

## Course description form

	.1 Course Name
quities of Iraq during the Achaemenid and Seleucid occupation / Antiquities of Iraq during the Parthian and Sassanian occupation	
	.2 Course Code
	.3 Semester/year
2024-2023 The first and second	
	.4 description was prepared The date this
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 (than one name is mentioned Name of the course administrator (if more
marwan_shareef@uomosul.edu.iq :Email Marwan Salim Shareef	
	.8 Course objectives
<ul style="list-style-type: none"> <li>• ly of the antiquities of ancient Iraq during the period from the fall of the ancient city of Babylon in the year 539</li> <li>– tional rule in ancient Iraq until the entry of Iraq under the banner of Islamic conquest in the BC and the end of</li> <li>– adisiyah in the year 636 AD / 14 AH. The study includes the antiquities of ancient Iraq during the –Battle of Al</li> <li>• onian occupation. 331 BC, the Seleucid occupation 311 BC, Achaemenid occupation in 539 BC and the Maced</li> <li>– e Parthian occupation 126 BC, and finally the Sassanian occupation 227 AD. The beginning was the definition</li> <li>– ollowed with the local of the origins of the peoples occupying Iraq and the method of administration and policy</li> <li>• opulation. After that, a number of cities were chosen as selected models during this period, such as the city of</li> <li>– Babylon, Seleucia, and Hatra. Discussing the most important architectural and architectural elements and the</li> <li>– ortant artistic and decorative styles that emerged during this period, as well as building methods and most imp</li> <li>– building materials, with a study of city planning and their defensive fortifications, as well as temples, palaces,</li> <li>– aq through the occupier, and how to deal with them and their mixing of tombs and other styles that entered Ir</li> <li>– .ancient Iraqi elements</li> </ul>	

Teaching and learning strategies .9					
<p>Explanation through the meeting, lecture in person, with the use of some electronic teaching to clarify maps of archaeological sites and plans for buildings, both religious data show, ,methods urged students to follow recent publications of books and sources related to the He .and civil archaeological specialty, transfer previous experiences to specialists, and follow up on workshops, ancient languages, ,seminars, and conferences related to the archaeological and cultural field 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</p>					the strategy
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	learning Required outcomes	hours	the week
Oral questions	My presence	roduction And an entrance material on Introductory And reasons the first chapter	laining the required erial in person and g electronic	2	the first
Oral questions after asking everyone to prepare and read about the material	My presence	he National Judgment end And the representative Iraq BC 539 Year Babylon city peoples hand on . Achaemenid	ta educational tools show). laining the required erial in person and g electronic	2	the second
Participation, interaction and preparation	My presence	duction and introductory introduction to the materi first chapter and the reasons he end of national rule in represented by the city of /lon in the year 539 BC, at hands of the Achaemenid .peoples	ta educational tools show). laining the required erial in person and g electronic	2	the third
Oral questions after everyone to asking prepare and read about the material	My presence	political and economic itions of ancient Iraq during the late rule of the ylonian state and its king, Nabonidus	ta educational tools show). laining the required erial in person and g electronic	2	the fourth
Oral exam for the subject	My presence	Achaemenid occupation of ent Iraq (reasons and (motives	ta educational tools show). laining the required erial in person and g electronic	2	Fifth
Participation, interaction and preparation	My presence	Achaemenids, origin, e, language, religion, and the most important kings	ta educational tools show). laining the required erial in person and g electronic	2	VI
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq during Achaemenid occupation al, economic and from a p ous perspective, tioning the most important ts of this period and the	ta educational tools show). laining the required erial in person and g electronic	2	Seventh
				2	VIII
				2	Ninth
				2	The tenth
				2	eleventh
				2	twelveth

Oral exam for the subject	My presence	sons for its fall and collapse	show).	2	Thirteenth
Participation, interaction and preparation	My presence	ander the Great, his onality, his accession to the e, his expansionist wars, try, the unification of his his dream of controlling .the East	aining the required n and material in p g electronic ta educational tools show).	2	fourteenth
Oral questions after asking everyone to prepare and read about the material	My presence	ander's wars with the aemenids, their ination, and control of the of Babylon. A statement of conditions of Iraq from a ical and economic pective. He mentioned the uities and most important gn Western styles in Iraqi tecture and the death of .Alexander the Great	aining the required erial in person and g electronic ta educational tools show).	2	Fifteenth
Oral exam for the subject	My presence		aining the required erial in person and g electronic ta educational tools show).	2	the first From
Participation, interaction and preparation	My presence	after the death of ander the Great, the ion of the Macedonian ire, and how Seleucus I controlled it	aining the required erial in person and g electronic ta educational tools show).	2	cond chapter the second
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq during rol from a Seleucid ical, religious, and omic perspective, and the ons for the collapse of ucid rule, mentioning the ts that date back to this .era	aining the required erial in person and g electronic ta educational tools show).	2	the third
Participation, ion and interact preparation	My presence		aining the required erial in person and g electronic ta ucational toolsed show).	2	the fourth
Oral exam for the subject	My presence	ian occupation origin, e, language, religion, most important kings, elimination Seleucids and control of Iraq	aining the required erial in person and g electronic ta educational tools show).	2	Fifth
Oral questions	My presence	ian control from a ical, religious, and omic perspective, and the ons for the collapse of nian rule, mentioning the ts that date back to this .era	aining the required erial in person and g electronic ta educational tools show).	2	VI
Oral questions after asking everyone to prepare and read about the material	My presence		aining the required erial in person and g electronic ta educational tools show).	2	Seventh
Participation, interaction and preparation	My presence		aining the required erial in person and g electronic ta educational tools show).	2	VIII
	My presence		aining the required erial in person and g electronic ta educational tools show).	2	Ninth
	My presence		aining the required erial in person and g electronic ta educational tools show).	2	The tenth
	My presence		aining the required erial in person and g electronic ta educational tools show).	2	eleventh
	My presence		aining the required erial in person and g electronic ta educational tools show).	2	Twelfth
	My presence		aining the required erial in person and g electronic ta educational tools show).	2	Thirteenth
	My presence		aining the required erial in person and g electronic ta educational tools show).	2	fourteenth



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

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

## Course Description Form

1. Course Name:	
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	
<b>Course Objectives</b>	<b>1. Remote Sensing Fundamentals</b> <ul style="list-style-type: none"> <li>Understanding the basic principles of remote sensing.</li> <li>Identifying the foundations, techniques, and applications of remote sensing in archaeology.</li> <li>Studying remote sensing data sources, such as satellite images and aerial photographs, and their use in archaeological surveys.</li> <li>Analyzing satellite imagery to detect archaeological sites and</li> </ul>

	<p>assess their conditions.</p> <p><b>2. Fundamentals of Geographic Information Systems (GIS)</b></p> <ul style="list-style-type: none"> <li>• Understanding GIS concepts and their importance in documenting and analyzing archaeological data.</li> <li>• Studying GIS components, including spatial layers, coordinates, projections, and geospatial databases.</li> </ul> <p><b>3. Practical Applications Using ArcGIS</b></p> <ul style="list-style-type: none"> <li>• Familiarizing with the ArcGIS interface and its essential tools.</li> <li>• Learning how to input and process archaeological data within ArcGIS.</li> <li>• Developing skills in creating and drawing spatial layers related to archaeological sites.</li> <li>• Creating archaeological databases that include site information, images, and topographic surveys.</li> <li>• Enhancing data management skills and linking them to digital archaeological information.</li> </ul> <p><b>4. Production of Thematic Archaeological Maps</b></p> <ul style="list-style-type: none"> <li>• Learning to design and produce accurate archaeological maps using ArcGIS.</li> <li>• Creating thematic maps illustrating the geographical distribution of archaeological sites and their relationship to the surrounding environment.</li> </ul>
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## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>• <b>Active Learning:</b> Encourages students to participate in educational activities rather than passive reception.</li> <li>• <b>Project-Based Learning:</b> Involves students in practical projects that enhance research and critical thinking skills.</li> <li>• <b>Collaborative Learning:</b> Promotes teamwork and idea exchange among students to solve problems.</li> <li>• <b>Problem-Based Learning:</b> Engages students in analyzing real-world problems and finding solutions.</li> <li>• <b>Technology-Enhanced Learning:</b> Utilizes digital tools and online platforms to improve the learning experience.</li> <li>• <b>Self-Directed Learning:</b> Encourages students to manage their learning based on their abilities and interests.</li> <li>• <b>Inquiry-Based Learning:</b> Sparks curiosity through questioning and research to seek answers.</li> <li>• <b>Blended Learning:</b> Combines traditional and online education to create a comprehensive learning experience.</li> </ul>
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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
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	<ol style="list-style-type: none"> <li>1. <a href="https://www.scribd.com/docs">https://www.scribd.com/docs</a></li> <li>2. <a href="https://www.researchgate.net/publication/366500661_ktab_nzm_almlwmat_aljghrafiy_tbyqat_mlyt_fy_althlyl_aljghrafiy_bastkhdam_ArcGIS_desktop">https://www.researchgate.net/publication/366500661_ktab_nzm_almlwmat_aljghrafiy_tbyqat_mlyt_fy_althlyl_aljghrafiy_bastkhdam_ArcGIS_desktop</a></li> <li>3. <a href="https://www.saidgis.com/%D9%83%D8%AA%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">https://www.saidgis.com/%D9%83%D8%AA%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</a></li> </ol>
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### 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						
Student knowledge of scientific research			Course objectives			
beginning of historical The						
documentation of scientific and literary sources						
Finding solutions to the low level of students						
Teaching and learning strategies .9						
techniques of scientific research and .teaching methods teaching students how to use modern					Strategy	
Course structure .10						
Evaluation method	Learning method	of the unit or Name topic	learning Required outcomes	watches	week	
Questions and Answers (Review (w	by presence	e method and ture of historical research	Save and view	2	1	
Questions and Answers (Review (w	by presence	story, its definition , d its place among sciences the types and knowledge	Save and view	2	2	

<b>Questions and Answers</b>	ly presence	e origin and development of historical documentation	Save and view	2	3
Questions and Answers	ly presence	e importance of writing history, methods of recording and its development 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 paper about the .topic	ly presence	bles of kings and dynasties	Save and view	2	6
Questions and Answers	ly presence	ntemporary history	Save and view	2	7

s					
Questions and Answers	ly presence	Dates	Save and view	2	8
Questions and Answers	ly presence	ording history in Greek civilization	Save and view	2	9
Questions and Answers	ly presence	Historical documentation in Arab-Islamic civilization	Save and view	2	10
Questions and answers + exam	ly presence	llection of sources, gins and methods used	Save and view	2	11
Questions + research on the topic	ly presence	pes of historical urses and written ect sources / The chance on preserving sources	Save and view	2	12

Questions + discussion of research on the topic	ly presence	rutinizing historical ts and interpreting rough them criticism/external ticism and internal/internal criticism	Save and view	2	13
Questions + discussion of research on the topic	ly presence	oid criticizing the torical origin as a .unit coherent	Save and view	2	14
Questions + Exam	ly presence	Auxiliary Sciences aphology - mismatics - Seals - ..... Archaeology	Save and view	2	15
Course Evaluation .11					
assigned to the student, such as daily The grade is distributed out of 100 based on the tasks .written exams, reports, etc preparation, daily, oral, monthly and					
Learning and teaching resources .12					
entific research methods in history and archaeology	(if available Required textbooks (methodology				
methodological book	(Main References (Sources				
- - - -	Recommended supporting books and (...references (scientific journals, reports				
—	Electronic references, websites				

## Course Description Form

University: Mosul    College: Archeology    Department or branch: Archeology Islamic

<b>13.Course Name:</b>					
Coins/Third Islamic (Second Course)					
<b>14.Course Code:</b>					
Jkpdd6					
<b>15.Semester / Year:</b>					
2024-2025					
<b>16.Description Preparation Date:</b>					
9-2-2025					
<b>17.Available Attendance Forms:</b>					
In attendance / glass room					
<b>18.Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 – (48 total)					
<b>19.Course administrator's name (mention all, if more than one name)</b>					
Name: A. p. Wasan Abdul Muttalib Hassan    Email: wassan_alqwssy@uomosul.edu.iq					
<b>20.Course Objectives</b>					
Course Objectives			Learn about the beginning of the invention of the ancient Iraqi currency Identifying the style of coins (Sasanian, Byzantine, and Arab Islamic coins, Abbasid, Seljuk, Fatimid, and Andalusian coins)		
<b>21.Teaching and Learning Strategies</b>					
Strategy		The student analyzes the writing recorded on Islamic coins in light of historical sources to determine the reasons for their minting. The student explains the role of Islamic coins as a means of propaganda and media. The student identifies the general features of the Umayyad, Abbasid, Fatimid, and Andalusian coins. Assigning students to read coins, identify their type, and describe them.			
<b>22. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Find out what life was like before the invention of money and how and how to trade In ancient times	The method of trade exchange before the invention of coins	presence	Direct questions for students
2	3	The reasons for the invention of money and who were the first to	The invention of coins	presence	Direct questions for students



		<b>invent money with historical evidence and evidence</b>			
<b>3</b>	<b>3</b>	<b>The most important currencies used in that period</b>	<b>Coins in Iraq, the Levant, the Arabian Peninsula, and Africa before Islam</b>	<b>presence</b>	<b>Show pictures For coins and their distinction</b>
<b>4</b>	<b>3</b>	<b>Types of coins used during the era of the Prophet It was mentioned by historical sources</b>	<b>Coins of the time of the Messenger, may God bless him and grant him peace</b>	<b>presence</b>	
<b>5</b>	<b>3</b>	<b>Understand and memorize</b>	<b>Coins in the era of the Rightly Guided Caliphs</b>	<b>presence</b>	
<b>6</b>	<b>3</b>	<b>Description of architectural style</b>	<b>Sasanian coins</b>	<b>presence</b>	<b>Conduct a paper test for students</b>
<b>7</b>	<b>3</b>	<b>Description of architectural style</b>	<b>Byzantine coins</b>	<b>Presence</b>	<b>Conduct a paper test for students</b>
<b>8</b>	<b>3</b>	<b>Description of architectural style</b>	<b>Arab dirhams in Sassanid style</b>	<b>presence</b>	<b>Conduct a paper test for students</b>
<b>9</b>	<b>3</b>	<b>Description of architectural style</b>	<b>Arabic dinars in Byzantine style</b>	<b>presence</b>	
<b>10</b>	<b>3</b>	<b>Save and track the Arabization stages of the dinar and dirham</b>	<b>Coins in the Umayyad era</b>	<b>presence</b>	
<b>11</b>	<b>3</b>	<b>Description of architectural style</b>	<b>Islamic coins in the Abbasid era</b>	<b>Presence</b>	
<b>12</b>	<b>3</b>	<b>Follow the development of currency during the Abbasid era</b>	<b>Development of Abbasid coins</b>	<b>Presence</b>	
<b>13</b>	<b>3</b>	<b>To see and distinguish it from others</b>	<b>Fatimid coins</b>	<b>Presence</b>	
<b>14</b>	<b>3</b>	<b>To see and distinguish it from others</b>	<b>Andalusian coins</b>	<b>Presence</b>	
<b>15</b>	<b>3</b>	<b>Save and track the evolution of the penny</b>	<b>Copper penny</b>	<b>presence</b>	
<b>16</b>	<b>3</b>	<b>Save and track the evolution of the penny</b>	<b>How to make coins (molds)</b>	<b>Presence</b>	
<b>23.Course Evaluation</b>					
<b>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</b>					
<b>24.Learning and Teaching Resources</b>					
<b>Required textbooks (curricular books, any)</b>			<b>The prescribed curriculum book D. Nahed Abdel Razzaq, Coins, Baghdad</b>		

<b>Main references (sources)</b>	
<b>Recommended books and references (scientific journals, reports...)</b>	
<b>Electronic References, Websites</b>	

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 for this		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			
<p><b>Objectives of the study subject</b></p> <ul style="list-style-type: none"> <li>1- Employing learning content To provide students with the skills of conservation and restoration of antiquities.</li> <li>2- Develop proposals to overcome a problem Low skills of the restorer ()</li> <li>3- Facilitate legal texts related to the preservation of world heritage..</li> </ul> <p>Finding solutions to the problem of decline Methods of restoring ancient buildings in Iraq</p>					
Teaching and learning strategies		9			
<p>a- Learn about ancient architectural techniques; types of buildings, construction methods, and construction materials And ways to maintain it.</p> <p>B- Identify clearly on the factors affecting it Archaeological buildings and the reasons for the destruction of buildings.</p> <p>C- Identifying modern methods of maintaining archaeological buildings</p> <p>Dr. Skills the public And movable (Skills The other Related Capable recruitment And evolution Personal)</p> <p>E- Practical experience in restoration methods and how to deal with antiquities</p> <p>F- Learn to maintain archaeological buildings and ways to deal with them in the long term</p>		The strategy			
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week

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

### Course description form

Course Name .13					
Maintenance and restoration of antiquities/maintenance of archaeological buildings					
Course Code .14					
Semester/year .15					
2024–2025 second semester					
The date this description was prepared .16					
18_3_2025					
Available attendance forms .17					
My presence					
Number of study hours (total)/number of units (total) .18					
15 weeks 30 hours					
Name of the course administrator (if more than one name is mentioned) .19					
Name: Marwan Salem Sharif Email:Marwan_shareef@uomosul.edu.iq					
Course objectives .20					
<p>----- •</p> <p>----- •</p> <p>----- •</p>		<p style="text-align: center;"><b>Objectives of the study subject</b></p> <p>1– Employing learning contentTo provide students with the skills of conservation and restoration of antiquities.</p> <p>2– Develop proposals to overcome a problemLow skills of the restorer ()</p> <p>3– FasirLegal texts related to the preservation of world heritage..</p> <p>Finding solutions to the problem of declineMethods of restoring ancient buildings in Iraq</p>			
Teaching and learning strategies .21					
<p>a–Learn about ancient architectural techniques, types of buildings, construction methods, and construction materialsHAnd ways to maintain it.</p> <p>B–IdentifyClearly on the factors affecting itArchaeological buildings and the reasons for the destruction of buildings.</p> <p>C- Identifying modern methods of maintaining archaeological buildings Dr.Skills the public And movable(Skills The other Related Capable recruitment And evolution Personal)</p> <p>E- Practical experience in restoration methods and how to deal with antiquities</p> <p>F- Learn to maintain archaeological buildings and ways to deal with them in the long term</p>					<p>The strategy</p>
Course structure .22					
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 archaeological 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.					
Learning and teaching resources					.23
			Required textbooks (methodology, if any)		
Methods of maintenance and restoration of archaeological buildings / 2010 -1 Restoration of the archaeological facility / 2002 -2 Antiquities maintenance operations/2005 -3			Main references (sources)		
UNESCO reports			Recommended supporting books and references (scientific journals, reports....)		
Website of the General Authority for Antiquities and Heritage			Electronic references, websites		

Course Description Form

Course name		1			
Islamic calligraphy and coins					
Course code		2			
semester/year		3			
First course					
Date of preparation of this description		4			
2020/21					
Available forms of attendance		5			
My presence					
(total) Number of study hours (total) / Number of units		6			
Two units					
(Course Supervisor Name (if more than one name is mentioned		7			
mohammed_aboo@uomosul.edu.iq : EmailMahmoud Name: Mohammed Khader					
Course objectives		8			
Course objectives					
<ul style="list-style-type: none"> <li>• y of the types of Arabic calligraphy of Islam before and after the advent</li> <li>• importance of coins and their different types</li> <li>• ing the scientific level of graduate students</li> <li>•</li> </ul>					
of graduate students' knowledge of the importance of Arabic A study the the differences between Islamic coins throughout and calligraphy .ages		Strategy			
Course structure 9					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	watches	week
Question s and Answers	My presence	Auth script/ its and development	ormation/discussion/conclusions	2	1

### Course Description Form


Course name	13
Islamic calligraphy and coins	



Course code .14						
semester/year .15						
course First						
Date of preparation of this description .16						
2025/2/2						
Available forms of attendance .17						
My presence						
(Number of study hours (total) / Number of units (total .18						
Two units						
(Course Supervisor Name (if more than one name is mentioned .19						
ahmoud Email : mohammed_aboo@uomosul.edu.iq Name: Mohammed Khader						
Course objectives .20						
of the types of Arabic Study • calligraphy before and after the advent of Islam importance of coins and The • their different types the scientific level of Raising • graduate students			<b>Course objectives</b>			
•						
.21						
A study of graduate students' knowledge of the importance of Arabic calligraphy and the differences between Islamic coins .ages throughout the					Strategy	
Course structure .22						
Evaluation method	Learning method	of the unit or topic	Name	learning Required outcomes	watches	week
Questio	ly presence	uluth gin	script/ its and	formation/discu ion/conclusions	2	1

<b>ns and Answer / s</b>		development			
<b>Questions and Answers</b>	ly presence	skh script: its and development	view/Discussion	2	2
<b>Questions</b>	ly presence	Nabataean script	Save and view	2	3
<b>Questions</b>	ly presence	calligraphic decoration	Save and view	2	4
<b>Questions/Answers</b>	ly presence	Lydian coins	Understanding and memorizing	2	5
<b>Discussion and analysis</b>	ly presence	e style of dirhams ring the reign of d Muawiyah and al-Malik	Understanding and memorizing	2	6
<b>Questions and Answers</b>	ly presence	Tughra	Understanding and memorizing	2	7
<b>Analytical discussion</b>	ly presence	Kufic script	View and save	2	8
<b>Questions and Answer</b>	ly presence	alfiels	View and save	2	9

<b>s</b>					
<b>Questions and Answers / s</b>	ly presence	DinarAl	View and save	2	10
<b>Questions</b>	ly presence	Abbasid dirhams	Save and view	2	11
<b>Questions and Answers</b>	ly presence	udy the difference between Islamic currency and coins	Understanding and knowledge	2	12
<b>Questions and Answers</b>	ly presence	Floral Kufic script	Save and view	2	13
<b>Analytical discussion</b>	ly presence	e Atabeg Philosophy	Understanding and knowledge	2	14
				2	15
<b>Course Evaluation .23</b>					
assigned to the student, such as daily The grade is distributed out of 100 based on the tasks .written exams, reports, etc preparation, daily, oral, monthly and					
<b>Learning and teaching resources .24</b>					
without			(if available Required textbooks (methodology		
All Islamic arts books			(Main References (Sources		
magazines and encyclopedias specialized in Islamic arts			Recommended supporting books and (...references (scientific journals, reports		
			Electronic references, websites		

Course Description Form	
Course Name:	
Architecture of the Islamic East – India and Transoxiana / Department of Antiquities / Third Phase	
Course Code:	
Semester / Year:	
٢٠٢٤/٢٠٢٥	
Description Preparation Date:	
٢٦/٢/٢٠٢٥	
Available Attendance Forms:	
My presence	
Number of Credit Hours (Total) / Number of Units (Total)	
٣ hours / ٩٠ hours annually	
Course administrator's name (mention all, if more than one name)	
Name: Muhammad Muayyad Mal Allah	
Email: <a href="mailto:mohameed-najar1976@uomosul.edu.iq">mohameed-najar1976@uomosul.edu.iq</a>	
Course Objectives	
<p>Course Objectives</p>  <p>أ.م.د. محمد المجازي رئيس قسم الآثار</p>	<ul style="list-style-type: none"> <li>• Identify the most important historical buildings of Arab-Islamic architecture in the Islamic East.</li> <li>• Study Islamic buildings, such as mosques, and their architectural elements.</li> <li>• Study building layout and decorative elements.</li> <li>• Study the influence and impact on planning, construction, and decorative elements.</li> </ul>
Teaching and Learning Strategies	
Strategy	
Course Structure	

## Course Description Form

Course Name:
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Architecture of the Islamic East – India and Transoxiana / Department of Antiquities / Third Phase	
Course Code:	
Semester / Year:	
2024/2025	
Description Preparation Date:	
26/2/2025	
Available Attendance Forms:	
My presence	
Number of Credit Hours (Total) / Number of Units (Total)	
3 hours / 90 hours annually	
Course administrator's name (mention all, if more than one name)	
Name: Muhammad Muayyad Mal Allah	
Email: <a href="mailto:mohameed-najar1976@uomosul.edu.iq">mohameed-najar1976@uomosul.edu.iq</a>	
Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• Identify the most important historical buildings of Arab–Islamic architecture in the Islamic East.</li> <li>• Study Islamic buildings, such as mosques, and their architectural elements.</li> <li>• Study building layout and decorative elements.</li> <li>• Study the influence and impact on planning, construction, and decorative elements.</li> </ul>
Teaching and Learning Strategies	
Strategy	
Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Understanding the material with memorization	A historical overview of the emergence of Islam in India	My presence	
the second	3	Understanding the material with memorization	Styles of mosque construction in India	My presence	Conducting oral exams
the third	3	Understanding the material with memorization	Architectural elements that distinguished India	My presence	Duty assignment
the fourth	3	, Understanding the material with memorization	Construction and raw materials used in building mosques in India	My presence	Students' participation in the explanation
Fifth	3	Understanding the material with memorization	Taj Mahal Mosque	My presence	Assignments: Conduct oral exams + written exam
Sixth	3	Understanding the material with memorization	My death collector	My presence	Duty assignment
Seventh	3	Understanding the material with memorization	Fatimburi Mosque	My presence	Students' participation

					ation in the explanation
eighth	3	Understanding the material with memorization	Survival mosque	My presence	Assignments: Conduct oral exams + written exam
Ninth	3	Understanding the material with memorization	Timurid Mosque	My presence	Conduct a written exam
The tenth	3	Understanding the material with memorization	Isfahan Mosque	My presence	Duty assignment
eleventh	3	Understanding the material with memorization	<b>Architectural elements used in mosques</b>	My presence	Students' participation in the explanation
twelveth	3	Understanding the material with memorization	Decorative elements used in mosques	My presence	Assignments: Conduct oral exams
Thirteenth	3	Understanding the material with memorization	The most important features of Indian mosques	My presence	Assignments: Conduct oral exams + written exam



fourteenth	3	Understanding the material with memorization	A comparative study of some Islamic buildings	My presence	review
Fifteenth	3	A comprehensive review of the material in preparation for the end-of-year exam		My presence	Conduct a written exam

#### 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

#### Learning and Teaching Resources

Required textbooks (curricular books, if any)	Characteristics of Mosque Architecture in India / Adel Arif
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Studies in Islamic Architecture / An Architectural Archaeological Study / Asim Muhammad Rizq
Electronic References, Websites	<a href="https://ar.wikipedia.org/w/index.php?search=&amp;title=%D8%AE%D8%A7%D8%B5%3A%D8%A8%D8%AD%D8%AB">https://ar.wikipedia.org/w/index.php?search=&amp;title=%D8%AE%D8%A7%D8%B5%3A%D8%A8%D8%AD%D8%AB</a>

Course description form	
Course Name	1
Antiquities of Iraq during the Achaemenid and Seleucid occupation / Antiquities of Iraq during the Parthian and Sassanian occupation	
Course Code	2
Semester/year	3
2024-2025 / The first and second	
description was prepared The date this	4
2025-3-25	
Available attendance forms	5
My presence	
(Number of study hours (total)/number of units (total	6
hours 30 hours / a total of 30 hours / the second stage is 30 The first stage is	
(than one name is mentioned Name of the course administrator (if more	7
marwan_shareef@uomosul.edu.iq :Email Marwan Salim Shareef	
Course objectives	8
<ul style="list-style-type: none"> <li>• Study of the antiquities of ancient Iraq during the period from the fall of the ancient city of Babylon in the year 539 BC until the entry of Iraq under the banner of Islamic conquest in the year 637 AD and the end of the Sassanian rule in ancient Iraq.</li> <li>• The study includes the antiquities of ancient Iraq during the Seleucid occupation (333-63 BC) and the Parthian occupation (247-224 BC).</li> <li>• The beginning was the definition of the Seleucid occupation (333-63 BC), and finally the Sassanian occupation (224-650 AD).</li> <li>• The study includes the definition of the origins of the peoples occupying Iraq and the method of administration and policy.</li> <li>• After that, a number of cities were chosen as selected models during this period, such as the city of Babylon, Seleucia, and Hatra. Discussing the most important architectural and architectural elements and the most important artistic and decorative styles that emerged during this period, as well as building methods and building materials, with a study of city planning and their defensive fortifications, as well as temples, palaces, tombs and their mix of ancient Iraqi other styles that entered Iraq through the occupier, and how to deal with them.</li> </ul>	

# Course description form

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

archaeological specialty, transfer previous experiences to specialists, and follow up on workshops, seminars, and conferences related to the archaeological and cultural field, ancient languages, to hear their own viewpoints and the excavations, and museums, while giving them the opportunity to extend the extent of their readiness to work in the archaeological field after completing their studies					
Course structure .33					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral questions	My presence	an introduction entrance material on Introductory	aining the required erial in person and	2	the first
Oral questions after asking everyone to prepare and read about the material	My presence	And reasons the first chapter the National Judgment end And the representative Iraq BC 539 Year Babylon city peoples hand on .Achaemenid	g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools show).	2	the second
Participation, interaction and preparation	My presence	duction and introductory duction to the material of asons the first chapter and t he end of national rule in represented by the city of ylon in the year 539 BC, at hands of the Achaemenid .peoples	g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools show).	2	the third
Oral questions after asking everyone to read prepare and about the material	My presence	political and economic itions of ancient Iraq ng the late rule of the New , Babylonian state and its Nabonidus	aining the required erial in person and g electronic ta educational tools show).	2	the fourth
Oral exam for the subject	My presence	Achaemenid occupation of ent Iraq (reasons and (motives	aining the required erial in person and g electronic ta educational tools show).	2	Fifth
Participation, interaction and preparation	My presence	Achaemenids, origin, e, language, religion, and the most important kings	aining the required erial in person and g electronic ta educational tools show).	2	VI
Oral questions after asking everyone to prepare and read about the material	My presence	conditions of Iraq during Achaemenid occupation a political, economic and perspective, religi	aining the required erial in person and g electronic ta educational tools show).	2	Seventh
Oral exam for the subject	My presence	tioning the most important ts of this period and the sons for its fall and collapse	aining the required erial in person and g electronic ta educational tools show).	2	VIII
Participation,	My	ander the Great, his onality, his accession to the e, his expansionist wars, unification of his country,	aining the required n and material in p g electronic ta educational tools	2	Ninth
					The tenth
					eleventh
					twelveth
					Thirteenth
					fourteenth

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

about the material		under the banner of	aining the required		
Participation,	My	nic conquest, mentioning	erial in person and		
and interaction	presence	effects dating back to this	g electronic		
preparation		.era	ta educational tools		
	My	city of Babylon, naming,	show).		
Oral questions after	presence	ion, city planning, the	aining the required		
asking everyone to		important archaeological	erial in person and		
prepare and read	My	uments, including temples,	g electronic		
about the material	presence	ces, walls, defensive	ta educational tools		
		fications, gates, streets,	show).		
Oral exam for the	My	hanging , ziggurats	aining the required		
subject	presence	ens, including what was	erial in person and		
		d during the various	g electronic		
Participation,	My	.periods of occupation	ta ucational toolsed		
interaction and	presence	ying the most important	show).		
preparation	My	tectural elements and	aining the required		
	presence	s in the city that came	erial in person and		
Participation and		the occupiers, such as the	g electronic		
interaction And	My	um, the theater, and the	ta educational tools		
civilization	presence	most important buildi	show).		
		materials	aining the required		
Participation and	My	duction and introductory	erial in person and		
interaction	presence	duction to the subject of	g electronic		
		second chapter, and a talk	ta educational tools		
	My	t the most important cities	show).		
	presence	chosen for study	aining the required		
Participation,	My	most important	n and material in p		
interaction and	presence	uments, architectural and	g electronic		
preparation	My	ic styles, and the	ta educational tools		
	presence	ences that entered on	show).		
questions after Oral		nt Iraqi architecture and a	aining the required		
asking everyone to	My	from the period 539 BC to	erial in person and		
prepare and read	presence	.AD 636	g electronic		
about the material	My	building materials used in	ta educational tools		
	presence	period and how to obtain	show).		
		rials that are not available	aining the required		
	My	ly, such as milk, bricks,	erial in person and		
	presence	d, stones, metals, binders,	g electronic		
		....etc	ta educational tools		
	My	ek architecture and	show).		
	presence	influence in ancient Iraq	the required Explaini		
		ucia city, location, reasons	erial in person and		
	My	emergence, history of the	g electronic		
	presence	archaeological	ta educational tools		
		excavations	show).		
	My	planning, defensive	aining the required		
	presence	fications, residential	erial in person and		
		houses	g electronic		
	My	ples, palaces, cemeteries	ta educational tools		
	presence	and tombs	show).		
		a city, location, naming,	aining the required		
		ory of the cityhist			
		most important kings,			

	My presence	ion, economy, politics, and the fall of the city ding materials, archaeological excavations planning, defensive fications, walls, gates, moat Main temples Secondary temples eteries ,Residential houses and graves r archaeological marks in the city of Hatra, squares, markets	erial in person and g electronic ta 1 toolseducational show). aining the required erial in person and g electronic ta educational tools show). aining the required erial in person and g electronic ta educational tools show).		
Course evaluation .34					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily etc. Daily preparation (5), daily exam ...preparation, daily, oral, monthly, and written exams, reports (oral (5), monthly (15), written (60), report (5 ,(10)					
Learning and teaching resources .35					
Iraq in History (A Brief Political History) / Dr. Amer Suleiman			(Required textbooks (methodology, if any		
Relying on many sources and references related to this ...period, including Iraqi Civilization / a group of researchers - Mosul Civilizational Encyclopedia / a group of researchers - Introduction to the history of civilizations / Taha Baqir - on ancient history / Amer Suleiman and Lectures - Fatayan-Ahmed Malik Al T. / Oscar Reuter / Babylon, the inner city center - Nawal Khurshid and Ali Yahya Mansour - -Hadar, the Arab Capital / Majed Abdullah Al-Al Shams - The mediator in the history of the Arabs before - Mallah-Hashem Al / Islam - The emergence and establishment of the Seleucid state / Hassan Hamza Jawad - Ancient History of Iran / Taha Baqir and others - The civilization of Iran and Asia Minor in ancient Khatib-times / Muhammad Al - Ahmad-Saeed Al Sami / History of the Middle East - Ancient Persia / Yezf Wieshofer / T. Muhammad Jadid - The Greatness of Babylon / Harry Sacks / T. Amer Suleiman -			(sources) Main references		



ults of recent excavations by modern foreign and Iraqi missions - Leonardo ,reviewed journals-international peer in published W. King: A History of Babylon Andre Parrot: Babylon and the Old Testament Robert Koldewey : the Excavations at Babylon -	Recommended supporting books and (....references (scientific journals, reports Electronic references, websites
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## Course Description Form

<b>1. Course name:</b>	
Jurisprudence of construction in Islamic civilization	
<b>2. Course code:</b>	
pq7rfgqc	
<b>3. semester/year:</b>	
2024-2025	
<b>4. Date this description was prepared:</b>	
<b>5. Available attendance forms:</b>	
in-person + blended learning	
<b>6. Number of study hours (total) / Number of units (total):</b>	
<b>7. Name of the course supervisor (if more than one name is mentioned) and academic title:</b>	
Name: Assist. Prof. Farhan Mahmoud Elias E.mail: farhan_mahmmod@uomosul.edu.iq	
<b>8. Course objectives:</b>	
Course Objectives: This course aims to introduce students to the	•

importance of Islamic jurisprudence in organizing plans, structures, and emerging issues, as well as what Islamic law stipulates in rulings between disputants over housing, structures, services, and crops.	•				
9. Teaching and learning strategies:					
Strategy	The course aims to familiarize students with the provisions and conditions of Islamic jurisprudence regarding construction, in terms of legislation pertaining to building boundaries, incidents, and city plans, with regard to harm based on the teachings of the Islamic religion (no harm nor reciprocating harm) and the prohibition of transgression, as stipulated in the Qur’anic verses, the hadiths of the Prophet, and the Sunnah, as well as what was discussed and approved by jurists and opinion leaders such as Ibn al-Rami, who worked as a builder and was a contemporary of some of the jurists of his time in the seventh century AH, as stated in the book Al-Ahkam Al-Sultaniyyah by Abu Ya’la, and the book of Islamic Architecture Jurisprudence.				
10. Course structure:					
week	Hours	Required learning outcomes	Name of unit/course or topic	Teaching method	Evaluation method
Tuesday	1	Understanding and summarizing the material	The role of jurisprudence in urban planning	In-presence	Discuss and ask questions
Wednesday	1	Understanding and summarizing the material	The role of jurisprudence in organizing cities and distributing plans	In-presence	Discuss and ask questions
Tuesday	1	Understanding and summarizing the material	Road organization	In-presence	

Wednesday	1	Understanding and summarizing the material	Ruling on encroachment on roads	In-presence	
Tuesday	1	Understanding and summarizing the material	Neighborhood rights	In-presence	
Wednesday	1	Understanding and summarizing the material	The judgment between two men's houses	In-presence	
Tuesday	1	Understanding and summarizing the material	Ruling on planting wood in a neighbor's house	In-presence	
Wednesday	1	Understanding and summarizing the material	The ruling on lending a plot of land to two men	In-presence	
Tuesday	1	Understanding and summarizing the material	The harm of smoking and the ruling on it	In-presence	
Wednesday	1	Understanding and summarizing the material	Harmful effects of scorpions	In-presence	
Tuesday	1	Understanding and summarizing the material	Who built a stable	In-presence	
Wednesday	1	Understanding and summarizing the material	The harm of looking through windows and doors	In-presence	
Tuesday	1	Understanding and summarizing the material	Light ports and rooftops	In-presence	
Wednesday	1	Understanding and summarizing the material	Supervision of the place on the house	In-presence	
Tuesday	1	Understanding and	Talking about the	In-	

		summarizing the material	mill	presence	
Wednesday	1	Understanding and summarizing the material	Who puts his building in the way	In-presence	
Tuesday	1	Understanding and summarizing the material	Talking about someone who opened a window on a tenant	In-presence	
Wednesday	1	Understanding and summarizing the material	Whoever wants to build his building and close his hot window	In-presence	
Tuesday	1	Understanding and summarizing the material	Talking about the two-story floor	In-presence	
Wednesday	1	Understanding and summarizing the material	Rainwater drainage	In-presence	
Tuesday	1	Understanding and summarizing the material	Events of Bab Fi Zqaq	In-presence	
Wednesday	1	Understanding and summarizing the material	meeting of people	In-presence	
Tuesday	1	Understanding and summarizing the material	Restoration is a way that some people refuse	In-presence	
Wednesday	1	Understanding and summarizing the material	Removing soldiers and shelves	In-presence	
Tuesday	1	Understanding and summarizing the material	Prohibited wells	In-presence	
Wednesday	1	Understanding and	Open the door to a	In-	

		summarizing the material	shared space between two houses.	presence	
<b>11. Course Evaluation:</b>					
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.					
<b>12. Learning and teaching resources</b>					
Required textbooks (methodology if available): The Declaration of the Rules of Construction by Ibn Al-Rami, Islamic Architecture Jurisprudence by Khaled Azab					
Main References (Sources) Sultanic Rulings and Ottoman States, Abu Ya'la					
Recommended supporting books and references (scientific journals, reports...)					
Electronic references, websites					

1.	Course Name:
	Architecture of the Islamic East Iran/ Department of Antiquities / Third Phase
2.	Course Code:
3.	Semester / Year:
	2024/2025
4.	Description Preparation Date:
	26/2/2025
5.	Available Attendance Forms:

# My presence

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

3 hours / 90 hours annually

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

Name: Muhammad Muayyad Mal Allah

Email: [mohameed-najar1976@uomosul.edu.iq](mailto:mohameed-najar1976@uomosul.edu.iq)

8. Course Objectives

## Course Objectives

- Identify the most important historical buildings of Arab–Islamic architecture in the Islamic East.
- Study Islamic buildings, such as mosques, and their architectural elements.
- Study building layout and decorative elements.
- Study the influence and impact on planning, construction, and decorative elements.

9. Teaching and Learning Strategies

Strategy

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	Understanding the material with memorization	A historical overview of the emergence of Islam in Iran	My presence	

the second	3	Understanding the material with memorization	Styles of mosque constructil in Iran	My presen ce	Conduc ting oral exams
the third	3	Understanding the material with memorization	Architectura l elements that distinguishe d Iran	My presen ce	Duty assign ment
the fourth	3	, Understanding the material with memorization	Constructio n and raw materials used in building mosques in Iran	My presen ce	Student s' particip ation in the explana tion
Fifth	3	Understanding the material with memorization	Isfahan Mosque	My presen ce	Assign ments: Conduc t oral exams + written exam
Sixth	3	Understanding the material with memorization	My death collector	My presen ce	Duty assign ment
Seventh	3	Understanding the material with memorization	Alhakim Mosque	My presen ce	Student s' particip ation in the explana tion
eighth	3	Understanding the material with memorization	KHawzan mosque	My presen ce	Assign ments: Conduc t oral exams

					+ written exam
Ninth	3	Understanding the material with memorization	Abu Alhasan Mosque	My presence	Conduct a written exam
The tenth	3	Understanding the material with memorization	Isfahan Mosque	My presence	Duty assignment
eleventh	3	Understanding the material with memorization	<b>Architectural elements used in mosques</b>	My presence	Students' participation in the explanation
twelveth	3	Understanding the material with memorization	Decorative elements used in mosques	My presence	Assignments: Conduct oral exams
Thirteenth	3	Understanding the material with memorization	The most important features of Indian mosques	My presence	Assignments: Conduct oral exams + written exam
fourteenth	3	Understanding the material with memorization	A comparative study of some Islamic buildings	My presence	review
Fifteenth	3	A comprehensive review of the material in preparation for the end-of-year exam		My presence	Conduct a written exam



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)	Characteristics of Mosque Architecture in India / Adel Arif
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Studies in Islamic Architecture / An Architectural Archaeological Study / Asim Muhammad Rizq
Electronic References, Websites	<a href="https://ar.wikipedia.org/w/index.php?search=&amp;title=%D8%AE%D8%A7%D8%B5%3A%D8%A8%D8%AD%D8%AB">https://ar.wikipedia.org/w/index.php?search=&amp;title=%D8%AE%D8%A7%D8%B5%3A%D8%A8%D8%AD%D8%AB</a>