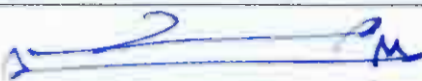


Course Description Form

1. Course Name:					
Arabic Islamic decorative arts.					
2. Course Code:					
3. Semester / Year:					
Second Semester 2025-2026					
4. Description Preparation Date:					
2-4-2026					
5. Available Attendance Forms:					
On-site and online					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hour					
7. Course administrator's name (mention all, if more than one name)					
Name: Ahmed Ebrahim Ahmed Email: ahmed_ebrahim@uomosul.edu.iq					
8. Course Objectives					
Course Objectives			"An introduction to jewelry, the materials used in its manufacture, and hairstyles and their various forms." "Definition of weapons and their types: heavy and light." "The technical aspects embodied in ornaments and weapons."		
9. Teaching and Learning Strategies					
Strategy	Giving a lecture. Discussions. Brainstorming.				
 أ.م.د. محمد مجازي علي رئيس قسم الآثار					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

The First	2	Basic Principles of matter.	Jewelry and hairstyles.	Delivering a lecture and holding a discussion.	Homework
The second	2	"An introduction to the types of jewelry and hairstyles in the pre-Islamic era and the early period of the Islamic message."	. Neck ornaments such as collars. .Hairstyles such as twisting it into a spiral shape and others.	Delivering a lecture and holding a discussion.	Homework
Third	2	. " Tearing (or raggedness) in the pre-Islamic era."	This includes the use of various types of jewelry such as earrings, necklaces, and others, as well as different hairstyles, in addition to tattoos.	Delivering a lecture and holding a discussion.	Homework
Fourth	2	.Jewelry and ornamentation in the Umayyad Period	Including necklaces and their types, in addition to hairstyles like 'Al-Athakeel' (which are uneven-length" locks of hair)and others.	Delivering a lecture and holding a discussion.	Written Exam
Fifth	2	Jewelry and Adornment in The Abbasid Era.	Including the use of jewelry, as well as hairstyles of various types and shapes".	Delivering a lecture and holding a discussion.	Homework
Sixth	2	Weapons and their types in the Rashidun and Umayyad eras.	Light weapons, including swords ,bows, spears, shields, and others.	Delivering a lecture and holding a discussion.	Homework

Seventh	2	Heavy weapons and their types.	A sentence including the catapult, the ram, the tank and the incendiary projectiles).	Delivering a lecture and holding a discussion.	Homework
Eighth	2	Weapons in the Abbasid era.	Light weapons, Including swords , bows, spears, and others.	Delivering a lecture and holding a discussion.	Homework
Ninth	2	Heavy weapons.	Including catapults, tanks and others.	Delivering a lecture and holding a discussion.	Written Exam
Tenth	2	Fire shells, their types, and materials.	.The Arabic origins of firearms and the opinions expressed regarding them.	Delivering a lecture and holding a discussion.	Homework
Eleven Th	2	Weapons in the Mongol era.	The Mongol reliance on seized weaponry in their siege of cities.	Delivering a lecture and holding a discussion.	Homework
Twelfth	2	Weapons in the Timurid and Safavid eras.	Types of light and heavy weapons and their uses.	Delivering a lecture and holding a discussion.	Homework
Thirteenth	2	Weapons in the Ottoman era.	Heavy and light weapons and their types.	Delivering a lecture and holding a discussion.	Homework
Fourteenth	2	Quick review of the material.	Jewelry in different eras.	Delivering a lecture and holding a discussion.	Homework
Fifteenth	2	Quick review	Weapons and their types in the Islamic eras.	Delivering a lecture and holding a discussion.	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)	The book of Islamic Arab decorative arts.
Main references (sources)	Decorative arts By its authors: Abdul-Aziz Hamid, Salah Al-Obaidi and Ahmed Qassim.
Recommended books and references (scientific journals, reports...)	Islamic arts Written by: Zaki Muhammad Hasan.
Electronic References, Websites	

Course Description Form

1. Course Name:					
Islamic Arab Decorative Arts / First Course					
2. Course Code:					
[Not specified]					
3. Semester / Year:					
2025/2026					
4. Description Preparation Date:					
15/2/2026					
5. Available Attendance Forms:					
In-person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
(3 hours per week) / (45 hours total)					
7. Course administrator's name (mention all, if more than one name)					
Name: Rana Waadallah Mahdi					
Email: rana_waadallah@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		1. Utilize the learning content to interpret the problems facing the educational process. 2. Propose suggestions to overcome the issue of declining effectiveness in the educational process. 3. Find solutions for the problem of students' low motivation toward studying.			
9. Teaching and Learning Strategies					
Strategy		Learn about decorative techniques and their implementation in different eras and on various materials, including wood, stone, marble, and plaster, in different cities, as well as mosaic, their history, spread, and manufacturing methods.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Learning Skills	Wood carving in the Umayyad and Abbasid Eras	Lecture	Teaching
2	3	Learning Skills	Tikrit Gate	Lecture	Teaching
3	3	Learning Skills	Kairouan Mosque Minbar	Lecture	Teaching
4	3	Learning Skills	Decorative woodwork in Levant	Lecture	Exam+ Teaching



رنا وادالله ماضي

5	3	Learning Skills	Wood carving in Ayyubid Mamluk eras	Lecture	Teaching
6	3	Learning Skills	Imam Al-Shafi'i's Casket	Lecture	Questions
7	3	Learning Skills	Wood carving in the Seljuk era	Lecture	Teaching
8	3	Learning Skills	Wood material test	Lecture	Exam
9	3	Learning Skills	Mosaics before Islam and they were made	Lecture	Teaching
10	3	Learning Skills	Mosaic in the Umayyad (Mosaic of the Umayyad Mosque in Damascus)	Lecture	Teaching
11	3	Learning Skills	Dome of the Rock mosaic	Lecture	Teaching
12	3	Learning Skills	Mosaics in the Abbasid era	Lecture	Teaching +Exam
13	3	Learning Skills	Stone and plaster carving the dawn of Islam	Lecture	Teaching
14	3	Learning Skills	Stone and plaster carving the Umayyad era	Lecture	Teaching
15	3	Learning Skills	Stone and plaster carving the Abbasid era	Lecture	Teaching +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

Final Exam: 60%

Daily preparation, quizzes, oral and monthly exams, written exams, reports, etc.: 40%

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Islamic Arab Decorative Arts By: Dr. Abdul Aziz Hameed and others (Baghdad University - 1982)
Main references (sources)	•Fareed Shafie – Decorated Wood in the Umayyad Style - Ernst Kühnel – Islamic Art •Dimand – Islamic Arts •Zaki Muhammad Hassan – Islamic Arts
Recommended books and references (scientific journals, reports...)	[Not specified]
Electronic References, Websites	www.wikipedia.com

1. Course Name	Conservation and Restoration of Antiquities / Co
2. Course Code	---
4. Date of Description	8 / 4 / 2025
6. Total Credit Hours	15 weeks × 3 hrs/week = 45 hours
3. Sen	
5. Atte	
7. Cor	

61/2025
 42/1/25
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8. Course Objectives

Objectives of the course:

1. Applying learning content to equip students with the skills of conservation and restoration of anti-
2. Developing proposals to address the problem of declining restorationist (مستور) skills.
3. Interpreting the legal texts relating to the protection of world heritage.
4. Finding solutions to the problem of declining methods for restoring archaeological buildings in Ir

9. Teaching and Learning Strategies

Strategy	A. Familiarisation with the techniques of ancient architecture, the their deterioration, and the methods of conserving them. B. Familiarisation — clearly — with the factors that affect the det C. Familiarisation with the modern methods used in the conserve D. General skills and transferable skills (Skills → others → related to employability, development, and E. Practical experience in the application of restoration methods, F. Learning to conserve archaeological buildings and the long-tei
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10. Course Structure (15 Weeks)

Week	Hrs	Learning Outcome	Unit / Topic
1	2	Cognitive	
			International organisations active in the field of world herita
			Charters and international conventions relating to heritage

6	2	Practical experience	1. Cloning / Replication (الاستنساخ) of archaeological building 2. Lacunae (الضعف نقاط) in archaeological buildings
7	2	Cognitive	Schools of international restoration and their methods.
7	2	Cognitive	Factors causing deterioration of archaeological monuments
8	2	Cognitive	Effect of rainfall (الأمطار) on monuments.
9	2	Cognitive	Effect of wind (الرياح) on monuments.
10	2	Cognitive	Effect of heat / temperature (الحرارة) on monuments.
11	2	Cognitive	Effect of moisture / humidity (الرطوبة) on monuments.
12	2	Cognitive	Sources of moisture (الرطوبة), its forms, and the patterns of
13	2	Cognitive	Effect of salts (الأملاح) on monuments.
14	2	Cognitive	Human-sourced (الأثر البشري / الإنساني) impacts on monument
15	2	Cognitive	Forms of impact of living organisms (الحياة الكائنات) on monum

11. Course Assessment

Grade Distribution (Total: 100 pts)		The grade (out of 100) is distributed according to student-a
	Daily Attendance	5 pts
	Daily Exam	5 pts
	Monthly Exam	40 pts
	Written (Final) Exam	60 pts

11. Learning and Teaching Resources

Required Textbooks (where curriculum exists)	— (no prescribed textbook currently specified)
Main References (Primary Sources)	1. Methods of Conservation and Restoration of Archaeology 2. Restoration of Archaeological Structures (الترميم الهيكلي للآثار) 3. Conservation Operations of Antiquities (العمليات صيانة عتيقات)
Supplementary Books & Recommended References (journals, reports, etc.)	• UNESCO Organisation Reports on heritage conservation • Reports and field studies of the Iraqi State Board of Antiquities
Electronic References & Internet Sources	• Website of the Iraqi State Board of Antiquities and Herita

COURSE DESCRIPTION FORM

	Antiquities of Iraq During the Achaemenid and Seleucid Occupations / Antiquities of Iraq During the Parthian Occupations		
	—	3. Semester / Year	First & Second / 2025–2026
	9/4/2025	5. Available Attendance Forms	In-person (compulsory)
Hours /	Semester 1: 45 hours Semester 2: 24 hours Total: 60 hours	7. Course Coordinator	Name: Dr. Marwan Salem Shareef Ema marwan_shareef@uomosul.edu.iq

Objectives

Antiquities of ancient Iraq from the fall of the archaeological city of Babylon in 539 BC and the end of national rule in ancient Iraq, until Iraq came under Arab rule at the Battle of al-Qadisiyyah in 636 AD / 14 AH.

Antiquities of ancient Iraq during the Achaemenid occupation (539 BC), the Macedonian occupation (331 BC), the Seleucid occupation (311 BC), the Parthian occupation (126 BC), and finally the Sassanid occupation (227 AD).

Starts with an introduction to the origins, identities, and administrative/political methods of the occupying peoples toward the local population. Selects case studies during this period — including Babylon, Seleucia, and Hatra — addressing major architectural and constructional elements, prominent features that emerged during this period, construction methods and building materials, city planning and defensive fortifications, and also temples, palaces, and other structures introduced into Iraq by occupiers, as well as how these were adapted and blended with ancient Iraqi elements.

Teaching and Learning Strategies

	In-person explanation through compulsory lectures, using electronic teaching aids (data show) to display maps of archaeological sites and plans of religious and civil buildings
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Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
In-person lecture + electronic teaching aids	Introduction to the course material: course overview and reasons for the end of the national rule in ancient Iraq, represented by the fall of the city of Babylon in 539 BC at the hands of the Achaemenid peoples.	In-person	Oral questions
In-person lecture + teaching aids	Semester 1 Introduction: Causes of the end of the national rule in ancient Iraq represented by Babylon in 539 BC at the hands of the Achaemenid peoples.	In-person	Oral questions after preparation
In-person lecture (educational)	Same as above (continued)	In-person	Participation, interaction & preparation
In-person lecture + teaching aids	Political and economic conditions of ancient Iraq in the late Neo-Babylonian period under King Nabonidus.	In-person	Oral questions after preparation
In-person lecture	The Achaemenid occupation of ancient Iraq (causes and motives).	In-person	Oral questions after preparation
In-person lecture + electronic aids	The Achaemenids: origins, nomenclature, language, religion, major kings.	In-person	Written exam on the material
In-person lecture + electronic aids	Political, economic, and religious conditions of Iraq during the Achaemenid occupation, with major monuments and causes of collapse.	In-person	Participation & preparation
Electronic teaching aids (data show)	Alexander the Great: his personality, ascension to the throne, expansionary wars, unification of his kingdom, and his ambition to control the East.	In-person	Oral questions after preparation
In-person lecture + teaching aids	Alexander's wars against the Achaemenids, his conquest of Babylon, conditions of Iraq (political, economic), major monuments and Western architectural styles introduced. Death of Alexander.	In-person	Written exam on the material
Electronic teaching	Iraq after Alexander's death: division of the Macedonian Empire	In-person	Oral questions after preparation

s Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
In-person lecture + electronic aids (data show)	Sassanid occupation: origins, nomenclature, language, religion, major kings; elimination of the Parthians and control of Iraq.	In-person	Participation & preparation
In-person lecture + electronic aids (data show)	Iraq under Sassanid rule: political, religious, and economic conditions; causes of Sassanid collapse and the Islamic conquest. Monuments from this era.	In-person	Participation & preparation
In-person lecture + electronic aids (data show)	City of Babylon: name, location, urban plan, major archaeological features (temples, palaces, walls, defensive fortifications, gates, streets, ziggurat, hanging gardens) including additions during various occupation periods.	In-person	Oral questions
In-person lecture + electronic aids (data show)	Study of the major architectural elements and styles in the city, introduced by occupiers (e.g., amphitheater, theater) and key building materials.	In-person	Oral questions after preparation
In-person lecture + electronic aids (data show)	Introduction to Semester 2 material: major cities selected for study and important monuments, architectural styles, artistic influences from 539 BC to 636 AD.	In-person	Participation & preparation
In-person lecture + electronic aids (data show)	Building materials used during this period and methods for obtaining non-locally available materials: mud brick, fired brick, bitumen, timber, stone, metals, binding materials, etc.	In-person	Oral questions after preparation
In-person lecture + electronic aids (data show)	Greek architecture and urban planning in ancient Iraq: influence and counter-influence.	In-person	Oral questions after preparation
In-person lecture + electronic aids (data show)	City of Seleucia on the Tigris: location, reasons for foundation, city history, archaeological excavations.	In-person	Oral questions after preparation
In-person lecture + electronic aids (data show)	Urban plan of Seleucia: defensive fortifications, residential houses	In-person	Participation & preparation

Required Learning Outcomes	Unit / Topic Name	Teaching Method	Assessment Method
show)			
In-person lecture + electronic aids (data show)	Building materials and archaeological excavations at Hatra.	In-person	Oral questions after preparation
In-person lecture + electronic aids (data show)	Urban plan of Hatra: defensive walls, gates, moat.	In-person	Oral questions after preparation
In-person lecture + electronic aids (data show)	Main temples of Hatra.	In-person	Participation & preparation
In-person lecture + electronic aids (data show)	Secondary temples, residential houses, tombs and graves at Hatra; other archaeological features: squares and markets.	In-person	Oral questions after preparation

Assessment

f 100) is distributed according to student-assigned tasks as follows:

on 5 points
 10 points
 5 points
 15 points
 Exam 60 points
 5 points

	• History of Iran and Asia Minor in Ancient Times / Mohammed al-Khatib • History of the Middle East / Sami Said al-Ahmad • Ancient Persia / Yzf Fayzhvuf / T. Mohammed Jadid • The Greatness of Babylon / Hari Sakz / T. Amer Sulaiman
s (Sources)	• Latest publications for foreign and Iraqi excavations recently published in international peer-reviewed journals • Leonardo W. King: A History of Babylon • Andre Parrot: Babylon and the Old Testament • Robert Koldewey: The Excavations at Babylon
Books & References als, Reports, etc.)	— (Latest relevant publications in the field)
rences & Internet	—

Course description template

1. Course Name	
Arabic calligraphy / The course the first	
2. Course code	
Hx6ydkrj	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
1/2/2026	
5. Available forms of attendance	
In-person and online	
6. Number of study hours (total) / Number of units (total)	
3 – (45 total)	
7. Name of the course coordinator (if there is more than one, please mention it)	
Name: A.M. Wasan Abdel-Muttalib Hassan Email: wassan_alqwssy@uomosul.edu.iq	
8. Course objectives	
To familiarize students with Islamic civilization and its various arts and cultures, most notably Arabic calligraphy and the Arabic language, which distinguishes the Islamic world from other nations, and the extent of its influence on the West, its spread, and the accuracy of its implementation, as it is the mother tongue.	Course objectives
9. Teaching and learning strategies	
Students tasked with preparing reports on the types of script, the stages of its development, and highlighting its uses in writing on all aspects of Islamic arts and architecture. Through this study, the	strategy

development and stages of Arabic script throughout the ages will become clear to us.					
10. Course structure					
Week	Hours	Required learning outcomes	Unit or topic name	Learning method	Evaluation Method
1	3	The origins of writing and its stages of development	Origin and development of script before Islam	In-person education	Introductory lecture
2	3	cognitive aspects	Nabataean script	In-person education	to explain Curriculum
3	3	The most important Arabic inscriptions before Islam	Analysis of written lines	In-person education	Questions Intellectual
4	3	Opinions and theories on the origin of Arabic script	The emergence of Arabic script	In-person education	to explain
5	3	cognitive aspects	The Musnad script and its characteristics	In-person education	to explain
6	3	The Origins of Arabic Calligraphy	Arabic calligraphy in the early Islamic period	In-person education	to explain
7	3	cognitive aspects	Arabic calligraphy in the early Islamic period	In-person education	to explain
8	3	Stages of calligraphy development using dots and diacritical marks	Arabic calligraphy in the Umayyad era	In-person education	to explain

9	3	cognitive aspects	Dots and shapes	In-person education	to explain
10	3	The development of Arabic calligraphy	Calligraphy in the Abbasid era	In-person education	to explain
11	3	The development of Arabic calligraphy	Types of Kufic script	In-person education	to explain
12	3	Writing materials and tools used	Naskh script and its types	In-person education	paper
13	3	Analysis of shapes and images	Calligraphy in the Ottoman era	In-person education	to explain
14	3	The style used in implementing the lines	Writing supplies among the Arabs	In-person education	to explain
15	3	cognitive aspects	ink and pen	In-person education	to explain

11. Course evaluation

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

12. Learning and teaching resources

	Required textbooks (methodology, if applicable)
• Abdul Aziz Hamid and others, Arabic calligraphy	Main references (sources)
Yahya Wahib Al-Jubouri / Calligraphy and Writing in Civilization Arabic	Recommended supporting books and references (scientific journals, reports, etc.)
	Electronic references, websites