			
6	Final Total	100 T	he f	inal grade obtained by the student in the course.			
12. Lea	arning and Teaching	g Resour	ces				
Required to	extbooks (curricular boo	oks, if any					
Main refere	ences (sources)						
Recommen	nded books and r	eferences					
(scientific jo	ournals, reports)						
Electronic I	References, Websites		1.	https://www.scribd.com/docs			
			2.	https://www.researchgate.net/publication/36650066			
				1 ktab nzm almlwmat alighrafyt ttbyqat mlyt fy			
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Course code	.2

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Questio ns and Answer s	ly presence	e most famous types of blogs	Save and view	2	5
Review and write a	ly presence	bles of kings and dynasties	Save and view	2	6

paper about the .topic					
Questio ns and Answer s	ly presence	ntemporary history	Save and view	2	7
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Questio ns and Answer s	ly presence	cording history in Greek civilization	Save and view	2	9
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methodological book	(Main References (Sources
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			destruction of buildings.		
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H- Pra	actical experien	ce in restoration methods and	how to deal with antiquities		
F- Learn to	maintain archae	ological buildings and ways to d	Call with them at mounting seen		
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3- FasirLegal texts related to the preservation of world heritage Finding solutions to the problem of declineMethods of restoring ancient buildings in Iraq Teaching and learning strategies .21 a-Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHAnd ways to maintain it. B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week			conservation and restorati	on of antiquities.		
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Teaching and learning strategies .21 a-Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHAnd ways to maintain it. B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week			3- FasirLegal texts related	d to the preservation of w	orld heritage	
Teaching and learning strategies .21 The strategy a-Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHAnd ways to maintain it. B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week			Finding solutions to the	problem of declineMetho	ds of restorin	g ancient
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a-Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHAnd ways to maintain it. B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week			·	Teaching and lea	rning strategie	s .21
construction materialsHAnd ways to maintain it. B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week					The	e strategy
B-IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week	a-Learn about a	ancient archite	ctural techniques, types of buildi	ngs, construction methods	s, and	
destruction of buildings. C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal) E- Practical experience in restoration methods and how to deal with antiquities F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week				•		
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F- Learn to maintain archaeological buildings and ways to deal with them in the long term Course structure .22 Evaluation Learning Name of the unit or topic Required learning Hours the week	•		•	evolution Personal)	
Evaluation Learning Name of the unit or topic Required learning Hours the week						
Evaluation Learning Name of the unit or topic Required learning Hours the week	2 25000 10			1011	J	
				C	Course structur	e .22
method method outcomes	Evaluation	Learning	Name of the unit or topic	Required learning	Hours	the week
	method	method		outcomes		

Direct questions	My presence	organizerTInternational working on world heritage	Cognitive aspects	2	1
Direct questions	My presence	Charters International Heritage Preservation	aspects Cognitive	2	2
Exam fast	My presence	Global levels of restoration Maintenance -1 Restoration -2	Scientific experience	2	3
Direct questions	My presence	Global restoration levels Building rehabilitation -1 Strengthening -2 rchaeological buildings	practical experience	2	4
Quick exam	My presence	Restoration levels Revitalization -1 rebuild -2	practical experience	2	5
Direct questions	My presence	Reproduction of ancient -1 buildings excavated archaeological -2 buildings	practical experience	2	6
Direct questions	My presence	toration International Schools	Cognitive experience	2	7
Direct questions	My presence	Factors leading to damage Archaeology	Cognitive experience	2	7
Monthly	My presence	Rain effect	Cognitive experience	2	8
Direct questions	My presence	Wind effect	Cognitive experience	2	9
Direct questions	My presence	Heat effect	Cognitive experience	2	10

Direct questions	My presence	Humidit	y effect	Cognit	ive experience	2	11
Direct questions	My presence	Sources of humidity and it effect		Cognit	ive experience	2	12
Direct questions	My presence	The effect of salts on antiquities		Cognit	ive experience	2	13
Quick exam	My presence	Sources of salt on ant	iquities	Cognit	ive experience	2	14
Semester exam	My presence	Forms of salt in	fluence	Cognit	ive experience	2	15
The grade is dist		100 according to the ta oral, monthly, written,		etc. 40 ı		al, 5 daily, 5 at	ttendance.
				F	Required textboo	ks (methodolo	ogy, if any)
Restoration of t	hods of maintenance and restoration of -1 archaeological buildings / 2010 Restoration of the archaeological facility / 2002 -2 Antiquities maintenance operations/2005 -3				M	ain references	s (sources)
		UNESCO reports	Recomr	mended			references
osite of the Gene	eral Authority	for Antiquities and Heritage				ntific journals, onic references	

Description Form Course

1. C	ourse Name: Ancient l	se Description Form Babylonian Texts (Legal as		
	ourse code	Zisaman Texts (Legal ar	nd Letters)	
	econd semester/year 20			
- Annual Control	te of preparation of th	is description: 2/18/2025		
5. per	son-Available attenda	ince forms: In		
6. Nu	mber of study hours (total); 45 / Number of unit	ts (total): 45	
7. (Co	urse Supervisor Name	WIN TO STATE OF STATE		
			is mentioned	
	.o_mo_an@nomosul.	edu.iq		
8. Cou	rse objectives			
Akk	owledge of the Akkad adian grammar	lian language Course obje	retives	
7 2 7 1 1 1 1 1 1				
. Lean	n the grammatical str	ucture of the		
Akkadian l	n the grammatical str language			
Akkadian I	n the grammatical str language hing and learning stra	itegies		
Akkadian I 9. Teacl 1- Prese	n the grammatical str language hing and learning stra ent lectures inPowerI	ntegies Point		Strategy
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study	n the grammatical str language hing and learning stra ent lectures inPowerf ning students to know of the common and	ategies Point v the Akkadian language	conduct con-	Strategy
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the	n the grammatical str language hing and learning stra ent lectures inPowerI ning students to know of the common and Akkadian language	stegies Point v the Akkadian language unique linguistic charact	eristics	Strategy
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the	n the grammatical str language hing and learning stra ent lectures inPowerI ning students to know of the common and Akkadian language	ategies Point v the Akkadian language	eristics	Strategy
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the	n the grammatical str language hing and learning stra ent lectures inPowerI ning students to know of the common and Akkadian language	stegies Point v the Akkadian language unique linguistic charact	eristics	Strategy
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Akkadian I 9. Teacl 1- Prese 2- Train 3- Study between the 4- teache	n the grammatical str language hing and learning stra ent lectures inPowerI ning students to know of the common and Akkadian language er interaction-Engagi	stegies Point v the Akkadian language unique linguistic charact	eristics	Strategy
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the 4- teache	n the grammatical str language hing and learning stra ent lectures inPowerI ning students to know of the common and Akkadian language	stegies Point v the Akkadian language unique linguistic charact	eristics es ent	
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the 4- teache	n the grammatical str language hing and learning stra ent lectures inPowerf ning students to know of the common and Akkadian language er interaction-Engagi	ategies Point vithe Akkadian language unique linguistic charact and the Semitic language ng students through stud	eristics	
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the 4- teacher 10. Course	n the grammatical str language hing and learning stra ent lectures inPowerf ning students to know of the common and Akkadian language er interaction-Engagi	ategies Point vithe Akkadian language unique linguistic charact and the Semitic language ng students through stud	eristics es ent Required learning	3 w v at ch
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the 4- teache	n the grammatical str language hing and learning stra ent lectures inPowerf ning students to know of the common and Akkadian language er interaction-Engagi	ategies Point vithe Akkadian language unique linguistic charact and the Semitic language ng students through stud	eristics es ent Required learning	š w s
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the 4- teache 10. Course Evaluation method	n the grammatical stranguage hing and learning straent lectures inPowerIning students to know of the common and Akkadian language or interaction-Engagi	ategies Point vithe Akkadian language unique linguistic charact and the Semitic language ng students through stud	eristics es ent Required learning	3 w at at a
Akkadian I 9. Teacl 1- Presc 2- Train 3- Study between the 4- teache 10. Course Evaluation method	n the grammatical str language hing and learning stra ent lectures inPowerf ning students to know of the common and Akkadian language er interaction-Engagi	ategies Point vithe Akkadian language unique linguistic charact and the Semitic language ng students through stud	eristics es ent Required learning	3 w at at a

24.	Course Na	ame: Ancient Bab	ylonian Texts	(Legal and L	Letters)				
25.	Course co	da							
23.	Course co	ue							
26.	. Second semester/year 2024-2025								
27.	Date of pr	eparation of this	description: 2/	18/2025					
28.	8. person-Available attendance forms: In								
29.	Number o	f units (total): 45	/ 45 :(Number	of study hou	ırs (total				
				-					
30.		upervisor Name (nentioned				
		rof. Dr. Mohamm		li Email					
Mona	ımmea_mu	_ali@uomosul.ed	u.1q						
31.	Course ob	jectives							
•	Knowled	ge of the Akkadia	n language	Course objective	es				
•	Akkadian	grammar							
•		grammatical struc	cture of the						
	adian langu								
32.	Teaching	and learning strate	egies						
1-		ectures inPowerPo				Str	ateg	, y	
2-	•	students to know		~ ~					
3-		stics Study of the			istic				
betwe		kadian language a							
4-	teacher int	teraction-Engagin	g students thro	ough student					
33.	Course str	ructure							
Evaluat	tion	Learning method	Name of unit of	r topic	Required learning	5	W	we	
metho	d				outcomes		at	ek	
							ch		
			History of the	Akkadian	History of the		es 3	1	
D	uty	My theory	History of the language	AKKaulali	History of the Akkadian lang	1100	J	1	
	-)	My theory with	language		AKKAUIAII IAIIg	uag			
		WILLI						I	

	powerpoint presentation				
Through student interaction	My theory with powerpoint presentation	Akkadian dialects	Akkadian dialects	3	2
Oral exam	My theory with PowerPoint presentation	2-Articles 1 From the Code of Hammurabi	2-Articles 1 From the Code of Hammurabi	3	3
Through student interaction	My theory with PowerPoint presentation	4-Articles 3 From the Code of Hammurabi	4-Articles 3 From the Code of Hammurabi	3	4
Conduct an oral exam	My theory with PowerPoint presentation	6-Articles 5 From the Code of Hammurabi	6-Articles 5 From the Code of Hammurabi	3	5
duty	My theory with PowerPoint presentation	7-Articles 6 From the Code of Hammurabi	7-Articles 6 From the Code of Hammurabi	3	6
Through student interaction	My theory with PowerPoint presentation	10-Articles 8 From the Code of Hammurabi	10-Articles 8 From the Code of Hammurabi	3	7
Written exam	My theory with PowerPoint presentation	General review for the exam Preparing The first month	General review Preparing for the exam The first month	3	8
Through student	My theory with PowerPoint presentation	3 1-Articles 11 From the Code of Hammurabi	13-Articles 11 From the Code of Hammurabi	3	9

	T	T				
interaction						
viva voce	My theory with PowerPoint presentation	16-Articles 14 From the Code of Hammurabi		16-14 Articles From the Code of Hammurabi	3	10
Duty	My theory with PowerPoint presentation	A message fr Old Babylon		A message from th era Old Babylonian	3	11
Through student interaction	My theory with PowerPoint presentation	A message from the era Old Babylonian		A message from th era Old Babylonian	3	12
Written exam	My theory with PowerPoint presentation	A message from the era Old Babylonian		message from The era Babylonian old	3	13
Oral tests	My theory with PowerPoint presentation	message from The era Babylonian old		message from The era Babylonian old	3	14
Feedback + Written Exam	My theory with PowerPoint presentation	General review Preparing for the exam Chapter One		General review Preparing for the exam Chapter One	3	15
.preparation, daily,	ated out of 100 based oral, monthly and w	ritten exams, rep	_	udent, such as daily		
	and teaching resor ge , Akkadian gra ode		(Required tex	tbooks (methodology is	f ava	ilable
	IEJ, ., Hammurab n and Glossary, N		(Main Refere	nces (Sources		

2-Huehnergard, J., A Grammar of Akkadian (GAKK), 3 ^{ed}, Winona Lake, Indiana, 2011 3- R. M. Whiting, Jr., Old Babylonian

Letters from Tell Asmar	
1- eht ni sbrev evitisnarT", Ali, Muhammad Muharab Akkadian language," Journal of Education and Science, Vol. 19, . No. 3, Mosul, 2012	Recommended supporting books and (.references (scientific journals, reports, etc
https://www.iasj.net / IASJ:	Electronic references, websites
IVSL: https://rdd.edu.iq	

£Course Description Form L. Course Name: Prehistoric Ages 2. Course Code: 3. Semester / Year: 2024-2025 4. Description Preparation Date: 16/02/2024 5. Available Attendance Forms: in-person and Electronic 6. Number of Credit Hours (Total) / Number of Units (Total) 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 Course Objectives · Introduce third-year students in the Department of Ancient Antiquities to the Prehistoric Ages, from the Old Stone Age divisions and stages to the Middle and then the New Stone Age in Iraq, the Levant, the world, and Anatolia. focusing on location, architecture, pottery, stone tools, and more. Introduce third-year students in the Department of Ancient Antiquities to the Prehistoric Ages, from the Old Stone Age divisions and stages to the Middle and then the New

Course Description Form

13. Course Name:

Dunkistasia Assa	
Prehistoric Ages	
14. Course Code:	
15. Semester / Year:	
16. Description Preparation Date	٩٠
18/02/2024	
17.Available Attendance Forms:	
In-person and Electronic	£ I I
18. Number of Credit Hours (Total) / Nu 30 hours	imber of Units (Total)
30 Hours	
Course administrator's nam	e (mention all, if more than one
name)	1
Name: Anfal Mohammed Mahmoud Email: anfal_m1983@uomosul.edu	
Eman. amai_mi 705@ domosui.edd	q
20. Course Objectives	
Course Objectives	Introduce third-year students in
	the Department of Ancient
	Antiquities to the Prehistoric
	Ages, from the Old Stone Age
	divisions and stages to the
	Middle and then the New
	Stone Age in Iraq, the Levant,
	the world, and Anatolia,
	focusing on location,
	architecture, pottery, stone
	tools, and more.
	 Introduce third-year students in
	the Department of Ancient
	Antiquities to the Prehistoric
	Ages, from the Old Stone Age
	divisions and stages to the

Middle and then the New
Stone Age in Iraq, the Levant,
the world, and Anatolia,
focusing on location,
architecture, pottery, stone
tools, and more.
Enhance understanding and
performance of skills related to
the significance of the Stone
Ages.

21. Teaching and Learning Strategies

Strategy	Simplified and Sequential Explanation for
	Clear Communication

Week	Hours	Required	Unit or subject name	Learning	Evaluation
		Learning		method	method
		Outcomes			
1	3	Understanding	Tell es-Sawwan /	in-person and	
		The topic	Halaf Period	PowerPoint	
2	3	Understanding	Ubaid Culture /	in-person and	oral exams
		The topic	Uruk Period	PowerPoint	
3	3	Understanding	lower East in the	in-person and	
		The topic	Stone Ages	PowerPoint	
4	3	Understanding	Middle and Neolithic	in-person and	
		The topic	Ages in Africa	PowerPoint	
5	3	Understanding	Southwest Asia in	in-person and	
		The topic	the Old Stone Age	PowerPoint	
6	3	Understanding	Levant in Neolithic	in-person and	Discussions
		The topic	Age (Jericho)	PowerPoint	
7	3	Understanding	Maribat Site /	in-person and	
		The topic	Tell Abu Hureyra	PowerPoint	
8	3	Understanding	Tell al-Beida /	in-person and	Reports
		The topic	Megiddo Site	PowerPoint	
9	3	Understanding	Tell al-Beida /	in-person and	

		The topic	Megiddo Site	PowerPoint	
10	3	Understanding	Egypt in Neolithic	in-person and	
		The topic	Age (Faiyum)	PowerPoint	
11	3	Understanding	Egypt in Neolithic	in-person and	Class
		The topic	Age (Faiyum)	PowerPoint	participation
12	3	Understanding	Badari Site	in-person and	
		The topic		PowerPoint	
13	3	Understanding	Iran in the Neolithic	in-person and	
		The topic	Age (Tepe Sialk)	PowerPoint	
14	3	Understanding	Iran in the Neolithic	in-person and	
		The topic	Age (Tepe Sialk)	PowerPoint	
15	3	Understanding	Anatolia in Neolithic	in-person and	
		The topic	Age (Çjatalhöyük)	PowerPoint	

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 f.

24.	Learning	and	Teaching	Resources
	-04111119	alla	1 000111119	1 1000011000

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	Various published researches, and a
(scientific journals, reports)	Book about prehistoric civilizations by
(Construction of the construction of the const	Khazal Al-Majidi.
Electronic References, Websites	

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 o	of soci	al and cultu	ural infl	uences

9. Teaching and Learning Strategies

Strategy

Study a impact analysis t happened old Iraq the shadow foreign Mesopotar

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Parthian in ori	alecture	Test
2	2		and name them	a lecture	Test
3	2		Establishment of	a lecture	Test
4	2		kingdom	a lecture	Test
5	2		Management style		Test
6	2		Army	a lecture	Test

7	2	Commerce	lecture	Test
8	2	Industry		Test
9	2	Language a	a lecture	Test
10	2	writing	a lecture	Test
11	2	Religious beliefs	a lecture	Test
12	2	The end of Parth	a lecture	Test
13	2	rule	a lecture	Test
14	2	Almaddin	a lecture	Test
15	2	Hatra city	a lecture	Test
		End sassanian rul	a lecture	
		The fall of sasania	a lecture	

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

3					
Required textbooks (curricular books, if any)	Various Arabic and foreign books a				
,	sources				
Main references (sources)					
Recommended books and references	Specialized academic journals				
(scientific journals, reports)					
Electronic References, Websites	JSTOR, GOOGLE SCHOLAR				

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

Number of Credit Hours (Total) / Number of Units (Total)
 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 commercuransformation

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	Learning method	Evaluation
1 2	2 2		Parthian in origin a name them	alecture a lecture a lecture	Test Test Test

1 أ.م. ل. المُحَالَّةُ عَالِيَ عَلَى المُحَالِّةُ عَلَى المُحَالِقَةُ عَلَى المُحَالِقَةُ عَلَى المُحَادِ