Course Description Form

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) / Number of Units (Total)	
30 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Anfal Mohammed Mahmoud Email: anfal_m1983@uomosul.edu.iq	
8. Course Objectives	

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.

9. Teaching and Learning Strategies

Strategy	Simplified and Sequential Explanation for Clear Communication

10. Course Structure

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

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

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	

Course description form

Course Name .1	
Iraq during the Achaemenid and Seleucid occupation / Antiquities of Iraq Antiquities during the Parthian and Sassanian occupation	
Course Code .2	
Semester/year .3	

The first and second 2023−2024	
4. The date this description was prepared	
2025−1−21	
5. Available attendance forms	
My presence	
6. Number of study hours (total)/number of units (total)	
The first stage is 30 hours / the second stage is 30 hours / a total of 60 hours	
7. Name of the course administrator (if more than one name is mentioned)	
Email: Marwan Salim Shareef : marwan_shareef@uomosul.edu.iq	
8. Course objectives	

•	Study of the antiquities of ancient Iraq during the period from the fall of the ancient city of Babylon in the year 539 BC and the end of national rule in ancient Iraq until the entry of Iraq under the banner of the Islamic conquest in 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 Sassanian occupation 227 AD. The beginning was the definition of the origins the of the peoples occupying Iraq and the method of administration and policy followed with the local population. 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 that emerged during this period, as well as the most important artistic and decorative styles and building methods and 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.

9. Teaching and learning strategies	
The strategy	Explanation through the meeting, lecture in person, with the use of some electronic teaching methods, data show, to clarify maps of archaeological sites and plans for buildings, both religious and civil. He urged students to follow recent publications of books and sources related to the archaeological specialty, and follow, transfer previous experiences to specialists, and follow up on workshops, seminars, and conferences related to the archaeological and cultural field, ancient languages, 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.

10. Course structure	

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

Assessment method	Presence	Content	Teaching method	Hours	Week
interaction and preparation	presence My	ement of the conditions of l from a political and spective. He economic ntioned the most ortant antiquities and es in foreign Western i architecture and the ath of Alexander the Great	(data show). Explaining the required material in using person and electronic educational tools (data show).	2 2	second the
Oral questions after asking everyone to prepare and read about the material	presence My	r the death of Iraq xander the Great, the sion of the Macedonian pire, and how Seleucus I controlled it	Explaining the required material in using person and electronic educational tools (data show).	2 2	third the fourth the
Oral exam for the subject	presence My	ditions of Iraq during The ucid control from a tical, religious, and nomic perspective, and reasons for the collapse ntioning ,of Seleucid rule effects that date back to .this era	Explaining the required material in using person and electronic educational tools (data show).	2 2	Fifth VI
Participation, interaction and preparation	presence My	upation origin, Parthian ne, language, religion, st important kings nination of the Seleucids and control of Iraq	Explaining the required material in using person and electronic educational tools (data show).	2 2	Seventh VIII
Oral questions after asking everyone to prepare and read about the material	presence My	trol from a Parthian tical, religious, and nomic perspective, and sons for the collapse the Parthian rule, mentioning k to the effects that date .this era	Explaining the required material in using person and electronic educational tools (data show).	2 2	Ninth tenth The
Participation, interaction and preparation	presence My	upation origin, Sasanian nenclature, language, gion, most important nination of the ,kings rthians and control of Iraq	Explaining the required material in using person and electronic educational tools (data show).	2 2	eleventh Twelfth
Oral exam for the subject	presence My	ditions of Iraq during The sanid control from a tical, religious, and nomic perspective, and reasons for the collapse of Sassanian rule and y of Iraq under the ner of Islamic conquest, cts dating mentioning the .back to this era	Explaining the required material in using person and electronic educational tools (data show).	2 2	Thirteenth fourteenth
Oral questions	presence My		Explaining the required material in using person and electronic educational tools (data show).	2	Fifteenth
Oral questions after asking everyone to prepare and read about the material	presence My		Explaining the required material in using person and electronic educational tools (data show).		
Participation,	presence My	of Babylon, naming, The	Explaining the required material in		

interaction and preparation **Oral questions after asking everyone to prepare and read about the material**	My presence My presence My presence	tion, city planning, the st important haeological monuments, uding temples, palaces, ifications, walls, defensive es, streets, ziggurats , and ging gardens, including it was added during the ous periods of .occupation	using person and electronic educational tools (data show). Explaining the required material in using person and electronic educational tools (data show).
Participation, interaction and preparation **Oral questions after asking everyone to prepare and read about the material**	My presence My presence	most important Studying hitectural elements and es in the city that came n the occupiers, such as stadium, the theater, and ding the most important materials Introduction oductory introduction to subject of the second about the chapter, and a st important cities chosen for study	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).
Oral exam for the subject	My presence	st important The numents, architectural artistic styles, and the uences that entered on ient Iraqi architecture and od 539 BC arts from the .to 636 AD	Explaining the required material in using person and electronic educational tools (data show). Explaining the required material in
Participation, interaction and preparation	My presenc e	ding materials used The this period and how to obtain materials that are lable locally, such as milk, ks, wood, stones, metals, ...etc ,binders	using person and electronic educational tools (data show). Explaining the required material in
Participation and interaction And civilization	My presenc e	hitecture and Greek influence in ancient Iraq location, Seleucia sons for emergence, ory of the city, xcavations archaeological	using person and electronic educational tools (data show). Explaining the required material in using person and electronic educational tools (data show).
Participation, interaction and preparation	My presenc e	ning, defensive City ifications, residential houses ces, cemeteries ,Temples and tombs	using person and electronic educational tools (data show). Explaining the
Oral questions after asking everyone to prepare and read about the	My presenc e	location, naming, Hatra history of the city st important kings, The gion, economy, politics, and the fall of the city erials, Building	required material in using person and electronic educational tools

| material | | archaeological excavations City planning, defensive fortifications, walls, gates, moat Main temples Secondary temples Residential houses, cemeteries and graves Other archaeological landmarks in the city of Hatra, squares, markets | (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). 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). | | |

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

.12   Learning and teaching resources

Required textbooks (methodology, if any)	Iraq in History (A Brief Political History) / Dr. Amer Suleiman
Main references (sources)	Relying on many sources and references related to this period, including... - Iraqi Civilization / a group of researchers - Mosul Civilizational Encyclopedia / a group of 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 - er-reviewed journals missions published in international Leonardo W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament	Recommended supporting books and references (scientific journals, reports….)
Robert Koldewey : the Excavations at Babylon -	Electronic references, websites

Course Description Form

13.	Course Name:
Near Eastern Civilization (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

Course Objectives	
	• Students' knowledge of ot civilizations of the countr neighboring Iraq Anatolia) • Students' knowledge of cultu relations and communicat between ancient civilizations • Explaining the influence influence between I civilization and the civilizations Anatolia in different aspects

21. Teaching and Learning Strategies

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

22. Course Structure

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

					om	discussi
			rememberin understandi analyzing a comparing			
2	3		Encouraging students self-learn a assume academic responsibilit	Stone Ages ir country Anatolia		
3	3			Hittites - th origin		Daily o tests
4	3			The ancie Hittite kingdo		
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	3			Hittite sculpture (rel sculpture).		Reports
12	3			Figure sculpture		
13	3			Seals, potteR		
14	3			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 Jaw Al-Hashemi, Eastern Civilizati 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		

Course Description Form

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 / f attendance
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.

10. Course Structure

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 Demonstration + 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

No.		Learning Objective	Topic	Method	Assessment
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 comprehensive exam

11. Course Evaluation

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

			concepts and applications.
4	Semester Work	40	Total of daily quizzes, practical assessments, and midterm exam.
5	Final Exam	60	A comprehensive final exam covering all course topics (theoretical).
6	Final Total	100	The final grade obtained by the student in the course.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	1. https://www.scribd.com/docs 2. https://www.researchgate.net/publication/366500661_ktab_nzm_almlwmat_aljghrafyt_ttbyqat_mlyt_fy_althlyl_aljghrafy_bastkhdam_ArcGIS_desktop 3. https://www.saidgis.com/%D9%83%D8%A8-%D9%88-%D9%85%D9%82%D8%A7%D9%84%D8%A7%D8%AA/item/265-%D8%AA%D8%AD%D9%85%D9%8A%D9%84-%D9%83%D8%AA%D8%A7%D8%A8-%D9%86%D8%B8%D9%85-%D8%A7%D9%84%D9%85%D8%B9%D9%84%D9%88%D9%85%D8%A7%D8%AA-%D8%A7%D9%84%D8%AC%D8%BA%D8%B1%D8%A7%D9%81%D9%8A%D8%A9-gis.html

Course Description Form

Course name .1	
Research methodology and teaching methods	
Course code .2	

semester/year .3	
course Second	
Date of preparation of this description .4	
2025/14/2	
Available forms of attendance .5	
My presence	
(total) Number of study hours (total) / Number of units .6	
Two hours	
(Course Supervisor Name (if more than one name is mentioned .7	
ohammed_aboo@uomosul.edu.iq : Name: Mohammed Khader Mahmoud Email	
Course objectives .8	

	Course objectives
• Student knowledge of scientific research • The beginning of historical documentation of scientific and literary sources • Finding solutions to the low level of students	

Teaching and learning strategies .9

Strategy	Studying the methods and techniques of scientific research and teaching students how to use modern teaching methods.

Course structure .10

week	watches	learning Required outcomes	of the unit or Name topic	Learning method	Evaluation method
1	2	Save and view	e method and ture of historical research	ly presence	**Questions and Answers (Revie**

(w					
Questions and Answers (Revie (w	ly presence	story, its definition , d its place among sciences the types and knowledge	Save and view	2	2
Questions and Answers	ly presence	e origin and velopment of historical documentation	Save and view	2	3
Questions and Answers	ly presence	e importance of iting history, ethods of recording and its velopment in civilizations	Save and view	2	4
Questions and Answers	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.					
Questions and Answers	ly presence	ntemporary history	Save and view	2	7
Questions and Answers	ly presence	Dates	Save and view	2	8
Questions and Answers	ly presence	cording history in Greek civilization	Save and view	2	9
Questions and Answers	ly presence	Historical cumentation in Arab-Islamic civilization	Save and view	2	10
Questio and ns answers	ly presence	llection of sources, gins and methods used	Save and view	2	11

+ exam					
Questio ns + research on the topic	Iy presence	pes of historical ırces and written ect sources / The chance on preserving sources	Save and view	2	12
Questio ns + discussi on of research on the topic	Iy presence	rutinizing historical ıts and interpreting rough them criticism/external ticism and internal/internal criticism	Save and view	2	13
Questio ns + discussi on of research on the topic	Iy presence	oid criticizing the storical origin as a unit coherent.	Save and view	2	14
Questio ns + Exam	Iy presence	Auxiliary Sciences aphology - - mismatics - Seals - ..... Archaeology	Save and view	2	15

Course Evaluation .11	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc.	
Learning and teaching resources .12	
entific research methods in history and archaeology	Required textbooks (methodology if available)
methodological book	Main References (Sources)
- - - -	Recommended supporting books and references (scientific journals, reports…)
—	Electronic references, websites

Course description form

Course Name	.1
Maintenance and restoration of antiquities/maintenance of archaeological buildings	
Course Code	.2
Semester/year	.3
2024-2025 second semester	
The date this description was prepared	.4
18_3_2025	
Available attendance forms	.5
My presence	
Number of study hours (total)/number of units (total)	.6
15 weeks 30 hours	
Name of the course administrator (if more than one name is mentioned)	.7
Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq	

Course objectives		.8
Objectives of the study subject	•	---------
1– Employing learning contentTo provide students with the skills of	•	---------
conservation and restoration of antiquities.	•	---------
2– Develop proposals to overcome a problemLow skills of the restorer ()		
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	.9
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	.10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week

أ.م.د. نجلاء نجارس علي
رئيس قسم الآثار

Course description form

.13	Course Name
	Maintenance and restoration of antiquities/maintenance of archaeological buildings
.14	Course Code
.15	Semester/year
	2024-2025 second semester
.16	The date this description was prepared
	18_3_2025
.17	Available attendance forms
	My presence
.18	Number of study hours (total)/number of units (total)
	15 weeks 30 hours
.19	Name of the course administrator (if more than one name is mentioned)
	Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq
.20	Course objectives

• ------ • ------ • ------	**Objectives of the study subject** 1- Employing learning contentTo provide students with the skills of conservation and restoration of antiquities. 2- Develop proposals to overcome a problemLow skills of the restorer () 3- FasirLegal texts related to the preservation of world heritage.. Finding solutions to the problem of declineMethods of restoring ancient buildings in Iraq

.21	Teaching and learning strategies

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	The strategy

.22	Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week

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	Humidity effect	Cognitive experience	2	11
Direct questions	My presence	Sources of humidity and its effects	Cognitive experience	2	12
Direct questions	My presence	The effect of salts on antiquities	Cognitive experience	2	13
Quick exam	My presence	Sources of salt on antiquities	Cognitive experience	2	14
Semester exam	My presence	Forms of salt influence	Cognitive experience	2	15

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily exams, oral, monthly, written, reports... etc. 40 monthly, 60 final, 5 daily, 5 attendance.

23. Learning and teaching resources	
	Required textbooks (methodology, if any)
1- hods of maintenance and restoration of archaeological buildings / 2010 2- Restoration of the archaeological facility / 2002 3- Antiquities maintenance operations/2005	Main references (sources)
UNESCO reports	Recommended supporting books and references (scientific journals, reports….)
bsite of the General Authority for Antiquities and Heritage	Electronic references, websites

Course Description Form

1.	Course Name: Ancient Babylonian Texts (Legal and Letters)
2.	Course code
3.	Second semester/year 2024-2025
4.	Date of preparation of this description: 2/18/2025
5.	person-Available attendance forms: In
6.	Number of study hours (total): 45 / Number of units (total): 45
7.	(Course Supervisor Name (if more than one name is mentioned : Name: Asst . Prof. Dr. Mohammed Muharib Ali Email Mohammed_mu_ali@uomosul.edu.iq

8. Course objectives

• Knowledge of the Akkadian language • Akkadian grammar • Learn the grammatical structure of the Akkadian language	Course objectives

9. Teaching and learning strategies

1- Present lectures inPowerPoint 2- Training students to know the Akkadian language 3- Study of the common and unique linguistic characteristics between the Akkadian language and the Semitic languages 4- teacher interaction-Engaging students through student	Strategy

10. Course structure

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	w at ch es	we ek

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24.	Course Name: Ancient Babylonian Texts (Legal and Letters)

25.	Course code

26.	Second semester/year 2024-2025

27.	Date of preparation of this description: 2/18/2025

28.	person-Available attendance forms: In

29.	Number of units (total): 45 / 45 :(Number of study hours (total

30.	(Course Supervisor Name (if more than one name is mentioned
: Name: Asst . Prof. Dr. Mohammed Muharib Ali Email Mohammed_mu_ali@uomosul.edu.iq	

31.	Course objectives	
• Knowledge of the Akkadian language ● Akkadian grammar • Learn the grammatical structure of the Akkadian language	Course objectives	

32.	Teaching and learning strategies	
1- Present lectures inPowerPoint 2- Training students to know the Akkadian language 3- characteristics Study of the common and unique linguistic between the Akkadian language and the Semitic languages 4- teacher interaction-Engaging students through student	Strategy	

33.	Course structure				

Evaluation method	Learning method	Name of unit or topic	Required learning outcomes	watches	week
Duty	My theory with	History of the Akkadian language	History of the Akkadian languag	3	1

	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

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 from the era Old Babylonian	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

34. Course Evaluation

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

35. Learning and teaching resources

Akkadian language , Akkadian grammar , Hammurabi's Code,	(Required textbooks (methodology if available
1-Richardson, MEJ, ., Hammurabi's Laws Text, Translation and Glossary, New York, 2004. 2-Huehnergard, J. , A Grammar of Akkadian (GAKK), 3 ed , Winona Lake, Indiana, 2011 3- R. M. Whiting, Jr. ,Old Babylonian	(Main References (Sources

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: IVSL: https://rdd.edu.iq	Electronic references, websites

£Course Description Form

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) / Number of Units (Total)**
   30 hours

7. **Course administrator's name (mention all, if more than one name)**
   Name: Anfal Mohammed Mahmoud
   Email: anfal_m1983@uomosul.edu.iq

8. **Course Objectives**

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

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Course Description Form

13.	Course Name:

Prehistoric Ages	

14.	Course Code:

15.	Semester / Year:
2024-2025	

16.	Description Preparation Date:
18/02/2024	

17. Available Attendance Forms:
In-person and Electronic

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

19. Course administrator's name (mention all, if more than one name)
Name: Anfal Mohammed Mahmoud Email: anfal_m1983@uomosul.edu.iq

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

22. Course Structure

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

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

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

Course Description Form

1. Course Name:
Iraqi antiquities under the Parthian and Sassanid occupation /second course
2. Course Code:
3. Semester / Year:
2024- 2025
4. Description Preparation Date:
20-3-2025
5. Available Attendance Forms:
Full attendance
6. Number of Credit Hours (Total) / Number of Units (Total)

	30 HOUER IN TOTAL				

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

Name: : IMAN HANI SALIM

Email: eman.hani@uomosul.edu

8. Course Objectives

Course Objectives	Study of political and administrat influences ..
	Study of economic and commer transformation
	Military impact assessment
	Study of social and cultural influences

9. Teaching and Learning Strategies

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

10. Course Structure

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

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

Course Description Form

1. Course Name:
Iraqi antiquities under the Parthian and Sassanid occupation /second course

2. Course Code:

3. Semester / Year:
2024- 2025

4. Description Preparation Date:
20-3-2025

5. Available Attendance Forms:
Full attendance

6. Number of Credit Hours (Total) / Number of Units (Total)
30 HOUER IN TOTAL

7. Course administrator's name (mention all, if more than one name)
Name: : IMAN HANI SALIM
Email: eman.hani@uomosul.edu

8. Course Objectives

Course Objectives	Study of political and administrat influences ..
	Study of economic and commer transformation
	Military impact assessment
	Study of social and cultural influences

9. Teaching and Learning Strategies

Strategy	Study and impact analysis that happened in old Iraq in the shadow foreign for Mesopotamia

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2		Parthian in origin a name them	alecture	Test
2	2			a lecture	Test
3	2			a lecture	Test

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