

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2024

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name Al-Muthanna University

Faculty/Institute: Arts

Scientific Department: Archeology

Academic or Professional Program Name Bachelor's degree in Archeology

Final Certificate Name Bachelor of Arts in Archeology

Academic System: courses

Description Preparation Date: 17/9/2023

File Completion Date: 25/2/2024

Signature:

Head of Department Name:

Prof. dr. abbas fadal hussein.

Date: 25/2/2024

Signature

Scientific Associate Name:

Dr. Maitham Hayawi Abdel

Date: 25/2/2024

The file is checked by Dr. Oatah Muhammed. Al.
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department

Date: 27/2/2024

Signature

Approval of the Dean

3/3/2024

1. Program Vision

Contributing to the field of higher education, scientific research, and intellectual and human heritage in creating academically advanced cadres in various aspects of human knowledge. In addition to depleting all its scientific and administrative energies to ensure that its outputs have a solid knowledge structure .

2. Program Mission

The College of Arts seeks to provide various university education programs in the humanities and linguistic specializations with high quality and to provide education and training services in accordance with international standards and values based on the Iraqi intellectual heritage and value. It is concerned with the research environment in order to qualify students to a level that enables them to assume work tasks and interact with society at the local and global levels .

3. Program Objectives

- Activating the scientific role to provide society with research projects that contribute to addressing problems with solid scientific solutions .**
- ٢ Preparing academics, specialists, social researchers, and archaeological excavators**
- ٣ Working to improve the university environment to achieve a suitable work environment for students and teachers .**
- ٤ Achieving the student's knowledge building through learning about the cultures of other peoples**
- ٥ Developing the level of scientific performance through writing research and methodological books, providing scientific references, as well as holding discussions, seminars, and scientific conferences .**
- ٦ Developing the college's work by establishing contact with colleges and government agencies in a way that contributes to developing performance**

as well as achieving the appropriate academic level for students.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

No standards have been released yet

5. Other external influences

Is there a sponsor for the program?

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	4	8		
College Requirements	no			
Department Requirements	20	64		
Summer Training	no			
Other	no			

* This can include notes whether the course is basic or optional.

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
The first stage, the first course				
	AA1A103	Islamic architecture	۳	nothing
	AAAA106	Old	۳	nothing

		architecture		
	AHA1101	History of ancient Iraq	۲	nothing
	ALAL102	Ancient languages (Sumerian)	۲	nothing
	A11R106	human rights	۲	nothing
	MSA108	Computer	۲	nothing
	AAL105	Arabic	۲	nothing
	AATL104	Texts in English	۲	nothing
The second course	AA1A103	Islamic arts	۲	nothing
	AAAA106	Ancient arts	۲	nothing
	AHA1101	History of ancient Iraq	۲	nothing
	ALAL102	Ancient languages (Akkadian)	۲	nothing
	A11R106	democracy	۲	nothing
	MSAM107	Introduction to archaeology	۲	nothing
	GLAH209	Archaeological geology	۲	nothing
	AATL104	Texts in English	۲	nothing
		items ۱۶	۴	nothing
			units	
The second	ARSV201	Archaeological	۲	nothing

phase The first course		survey		
	ALAL202	Ancient languages	۳	nothing
	AAIA203	Islamic architecture	۳	nothing
	GOAT205	Decorative arts	۳	nothing
	AHAL200	Civilization of ancient Iraq	۳	nothing
	AAAA206	Ancient arts	۳	nothing
	AATL204	English texts	۲	nothing
	HOST207	Islamic history	۲	nothing
The second phase The second course	GRAH109	Historical geography	۲	nothing
	ALAL202	Ancient languages (Sumerian)	۳	nothing
	AAIA203	Islamic building	۳	nothing
	GOAT205	Decorative arts	۳	nothing
	AHAL200	Civilization of ancient Iraq	۳	nothing
	AAAA206	Old architecture	۲	nothing
	AATL204	English texts	۲	nothing
	MSI208	Computer	۲	nothing

	Total materials	16	43 units	nothing
third level				
The first course	HONC304	Art in the ancient Near (East (Iran	۲	nothing
	AGAL357	Ancient languages (Akkadian)	۲	nothing
	ARCT358	Effects of Iraq's occupation period	۲	nothing
	SVIGD352	Surveying and engineering drawing	۳	nothing
	PRHO305	Prehistoric times (Mesopotamia)	۲	nothing
	AATL354	English texts	۲	nothing
	ACISRM359	Research methodology	۲	nothing
third level				
The second course	HONC304	Art in the Ancient Near (East (Anatolia	۲	nothing
	ASL360	Ancient languages (Sumerian)	۲	nothing
	ARCT358	Effects of Iraq's	۲	nothing

		occupation period		
	CSFT355	Maintenance and restoration	۲	nothing
	PRHO305	Prehistoric times (West Asia)	۲	nothing
	AATL354	English texts	۲	nothing
	ACISRM359	Research methodology	۲	nothing
		items ۱۰	۳۷ units	
Stage four		Antiquities of Greece	۲	nothing
The first course		Antiquities of the East (Egypt)	۲	nothing
		Ancient languages (Akkadian)	۲	nothing
		Gulf Antiquities	۲	nothing
		Exploration methods	۲	nothing
		English texts	۲	nothing
		Old pottery	۲	nothing
		Roman ruins	۲	nothing
		Antiquities of the East (the	۲	nothing

		(Levant		
		Ancient languages (Sumerian)	٢	nothing
		Antiquities of the island	٢	nothing
		Exploration methods	٢	nothing
		English texts	٢	nothing
		Old pottery	٢	nothing
		Graduation Project	٢	nothing
		items ١٥	٢٦	units
		٦١	١٥٤	units

8. Expected learning outcomes of the program

Knowledge

.A- Cognitive objectives
 Students should be able -A١
 to adopt scientific thinking
 methods in confronting
 .problems
 Adopting sleep thinking -A٢
 in harmony with the form and
 content of available
 .knowledge
 Adopting in-depth -A٣
 learning methods that
 guarantee understanding and

Learning Outcomes Statement:1

.application Acquiring self-regulated –A4 learning strategies that are .consistent with self-efficacy Being able to know –A5 .social concepts Identify archaeological –A1 concepts related to the content of the study	
Skills	
Skills related to tourism – B1 service Skills for organizing the – B1 archaeological planning . process Archaeological research – B4 skills	Learning Outcomes Statement 2
Learning Outcomes 3	Learning Outcomes Statement 3
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
Learning Outcomes 5	Learning Outcomes Statement 5

9. Teaching and Learning Strategies

Various teaching methods, such as recitation , discussion, and live questioning, investigation, problem solving, self-learning methods, and student self-regulation

10. Evaluation methods

Achievement tests of various types, written, essay and objective

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
(\ (Professor	date	Islamic history			Yes	date
Assistant (° (Professor	Ancient ruins date geography geography Arabic Language	Ancient languages Recent history Environment geography Development geography Modern literature	English language –		Yes	Ancient ruins date geography geography Arabic Language
assistant teacher	geography	Political			Yes	geography

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program

State briefly the sources of information about the program.

14. Program Development Plan

Program Skills Outline

Required program Learning outcomes															
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024		Islamic architecture	Basic	√	√	√	√	√	√	√	√	√	√	√	
		Old architecture	Basic	√	√	√	√	√	√	√	√	√	√	√	
First grade First course		History of ancient Iraq	Basic	√	√	√	√	√	√	√	√	√	√	√	
		Ancient languages (Sumerian)	Basic	√	√	√	√	√	√	√	√	√	√	√	
First grade		Islamic arts	Basic	√	√	√	√	√	√	√	√	√	√	√	
		Ancient arts	Basic	√	√	√	√	√	√	√	√	√	√	√	

Second course															
		History of ancient Iraq	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Ancient languages (Akkadian	Basic	√	√	√	√	√	√	√	√	√	√	√	√
			Basic	√	√	√	√	√	√	√	√	√	√	√	√
			Basic	√	√	√	√	√	√	√	√	√	√	√	√
The second phase		Ancient languages	Basic	√	√	√	√	√	√	√	√	√	√	√	√
The first course		Islamic architecture	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Decorative arts	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Civilization	Basic	√	√	√	√	√	√	√	√	√	√	√	√

		of ancient Iraq													
		Ancient arts	Basic	√	√	√	√	√	√	√	√	√	√	√	√
The second phase The second course		Ancient languages (Sumerian)	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Islamic building	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Decorative arts	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Civilization of ancient Iraq	Basic	√	√	√	√	√	√	√	√	√	√	√	√
		Old architecture	Basic	√	√	√	√	√	√	√	√	√	√	√	√

third level: The first course		Art in the ancient Near East (Iran)		√	√	√	√	√	√	√	√	√	√	√	√
		Ancient languages (Akkadian)		√	√	√	√	√	√	√	√	√	√	√	√
		Effects of Iraq's occupation period		√	√	√	√	√	√	√	√	√	√	√	√
		Surveying and engineering drawing		√	√	√	√	√	√	√	√	√	√	√	√
		Prehistoric times		√	√	√	√	√	√	√	√	√	√	√	√

) Mesopotami (a													
third level		Art in the		√	√	√	√	√	√	√	√	√	√	√	√
The second		Ancient													
course		Near East													
		(Anatolia)													
		Ancient		√	√	√	√	√	√	√	√	√	√	√	√
		languages													
		(Sumerian)													
		Effects of		√	√	√	√	√	√	√	√	√	√	√	√
		Iraq's													
		occupation													
		period													
		Maintenanc		√	√	√	√	√	√	√	√	√	√	√	√
		e and													
		restoration													

		Prehistoric times (West Asia)	√	√	√	√	√	√	√	√	√	√	√	√	√
The fourth stage		Old pottery	√	√	√	√	√	√	√	√	√	√	√	√	√
The first course		Antiquities of the East (Egypt)	√	√	√	√	√	√	√	√	√	√	√	√	√
		Ancient languages: (Akkadian)	√	√	√	√	√	√	√	√	√	√	√	√	√
		Gulf Antiquities	√	√	√	√	√	√	√	√	√	√	√	√	√
		Exploration methods	√	√	√	√	√	√	√	√	√	√	√	√	√

		Antiquities of the East (the Levant)																
The fourth stage		Ancient languages (Sumerian)																
The second course		Antiquities of the island																
		Exploration methods																

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

1. Course Name: Akkadian Language	
2. Course Code: AGAL357	
3. Semester / Year:	
4. Description Preparation Date: 2023-2024	
5. Available Attendance Forms	
My presence / my theory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
٣٢	
7. Course administrator's name (mention all, if more than one name)	
Name: : Abather Rahi Saadoon	
Email: abodaar.rahee@mu.edu.iq	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1) Teaching the student the grammar of the Akkadian and Sumerian languages 2) Save cuneiform signs. 3) Linking the subject of ancient Iraqi history with Akkadian and Sumerian texts. 4) Expanding the student's knowledge base. 5) Training the student on the reproduction cuneiform signs.
9. Teaching and Learning Strategies	
Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Acquaintance with the Akkadian state.	The Akkadian state.	Recitation and discussion	Written exams.
2-	3	Understanding the Akkadian language and its dialects.	Introduction to the Akkadian language and its dialects.	Recitation and discussion	Written exams.
3-	3	Learn how to reproduce cuneiform signs.	Reproduction of cuneiform signs.	Recitation and discussion	Written exams.
4-	3	Study the grammar of the Akkadian language and memorize cuneiform signs.	Various Akkadian nominal phrases.	Recitation and discussion	Written exams.
5-	3	Study the grammar of the Akkadian language and memorize cuneiform signs.	Various Akkadian phrasal verbs.	Recitation and discussion	Written exams.
6-	3	Reading, transliteration of letter number one	Study of Akkadian grammar .	Recitation and discussion	Written exams.

7-	3	Learn how to reproduce cuneiform signs.	Reproduce cuneiform signs.	Recitation and discussion	Written exams.
8-	3	Reading, transliteration of letter number two	Study of Akkadian grammar .	Recitation and discussion	Written exams.
9-	3	Learn how to reproduce cuneiform signs.	Reproduce of cuneiform signs.	Recitation and discussion	Written exams.
10-	3	Reading, transliteration of letter number three.	Study of Akkadian grammar .	Recitation and discussion	Written exams.
11-	3	Learn how to reproduce cuneiform signs.	Reproduce of cuneiform signs.	Recitation and discussion	Written exams.
12-	3	Reading, transliteration of letter number four	Reading, transliteration and analysis.	Recitation and discussion	Written exams.
13-	3	Learn how to reproduce cuneiform signs.	Reproduce cuneiform signs.	Recitation and discussion	Written exams.
14-	3	Reading, transliteration of letter number five	Reading, transliteration and analysis.	Recitation and discussion	Written exams.

15-	3	General review.	General review.	Recitation and discussion	Written exams.

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)	Unavailable.
Main references (sources)	<p>1) Saad Salman Fahd, Cuneiform texts from the Old Babylonian era (Diyala/Tel Harmal region), unpublished master's thesis, (Baghdad: 1996).</p> <p>2) Abather Rahi Saadoon Al-Za unpublished cuneiform texts from era of the Third Dynasty of Ur in Iraq Museum (2114-2004 BC), Al-Sar Press, 1st edition, (Tehran: 2019).</p>
Recommended books and references (scientific journals, reports...)	Sumer
Electronic References, Websites	<p>http://bdtns.filol.cnc.es/</p> <p>http://psd.museum.uconn.edu/neosd-frame.html</p> <p>http://www.ias1.net/ias1/uiLanguage=ar</p> <p>http://cdli.ucla.edu/</p>

Course Description Form

1. Course Name: Akkadian Language

2. Course Code: AGAL357

3. Semester / Year: Year

4. Description Preparation Date: 2023-2024

5. Available Attendance Forms: Personally

6. Number of Credit Hours (Total) / Number of Units (Total): 3 Hours/3 Units

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

Name: Abather Rahi Saadoon
Email: abodaar.rahee@mu.edu.iq

8. Course Objectives

Course Objectives

- 1) Teaching the student the grammar of the Akkadian and Sumerian languages
- 2) Save cuneiform signs.
- 3) Linking the subject of ancient Iraqi history with Akkadian and Sumerian texts.
- 4) Expanding the student's knowledge base.
- 5) Training the student on the reproduction of cuneiform signs.

9. Teaching and Learning Strategies

Strategy

Lecture

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Introducing the student to Akkadian state	The Akkadian state	Recitation and discussion	Written exams.
2-	3	Explanation of the Akkadian dialects	Introduction to the Akkadian language and its dialects	Recitation and discussion	Written exams.
3-	3	Read, translate and analyze	Article 1 of the Code of Hammurabi	Recitation and discussion	Written exams.
4-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article One	Recitation and discussion	Written exams.
5-	3	Read, translate and analyze	Article 2 of the Code of Hammurabi	Recitation and discussion	Written exams.
6-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article II	Recitation and discussion	Written exams.
7-	3	Read, translate and analyze	Article Three of the Code of Hammurabi	Recitation and discussion	Written exams.
8-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article Three	Recitation and discussion	Written exams.
9-		Read, translate and analyze	Article 4 of the Code of Hammurabi	Recitation and discussion	Written exams.
10-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article	Recitation and	Written exams.

			Four	discussion	
11-	3	Read, translate and analyze	Article 5 of the Code of Hammurabi	Recitation and discussion	Written exams.
12-	3	Preserving cuneiform signs		Recitation and discussion	Written exams.
13-	3	Student training	Reproduction of cuneiform signs, Article Five	Recitation and discussion	Written exams.
14-	3	Know the types of verbs	Preserving cuneiform signs	Recitation and discussion	Written exams.
15-	3	Student training	Practical examples	Recitation and discussion	Written exams.

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)	Unavailable
Main references (sources)	1) Saad Salman Fahd, Cuneiform texts from the Old Babylonian era (Diyala/Tel Harmal region), unpublished master's thesis, (Baghdad: 1996). 2) Abather Rahi Saadoon Al-Zaidi, unpublished cuneiform texts from the era of the Third Dynasty of Ur in the Museum (2114-2004 BC), Al-Samei Press, 1st edition (Tehran: 2019).
Recommended books and references (scientific journals, reports...)	Sumer
Electronic References, Websites	http://bdms.filol.cuc.edu/ http://psd.museum.upenn.edu/nepsd-frame.html

<http://www.iasj.net/iasj?uiLanguage=ar>
<http://cdli.ucla.edu/>

Course Description Form

1. Course Name: Akkadian Language

2. Course Code: AGAL357

3. Semester / Year: Year

4. Description Preparation Date: 2023-2024

5. Available Attendance Forms: Personally

6. Number of Credit Hours (Total) / Number of Units (Total): 3 Hours/3 Units

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

Name: Abather Rahi Saadoon
Email: abodaar.rahee@mu.edu.iq

8. Course Objectives

Course Objectives

- 1) Teaching the student the grammar of the Akkadian and Sumerian languages
- 2) Save cuneiform signs.
- 3) Linking the subject of ancient Iraqi history with Akkadian and Sumerian texts.
- 4) Expanding the student's knowledge base.
- 5) Training the student on the reproduction of cuneiform signs.

9. Teaching and Learning Strategies

Strategy

Lecture

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Introducing the student to Akkadian state	The Akkadian state	Recitation and discussion	Written exams.
2-	3	Explanation of the Akkadian dialects	Introduction to the Akkadian language and its dialects	Recitation and discussion	Written exams.
3-	3	Read, translate and analyze	Article 1 of the Code of Hammurabi	Recitation and discussion	Written exams.
4-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article One	Recitation and discussion	Written exams.
5-	3	Read, translate and analyze	Article 2 of the Code of Hammurabi	Recitation and discussion	Written exams.
6-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article II	Recitation and discussion	Written exams.
7-	3	Read, translate and analyze	Article Three of the Code of Hammurabi	Recitation and discussion	Written exams.
8-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article Three	Recitation and discussion	Written exams.
9-		Read, translate and analyze	Article 4 of the Code of Hammurabi	Recitation and discussion	Written exams.
10-	3	Preserving cuneiform signs	Reproduction of cuneiform signs, Article	Recitation and	Written exams.

			Four	discussion	
11-	3	Read, translate and analyze	Article 5 of the Code of Hammurabi	Recitation and discussion	Written exams.
12-	3	Preserving cuneiform signs		Recitation and discussion	Written exams.
13-	3	Student training	Reproduction of cuneiform signs, Article Five	Recitation and discussion	Written exams.
14-	3	Know the types of verbs	Preserving cuneiform signs	Recitation and discussion	Written exams.
15-	3	Student training	Practical examples	Recitation and discussion	Written exams.

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

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Electronic References, Websites	http://bdms.filol.cuc.edu/ http://psd.museum.upenn.edu/nepsd-frame.html

<http://www.iasj.net/iasj?uiLanguage=ar>
<http://cdli.ucla.edu/>

Course description form

1-Name of the course	
Language English	
2-Course code	
Language English	
3-Semester/year	
Second / 2023	
4-Date this description was prepared	
2023\9\17	
5-Available forms of attendance	
My presence	
6- Number of study hours (total) / number of units (total)	
Hours 45 / 15 units	
7-Name of the course administrator (if more than one name is mentioned)	
Name: ANWAR KAREEM NAJEEM Email: anwar.kareem@mu.edu.iq	
8-Course objectives	
<ul style="list-style-type: none">• Learn about the concept of language English• Its importance and objectives. . Knowledge of types, forms and methods of language English• . Knowledge of the theories	Objectives of the study subject

explaining					
9-Teaching and learning strategies					
<p>1- Determine the goals of language English</p> <p>2- Knowledge of the types, forms and methods of language .</p> <p>Intellectual development on the part o language English of and its importance for the individual and society</p> <p>3-The method preserves the means of language English and transmits 4- them from one generation to another</p> <p>5-Developing the researcher's skills in solving problems that society is exposed to as a result of its weakness Means of language English</p>					The strategy
10-Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Test and share	My presence	A general introduction to the basics of the English language		3	1
Test and share	My presence	The most important pioneers of sociology		3	2
Test and share	My presence	The most important theories in sociology		3	3

Test and share	My presence	Excerpts from the book Head Way		3	4
Test and share	My presence	Revision		3	5
Test and share	My presence	The main parts of an essay		3	6
Test and share	My presence	Description signals		3	7
Test and share	My presence	How to write descriptive paragraph		3	8
Test and share	My presence	Quiz		3	9
Test and share	My presence	Giving Reasons		3	10
Test and share	My presence	Writing practice		3	11
Test and share	My presence	Idioms and slangs ?		3	12
Test and share	My presence	Informal means of language english (tradition)		3	13
Test and share	My presence	The main parts of an essay		3	14
Test and share	My presence	Descriptive Paragraph		3	15

11-Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams Oral, monthly, written, reports, etc

12-Learning and teaching resources

New Headway Beginner students Book-John and Liz soars – fourth-edition- oxford d-with I tutor.

Required textbooks (methodology, if (any

Maen Khalil: Social Control, Sunrise Wall 2006 for publishing and .distribution, Amman, Jordan, 2006

(Main references (sources

1-New Headway Beginner students Book-John and Liz soars – fourth-edition- oxford d-with I tutor

Recommended books and supporting references, scientific journals, reports

2- Grammar eBook

3-Headway Academic skills.

4-Essential Grammar in use.

5-cambridge English pronouncing Dictionary.

6-English Vocabulary in use.

7-oxford picture Dictionary .

sites, sociology portal, sociology magazine library Iraqi Academy.

Electronic references, Internet

Head Department

Subject teacher

Dr. Abas fadel
Hussin

M.M. ANWAR KAREEM NAJEEM

Course description form

1-Name of the course	
Effects of Iraq's occupation period	
2-Course code	
Effects of Iraq's occupation period	
3-Semester/year	
Second / 2024	
4-Date this description was prepared	
2024\1\28	
5-Available forms of attendance	
My presence	
6- Number of study hours (total) / number of units (total)	
Hours 45 / 15 units	
7-Name of the course administrator (if more than one name is mentioned)	
Name: ANWAR KAREEM NAJEEM Email: anwar.kareem@mu.edu.iq	
8-Course objectives	
<ul style="list-style-type: none">• Learn about the concept of Effects of Iraq's occupation period• Its importance and objectives. . Knowledge of types, forms and methods of Effects of Iraq's occupation period	Objectives of the study subject

<ul style="list-style-type: none"> • Knowledge of the theories explaining Effects of Iraq's occupation period 	
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9-Teaching and learning strategies

<ol style="list-style-type: none"> 1- Culture and . Effects of Iraq's occupation period 2- Dobin ,Frank, Culture Models Effects of Iraq's occupation period 3- Social theory and Effects of Iraq's occupation period 4- Castells, Manuel,The Rise of the Network. 5- Barnett,William, Modeling internal Organizational Change. 	The strategy
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10-Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	the week
Test and share	My presence	A general overview of the conditions in Iraq at that time and what the prevailing situation was like (general introduction).		3	1
Test and share	My presence	The Mongols originate from their tribes, their		3	2

		nature, and their occupation of Iraq			
Test and share	My presence	Administrative system in the Mongol era		3	3
Test and share	My presence	Hulagu campaign and occupation of Baghdad		3	4
Test and share	My presence	Ottoman occupation of Iraq		3	5
Test and share	My presence	First month exam		3	6
Test and share	My presence	The conflict between the Ottoman Empire and the Safavid Empire		3	7
Test and share	My presence	Amasya Peace and the Najaf Conference		3	8
Test and share	My presence	The effects left by the invasion in Iraq, monuments and walls		3	9
Test and share	My presence	The khans and their cultural role		3	10
Test and	My	British occupation of		3	11

share	presence	Iraq			
Test and share	My presence	The Jalairi state		3	12
Test and share	My presence	The administrative aspect in the Jalairi state		3	13
Test and share	My presence	The state of the black sheep and the white sheep		3	14
Test and share	My presence	Second month exam		3	15

11-Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams Oral, monthly, written, reports, etc

12-Learning and teaching resources

1-Required textbooks (methodology, if any	Required textbooks (methodology, if any
2-Social glimpses from Iraq's modern history	(Main references (sources
3-Recommended books and supporting references, scientific journals, reports	Recommended books and supporting references, scientific journals, reports
4-sites, sociology portal, sociology magazine library Iraqi Academy.	Electronic references, Internet

Head Department

Subject teacher

M.M. ANWAR KAREEM NAJEEM

Dr; Abbas Fadl Hussein

Course Description Form

1. Course Name:

Surveying and engineering drawing/ Third stage

2. Course Code:

SVIGD352

3. Semester / Year:

2023/2024

4. Description Preparation Date:

17/9/2023

5. Available Attendance Forms:

Lecture hall

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

3 credits/ 3 hours / 45 hours

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

Name: Dalal.Mohammad.Ali

Email: dalal.mohammed@muedu.iq

8. Course Objectives

Course Objectives

The course aims to introduce the student to subject of surveying and engineering drawing, solve questions about methods converting cadastral units to lengths and angles, how to read drawing scales, know machines used in surveying work (traditional modern techniques), introduce the types of maps used in surveying work, as well as learn to draw a topographical map and learn about excavations and methods for drawing them

A- Cognitive objectives

A1- Defining space and knowing its importance

A2-Knowing the types of space and ways to use them

A3- Knowledge of drawing scale and types of drawing scales

A4-Knowledge of tools for field work

A5- Knowledge of maps and aerial photographs used in survey

B - The skills objectives of the course

B1 - Solve problems about conversion methods for area units, lengths and angles.

B2 - How to read drawing scales

B3 - Knowledge of the machines used in surveying work (traditional and modern techniques)

B4- Learn to draw a topographical map

B5- Identify fossils and methods of drawing them.

C- Emotional and value goals

G1-The importance of measurement in our lives

G2-The importance of archaeological excavation and dealing with archaeological finds and pottery in archaeological sites

G3- Identifying the heritage of the ancients regarding their clothing, fashion, food, and the utensils used in palaces and temples

	<p>D – General and qualifying transferable skills (other skills relate to employability and personal development)</p> <p>D1- The student's skill in converting lengths and angles when measuring</p> <p>D2- Drawing the scales of the drawing on graph paper and being accurate in drawing the scales</p> <p>D3- Drawing contour maps</p>
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9. Teaching and Learning Strategies

Strategy	<p>1- View the types of maps</p> <p>2- Identify the devices used in archaeological surveys, such as theodolite and total station</p> <p>3- How to draw drawing scales</p> <p>4- How to solve conversion problems for angles and lengths</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Knowledge of space, its Uses and importance	Introduction to the science of space,conc importance, and purposes	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
2-	3	Identify the sections surveying and what maps used in each section	Sections of surveying science, basic principles surveying	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
3-	3	Solve cadastral measurement problems and practice converting lengths to units of meters, kilometers, miles, yards, inches, and relationships between them.	Cadastral measurements and their unitsLength units (The English system, French system, international system conversion between them)	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
4-	3	Solve area measurement problems and practice converting angles according the sexagesimal, periodic, centennial systems and relationships between them	Cadastral measurements and their unitsUnits of angle measurement (sixagesimal, radial, centennial)	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
5-	3	Knowing the types of measurements, drawing them on graph paper, writing planning measurements, and calculating distances on them	Drawing scale and its type 1- Written drawing scales 2- Diagram scales	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
6-	3		How to read scales (linear grid scale)	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
7-	3	/	First month exam	Presentation, discussion, interrogation	Written tests Oral exams Daily tests

8-	3	Identify the tools used archaeological survey work.	Surveying and engineering drawing tools equipment	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
9-	3	Learn about archaeological excavations, how to draw them, and the steps followed	Drawing and its relations to archaeological excavations	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
10-	3	Learn about the contour map, the contour interval, and how to draw a contour map	Contour map	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
11-	3	How to survey and draw excavations in archaeological work and methods used in doing so.	Fossil drawing, parameters, fossil surveying	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
12-	3	Knowledge of the tools used pottery painting Learn about heritage buildings how to survey them	Drawing pottery and the tools used in drawing pottery Heritage buildings and how to survey heritage buildings	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
13-	3	/	Second month exam	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
14-	3	Reviewing the material through feedback answering and explaining questions that are difficult students to understand during lectures	Review	Presentation, discussion, interrogation	Written tests Oral exams Daily tests

11. Course Evaluation

The semester is 100 marks

The first month 20 degrees

The second month, 20 degrees

Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Jumaa Al-Talabi, Surveying and Engineering Drawing, University of Baghdad, 2016.
Main references (sources)	Juma Muhammad Daoud, Introduction to Digital Maps, 2006
Recommended books and references (scientific journals, reports...)	General Administration for Curriculum Design and Development, Cities Survey, Kingdom of Saudi Arabia, 2006.
Electronic References, Websites	

Course Description Form

1. Course Name:

Archaeological texts in English/ Third stage

2. Course Code: /

3. Semester / Year:

2023/2024

4. Description Preparation Date:

28/1/2024

5. Available Attendance Forms:

Lecture hall

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

2 credits / 2 hours/ 30 hours

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

Name: Dalal Mohammad Ali

Email: dalal.mohammed@muedu.iq

8. Course Objectives

The course aims to introduce the student to the subject of archaeological texts in the English language by familiarizing himself with the various terms in the English language, in addition to learning about excavation techniques, identifying kings, their deeds, and their archaeological inscriptions on tombs and temples, in addition to learning about the history of the civilization of Sumer, social and economic structure of Sumer, medicine, various arts.

A- Cognitive objectives

A1- To be able to memorize archaeological terms in English

A2- The ability to know the deeds of kings and their effects

B - The skills objectives of the course:

B1 - The skill of writing artifacts in English

C- Emotional and value goals

C1- The importance of the English language for the archaeological researcher

C3- Identifying the heritage of the ancients with regard to their clothing, fashion, food, and the utensils used in palaces and temples, and the importance of Iraqi antiquities for foreign researchers.

D - General and qualifying transferable skills (other skills related to employability and personal development)

D1- The student's skill in memorizing an archaeological or a set of definitions in English, which supports the scientific aspect

9. Teaching and Learning Strategies

Strategy Learn about the history of Mesopotamia civilization in English

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	- Knowledge of the basic economic basis of the Sumer civilization. -Knowing the important architectural feature in every Sumerian city	Terms in Archaeology	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
2-	2	The struggle for control over Sumer and Akkad	The Struggle for Supremacy	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
3-	2	View the works of King Sargon, his victories, and his royal inscriptions	The great Sargon	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
4-	2	- Knowing the social structure of Sumer - Knowledge of the categories of Sumerian society -Knowing the legal rights enjoyed by women in Sumerian society	Society: the Sumerian city	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
5-	2	-The student must be able Knowledge of prospecting techniques -Knowledge of archaeological tasks - Distinguishing between archaeologist, specimen collector and classifier The most prominent difference between them - Knowing the types of societies and their stages of development, and knowing the duration of exploration between societies according to their development in terms of simplicity to complexity	Technique of Excavation	Presentation, discussion, interrogation	Written tests Oral exams Daily tests

6-	2		Exam 1	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
7-	2	The school principal was called expert or father of the school, and the student was called the son of the school. - Reviewing the school's curriculum, which consisted of two groups: the first can be described as quasi-scientific and the second as literary and creative.	School Structure and Curriculum.	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
8-	2	- Explaining the importance of work, industry, and manufacturing during ancient times, which were essential for societies. - Knowledge of the most common products made of copper and bronze, such as hoes, axes, knives and saws; Weapons such as arrowheads, swords, daggers, spears.	Work, Industry, and Manufacture.	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
9-	2	Knowing Utuhegal's campaign against the Gutian king Tynan and its reasons. Knowing the results of Naram-Sin's defeat at the hands of the Gutians in Sumer. Find out how long Utuhegal ruled Sumer.	Utuhegal's Campaign	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
10-	2	The importance of education in ancient Sumer as it was an innovative achievement in the history of civilization. The Sumerians developed the writing system called Cuneiform, which later spread throughout the world, and they also established a formal system of education. - The importance of the Sumerian school, known "Eduba" or the House of Tablets, which was a training institution for training scribes who would	Education The Sumerian school	Presentation, discussion, interrogation	Written tests Oral exams Daily tests

		fulfill the economic administrative needs of the land			
11-	2	The Sumerian sculptors master carving statues and figures in temples Music played an important role in Sumerian society, whether it was literal or vocal. Some musicians held important positions in temples	Art in Sumer	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
12-	2	- Knowing who was responsible for law and justice in the era of the Third Dynasty of the city of Ur. - Knowing the types of contracts and lawsuits that have been registered in court	Sumerian court	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
13-	2		Exam 2	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
14-	2	Review		Presentation, discussion, interrogation	Written tests Oral exams Daily tests

11. Course Evaluation

The semester is 100 marks
The first month 20 degrees
The second month, 20 degrees
Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1-Publications of the Babylonian section of the university museum of the university of Pennsylvania vol. IV, No 1 2-Journal for cuneiform studies, VII 3-Diakonoff, Sumer society and state in ancient Mesopotamia (Moscow, 1959)
Main references (sources)	1-Jeremy Black, Graham Cunningham, Eleanor Robson and Gabor Zolyomi, The literature of ancient Sumer, first edition, Oxford University Press, London-New York, 2004 2-C. J. Gadd, M.A.A. Sumerian reading book, Oxford Press, London-New York, 1924
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	prehistoric ages– third stage – Department of Archeology
2. Course Code:	
3. Semester / Year:	The first semester of the academic year 2023–2024
4. Description Preparation Date:	17/9/2023
5. Available Attendance Forms:	Attendance in the classroom
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: RAQIB HASSOON ABBOODI
	Email: raqibhassoon@mu.edu.iq
8. Course Objectives	
	11 *Conveying the scientific material to the minds of students easily and easily, so that it is easy for them to * understand and assimilate it. *Helping students acquire specific information, knowledge, skills and experiences. *Helping students acquire moral values, principles, attitudes and inclinations that have a behavioral impact on ... their personality. *Developing the student's abilities to express, write scientific research and reports, and build his integrated personality on a sound basis.
9. Teaching and Learning Strategies	

Course outcomes, teaching, learning and evaluation methods

Cognitive objectives:

*Learn about the development of life during prehistoric times.

*Identify the concept of the Stone Ages and its importance in studying civilizational development.

*Knowledge of human evolution throughout ancient history.

*Identifying cultural characteristics in ancient archaeological areas:

The skills objectives of the course

*The skill of working on disseminating historical culture related to ancient history.

*The skill of highlighting and explaining the development of the human race.

*The skill of defining cultural characteristics during prehistoric times.

*The skill of comparing archaeological sites during prehistoric times.

Teaching and learning methods

*Lecture method.

*Discussion method.

Evaluation methods:

*Questions and answers during lectures.

*Monthly exams.

*End of semester exam.

Emotional and value goals

*Achieving the highest level of knowledge of the environment and life in prehistoric times.

*Achieving the highest level of understanding human evolution in prehistoric times.

*Achieving the highest level of knowledge of prehistoric times in different regions of the world.

*Achieving the highest level of identification of the characteristics of each prehistoric civilization.

Transferable general and qualifying skills

*The skill of applying knowledge about the environment and life in prehistoric times.

*Skill in the art of distinguishing between the stages of human jet development.

*Cognitive skill of human cultural roles and activities in prehistoric times.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first week	3 hours	Knowledge of the environment	The Environment	In-person education	Questions and taste
The Second week	3 hours	Knowledge of the Pleistocene	Pleistocene era	In-person education	Questions and taste
The third week	3 hours	Knowledge of Human evolution	Human evolution	In-person education	Questions and taste
The Fourth week	3 hours	Knowledge of Human ape	Human ape	In-person education	Questions and taste
The fifth week	3 hours	Knowledge of Neanderthal man	Neanderthal man	In-person education	Questions and taste
The sixth week	3 hours	Knowledge of Paleolithic era	Paleolithic era	In-person education	Questions and taste
The seventh week	3 hours	Knowledge of Middle Stone era	Middle Stone Age	In-person education	Questions and taste
The eighth week	3 hours	Knowledge of Upper Stone era	Upper Stone Age	In-person education	Questions and taste
The ninth week	3 hours	The East in the Stone Age	The East in the Stone Age	In-person education	Questions and taste
The tenth week	3 hours	Knowledge of the west Asia	west Asia	In-person education	Questions and taste
The eleventh week	3 hours	Domestication of animals	Domestication of animals	In-person education	Questions and taste
The twelfth week	3 hours	Jarmo - Hassouna - Samarra	Jarmo - Hassouna - Samarra	In-person education	Questions and taste
The thirteenth week	3 hours	Habf - Eridu - Warka	Habf - Eridu - Warka	In-person education	Questions and taste
The fourteenth week	3 hours	The Levant in the Stone Age	The Levant in the Stone Age	In-person education	Questions and taste
The fifteenth week	3 hours	The Levant in the Stone Age	The Levant in the Stone Age	In-person education	Questions and taste

11. Course Evaluation

first month	second month	final exam	Semester
20	20	60	100

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Taqi-Dabbagh, Walid Al-Jadiri, Prehistoric Times, University of Baghdad
Main references (sources)	
Recommended books and references (scientific journals, reports...)	*Taha Baqir, Introduction to the History of Ancient Civilizations, Dar Al-Waqaq, Beirut, 2009 *Francis Ori, Civilizations of the Paleolithic Age, Dar Al-Adab, Damascus, 1995
Electronic References, Websites	The Scientific Researcher website, the website of Iraqi scientific academic journals

Subject teacher

M. Raqib Hassoon Abboodi

head of department

. Prof. Dr. Abbas Fadl Hussein

Course Description Form

1. Course Name:	prehistoric ages– third stage – Department of Archeology
2. Course Code:	
3. Semester / Year:	The second semester of the academic year 2023–2024
4. Description Preparation Date:	21/1/2024
5. Available Attendance Forms:	Attendance in the classroom
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: RAQIB HASSOON ABBOODI
	Email: raqibhassoon@mu.edu.iq
8. Course Objectives	
	11 *Conveying the scientific material to the minds of students easily and easily, so that it is easy for them to * understand and assimilate it. *Helping students acquire specific information, knowledge, skills and experiences. *Helping students acquire moral values, principles, attitudes and inclinations that have a behavioral impact on ... their personality. *Developing the student's abilities to express, write scientific research and reports, and build his integrated personality on a sound basis.
9. Teaching and Learning Strategies	

Course outcomes, teaching, learning and evaluation methods

Cognitive objectives:

*Learn about the development of life during prehistoric times.

*Identify the concept of the Stone Ages and its importance in studying civilizational development.

*Knowledge of human evolution throughout ancient history.

*Identifying cultural characteristics in ancient archaeological areas:

The skills objectives of the course

*The skill of working on disseminating historical culture related to ancient history.

*The skill of highlighting and explaining the development of the human race.

*The skill of defining cultural characteristics during prehistoric times.

*The skill of comparing archaeological sites during prehistoric times.

Teaching and learning methods

*Lecture method.

*Discussion method.

Evaluation methods:

*Questions and answers during lectures.

*Monthly exams.

*End of semester exam.

Emotional and value goals

*Achieving the highest level of knowledge of the environment and life in prehistoric times.

*Achieving the highest level of understanding human evolution in prehistoric times.

*Achieving the highest level of knowledge of prehistoric times in different regions of the world.

*Achieving the highest level of identification of the characteristics of each prehistoric civilization.

Transferable general and qualifying skills

*The skill of applying knowledge about the environment and life in prehistoric times.

*Skill in the art of distinguishing between the stages of human jet development.

*Cognitive skill of human cultural roles and activities in prehistoric times.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
The first week	3 hours	Knowledge of Egypt	Egypt in the Neolithic Age	In-person education	Questions and taste
The second week	3 hours	Knowledge of Iran	Iran in the Neolithic Age	In-person education	Questions and taste
The third week	3 hours	Learn about civilization in Anatolia	civilization in Anatolia	In-person education	Questions and taste
The fourth week	3 hours	Learn about the Cretan civilization	civilization in Cretan	In-person education	Questions and taste
The fifth week	3 hours	Knowledge of Peninsula Greece	Peninsula Greece	In-person education	Questions and taste
The sixth week	3 hours	Knowledge of Troy and Cyprus	Troy and Cyprus	In-person education	Questions and taste
The seventh week	3 hours	Knowledge of Italy	Italy in the Neolithic Age	In-person education	Questions and taste
The eighth week	3 hours	Knowledge of Iberian Peninsula	Iberian Peninsula	In-person education	Questions and taste
The ninth week	3 hours	Knowledge of Northern Mediterranean	Northern Mediterranean	In-person education	Questions and taste
The tenth week	3 hours	Knowledge of Baltic Sea region	Baltic Sea region	In-person education	Questions and taste
The eleventh week	3 hours	Indus in the Neolithic period	Indus in the Neolithic period	In-person education	Questions and taste
The twelfth week	3 hours	Knowledge of Deccan plateau	Deccan plateau	In-person education	Questions and taste
The thirteenth week	3 hours	Knowledge of China and Japan	China and Japan	In-person education	Questions and taste
The fourteenth week	3 hours	Knowledge of Southeast Asia and Australia	Southeast Asia and Australia	In-person education	Questions and taste
The fifteenth week	3 hours	Knowledge The new world	The new world	In-person education	Questions and taste

11. Course Evaluation

first month	second month	final exam	Semester
20	20	60	100

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Taqi-Dabbagh, Walid Al-Jadei, Prehistoric Times, University of Baghdad
Main references (sources)	
Recommended books and references (scientific journals, reports...)	*Taha Baqir, Introduction to the History of Ancient Civilization, Dar Al-Warraq, Beirut, 2009 *Francis Orr, Civilization of the Paleolithic Age, Dar Al-Adabi, Damascus, 1995
Electronic References, Websites	The Scientific Researcher website, the website of Iraqi scientific academic journals

Subject teacher

M. Raqib Hassoon Abboodi

head of department

Prof. Dr. Abbas Fadl Hussein

Course description form

1-Name of the course	
Antiquities of the East	
2-Course code	
Antiquities of the East	
3-Semester/year	
quarterly	
4-Date this description was prepared	
26/2/2024	
5-Available forms of attendance	
My presence	
6- Number of study hours (total) / number of units (total)	
Hours 45 / 15 units	
7-Name of the course administrator (if more than one name is mentioned)	
Name: Sabreen Shalaka Raddad Mazboub	Sabren.shlaka@mu.edu.iq
8-Course objectives	
<p style="text-align: center;">.1 Introducing the student to the antiquities of the ancient Near East .1</p> <p style="text-align: center;">.2 Teaching the student the most important elements of ancient Egyptian civilization .2</p> <p style="text-align: center;">.3 .It distinguished itself from other civilizations .3</p> <p style="text-align: center;">.4 .Introducing students to cultural manifestations and religious rituals .4</p> <p style="text-align: center;">.5 The student gets to know the most important kings and invasions that Egyptian civilization was subjected to .5</p> <p style="text-align: center;">.6 The student should know the importance of mummification among the ancient Egyptians, burial methods, and the extent of its importance .6</p>	

9-Teaching and learning strategies					
Delivery-1 Interrogation-2 The lecture-3					
10-Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Test and share	My presence	Geographical location, flooding of the Nile River, and holidays	Collective presence	3	First week
Test and share	My presence	The historical eras of Egypt and the divisions of the eras according to the historian Manetho	Collective presence	3	second week
Test and share	My presence	Civilizations of Upper Egypt and Lower Egypt	Collective presence	3	the third week
Test and share	My presence	The elements of civilization in Egypt	Collective presence	3	fourth week
Test and share	My presence	Egyptian religion		3	The fifth week
Test and share	My presence	Official holiday	Collective presence	3	the sixth week
Test and share	My presence	Mummification, its steps and methods	Collective presence	3	Seventh week
Test and share	My presence	First month exam	Collective presence	3	The eighth week
Test and share	My presence	Ancient Egyptian obelisks	Collective presence	3	Week nine
Test and share	My presence	Ancient Egyptian architecture (residences - temples)	Collective presence	3	The tenth week

Test and share	My presence	Pyramids	Collective presence	3	Week eleven
Test and share	My presence	Hyksos invasion	Collective presence	3	the week twelveth
Test and share	My presence	The era of the New Kingdom and dynastic rule	Collective presence	3	the week Thirteenth
Test and share	My presence	Papyrus, ostraca, art and drawing tools	Collective presence	3	the week fourteenth
Test and share	My presence	Second month exam	Collective presence	3	the week Fifteenth

11-Course evaluation

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

12-Learning and teaching resources

<p>(Required textbooks (methodology, if any</p> <p>(Main references (sources</p> <p>Recommended supporting books and references (scientific (...journals, reports</p> <p>Electronic references, Internet sites</p>	<p>Taha Baqir, Introduction to the History of Ancient Civilizations</p> <p>Abdel Halim Nour El-Din, Antiquities and Civilization of Ancient Egypt</p> <p>Abdul Aziz Saleh, The Ancient Middle East in Egypt and Iraq</p>
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Head Department

Prof. Dr. Abbas Fadi Hussein

Subject teacher

M. M. Sabreen Shalaka Raddad

Course Description Form

1. Course Name:	
Maintenance and restoration	
2. Course Code:	
CSFT355	
3. Semester / Year:	
second semester / 2024	
4. Description Preparation Date:	
4 / 2 / 2024	
5. Available Attendance Forms:	
Lecture hall / Theoretical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
28 / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Fatima radhi Sachit Al-jabiri Email: Fatima.aljabri@mu.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Knowledge of some chemical terms. • Definition and comparison between the properties of metals and methods of processing. • Understand the types of factors affecting organic and non-organic materials and how to address them • Introducing the student to maintenance and restoration. • Study and understand following the principles and rules of how to curative prevention
9. Teaching and Learning Strategies	
Strategy	<p>The student should be able to know the method of processing for each metal.</p> <ul style="list-style-type: none"> - The student should be able to understand the principles and preventive measures to preserve the effects. - The student should be able to know the difference between the treatment methods for each metal or other. <p>Skills objectives of the course</p> <ul style="list-style-type: none"> - Developing the student's ability to logical analysis and deduction. B3 – The student's ability to make models and how to process them. B4- Expanding the student's ability to understand the culture of other peoples B5- The student's awareness of the technical contents of the study of maintenance, restoration and preventive methods

Teaching and learning methods
 1- Presentation
 2- Discussion
 3- Interrogation
 4- Field scientific trips (visit to the Muthanna Museum as a model).

Evaluation methods
 1- Oral tests
 2- Daily short written tests
 3- Written tests

C- Emotional and value goal
 C1- Cooperation between all parties to achieve common goals
 C2 - behavioral evaluation in the existing relations between the parties to the educational process.
 C3 - Develop the behavior of students with respect for points of view.
 C4- Valuing the efforts of authors and researchers to deliver the material in its current form.

Methods of teaching and learning
 1 - the method of excitement and interrogation of students
 2- Using brainstorming among students.
 3- Use of some materials and illustrative devices

Evaluation methods
 1- Homework and classroom.
 2- Free discussion.
 3- Active participation

d. General and rehabilitative skills transferred (other skills related to employability and personal development).
 D1- The ability to prepare cadres capable of developing and investing antiquities.
 D2- Developing the student's skill with the ability to analyze and interpret.
 D3- Field visits to the relevant authorities.
 D4- Keeping up to date with personal development in the field of work

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Recognize some related terms .	Chemical terms	Meeting and discussion	Written test
Second	3	Know the important properties about some metals	Some disclosures about some metals	Meeting and discussion	Written test
Third	3	Know the important properties of copper	Metals (copper)	Meeting and discussion	Written test
Fourth	3	Know the copper processing method.	Copper (types of materials)	Meeting and discussion	Written test

Fifth	2	Definition of the most important characteristics of iron and the method of treatment	Iron, steel,	Meeting and discussion	Written test
Sixth	2	Definition of the most important characteristics of lead and the method of treatment	lead, tin,	Meeting and discussion	Written test
Seventh	2	Definition of the most important characteristics of silver and the method of processing	silver,	Meeting and discussion	Written test
Eighth	2	Definition of the most important characteristics of gold and the method of treatment	gold,	Meeting and discussion	Written test
ninth	2	Definition of the most important characteristics of glass and the method of treatment	glass,	Meeting and discussion	Written test
tenth	2	Definition of the most important characteristics of clay figure processing and the method of treatment	clay figure processing	Meeting and discussion	Written test
eleventh	2	Definition of the most important characteristics of wood and the method of treatment	Treatment and maintenance of wood (organic effects) ... Wood	Meeting and discussion	Written test
twelfth	2	Definition of the most important characteristics of leather and the method of treatment	Leather	Meeting and discussion	Written test
thirteenth	2	Study of some models of the treatment of ancient monuments and statues to test student's knowledge	Maintenance and restoration of archaeological artifacts (statues and architectural elements)	Meeting and discussion	
fourteenth	2	how to prevent building damage occurs,	The role of preventive maintenance in preserving archaeological buildings		Written test

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)	- Methodology book / methodological book / Kazem Al-Janabi, Bahra Abdul Sattar Al-Qais, restoration and maintenance (treatment and maintenance of antiquities, a field study), Republic of Iraq Ministry of Culture and Information, Baghdad, 1981 .
Main references (sources)	- Abdul Rahim Youssef Ahmed Makki / The role of preventive maintenance in preserving archaeological buildings, Journal of Architecture and Arts, Issue 9
Recommended books and references (scientific Journals, reports...)	Sumer magazine
Electronic References, Websites	noor-book.com/fotwg5

Course description form

1-Name of the course	
Art of the east	
2-Course code	
Art of the east	
3-Semester/year	
Courses	
4-Date this description was prepared	
2024	
5-Available forms of attendance	
My presence	
6- Number of study hours (total) / number of units (total)	
Hours 45	
7-Name of the course administrator (if more than one name is mentioned)	
Name: huda riyad abad al hamza Email: huda.riyad @mu.edu.iq	
8-Course objectives	
<ul style="list-style-type: none">• The study aims to know the history of Anatolia learn about the most important political and cultural aspects of their history before Christ• Introducing the student to the importance of the ancient history anatioa and its neighboring relations	Objectives of the study subject

- .and access to its most important sources

9-Teaching and learning strategies

1- Lecture method

2- .method of presentation and discussion

The
strategy

10-Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Test and share	My presence	Climatic geography of anatolia		3	First week
Test and share	My presence	Hittie state		3	second week
Test and share	My presence	The ancient hittie state		3	the third week
Test and share	My presence	Middle Hittite state		3	fourth week
Test and share	My presence	The modern hittie state		3	The fifth week
Test and share	My presence	Hittite civilization		3	the sixth week
Test and share	My presence	Quiz		3	Seventh week

Test and share	My presence	Troy		3	The eighth week
Test and share	My presence	Vacation		3	Week nine
Test and share	My presence	Macedonian occupation		3	The tenth week
Test and share	My presence	Anatolian states		3	Week eleven
Test and share	My presence	Roman states		3	the week twelveth
Test and share	My presence	Persian occupation		3	the week Thirteenth
Test and share	My presence	review		3	the week fourteenth
Test and share	My presence	Quiz		3	the week Fifteenth

11-Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams Oral, monthly, written, reports, etc

12-Learning and teaching resources

History of the ancient near east – sami saad al- ahmad	Required textbooks (methodology, if any)
.	(Main references (sources
	Recommended books and supporting references, scientific journals, reports
	Electronic references, Internet

Head Department

Dr. abbas fadl

Subject teacher

huda riyad

Course Description Form

1. Course Name: Akkadian Language

2. Course Code: AGAL357

3. Semester / Year: Year

4. Description Preparation Date: 2023-2024

5. Available Attendance Forms: Personally

6. Number of Credit Hours (Total) / Number of Units (Total): 3 Hours/3 Units

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

Name: Abather Rahi Saadoon
Email: abodaar.rahee@mu.edu.iq

8. Course Objectives

Course Objectives

- 1) Teaching the student the grammar of the Akkadian and Sumerian languages
- 2) Save cuneiform signs.
- 3) Linking the subject of ancient Iraqi history with Akkadian and Sumerian texts.
- 4) Expanding the student's knowledge base.
- 5) Training the student on the reproduction of cuneiform signs.

9. Teaching and Learning Strategies

Strategy

Lecture

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Geographical and historical background of the Sumerians.	Background of the Sumerians.	Recitation and discussion	Written exams.
2-	3	Conditions in the era the dawn of Dynasties.	Early dynasties period.	Recitation and discussion	Written exams.
3-	3	Entemina Treaty.	Sumerian kings.	Recitation and discussion	Written exams.
4-	3	Parties to the treaty.	Parties to the treaty.	Recitation and discussion	Written exams.
5-	3	Analysis of the text of the treaty.	Text of the treaty.	Recitation and discussion	Written exams.
6-	3	First column.	Reading, transliteration and analysis.	Recitation and discussion	Written exams.
7-	3	Reproduce cuneiform signs of first column	Reproduce cuneiform signs.	Recitation and discussion	Written exams.
8-	3	Second column.	Reading, transliteration and analysis.	Recitation and discussion	Written exams.

9-		Reproduce cuneiform signs of second column	Reproduce cuneiform signs.	Recitation and discussion	Written exams.
10-	3	Third column.	Reading, transliteration and analysis.	Recitation and discussion	Written exams.
11-	3	Reproduce cuneiform signs of third column	Reproduce cuneiform signs.	Recitation and discussion	Written exams.
12-	3	Fourth column.	Reading, transliteration and analysis.	Recitation and discussion	Written exams.
13-	3	Reproduce cuneiform signs of fourth column	Reproduce cuneiform signs.	Recitation and discussion	Written exams.
14-	3	Re-explaining incomprehensible topics to the students.	Re-explaining incomprehensible	Recitation and discussion	Written exams.
15-	3	General review.	General review.	Recitation and discussion	Written exams.

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

Daily oral, monthly, written exams, reports, homework, Class assignments and Free discussions. etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Unavailable.
Main references (sources)	1) Saad Salman Fahd, Cuneiform texts from the Old Babylonian era (Diyala/Tel Harmal region), unpublished master's thesis, (Baghdad: 1996). 2) Abather Rahi Saadoon Al-Zaidi, unpublished cuneiform texts from the era of the Third Dynasty of in the Iraq Museum (2114-2004 BC), Al-Samei Press, edition, (Tehran: 2019).
Recommended books and references (scientific journals, reports...)	Sumer
Electronic References, Websites	http://bdtns.filol.csic.es/ http://psd.museum.upenn.edu/neprd-frame.html http://www.iasj.net/iasj?uiLanguage=ar http://cdli.ucla.edu/

Course description form

1-Name of the course	
Language English	
2-Course code	
Language English	
3-Semester/year	
Second / 2023	
4-Date this description was prepared	
2023\9\17	
5-Available forms of attendance	
My presence	
6- Number of study hours (total) / number of units (total)	
Hours 45 / 15 units	
7-Name of the course administrator (if more than one name is mentioned)	
Name: ANWAR KAREEM NAJEEM Email: anwar.kareem@mu.edu.iq	
8-Course objectives	
<ul style="list-style-type: none">• Learn about the concept of language English• Its importance and objectives. . Knowledge of types, forms and methods of language English• . Knowledge of the theories	Objectives of the study subject

explaining					
9-Teaching and learning strategies					
<p>1- Determine the goals of language English</p> <p>2- Knowledge of the types, forms and methods of language .</p> <p>Intellectual development on the part o language English of and its importance for the individual and society</p> <p>3-The method preserves the means of language English and transmits 4- them from one generation to another</p> <p>5-Developing the researcher's skills in solving problems that society is exposed to as a result of its weakness Means of language English</p>					The strategy
10-Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Test and share	My presence	A general introduction to the basics of the English language		3	1
Test and share	My presence	The most important pioneers of sociology		3	2
Test and share	My presence	The most important theories in sociology		3	3

Test and share	My presence	Excerpts from the book Head Way		3	4
Test and share	My presence	Revision		3	5
Test and share	My presence	The main parts of an essay		3	6
Test and share	My presence	Description signals		3	7
Test and share	My presence	How to write descriptive paragraph		3	8
Test and share	My presence	Quiz		3	9
Test and share	My presence	Giving Reasons		3	10
Test and share	My presence	Writing practice		3	11
Test and share	My presence	Idioms and slangs ?		3	12
Test and share	My presence	Informal means of language english (tradition)		3	13
Test and share	My presence	The main parts of an essay		3	14
Test and share	My presence	Descriptive Paragraph		3	15

11-Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams Oral, monthly, written, reports, etc

12-Learning and teaching resources

New Headway Beginner students Book-John and Liz soars – fourth-edition- oxford d-with I tutor.

Required textbooks (methodology, if (any

Maen Khalil: Social Control, Sunrise Wall 2006 for publishing and .distribution, Amman, Jordan, 2006

(Main references (sources

1-New Headway Beginner students Book-John and Liz soars – fourth-edition- oxford d-with I tutor

Recommended books and supporting references, scientific journals, reports

2- Grammar eBook

3-Headway Academic skills.

4-Essential Grammar in use.

5-cambridge English pronouncing Dictionary.

6-English Vocabulary in use.

7-oxford picture Dictionary .

sites, sociology portal, sociology magazine library Iraqi Academy.

Electronic references, Internet

Head Department

Subject teacher

Dr.Abas fadel Hussin

M.M. ANWAR KAREEM NAJEEM

Course Description Form

1. Course Name:

Archaeological texts in English

2. Course Code: /**3. Semester / Year:**

2023/2024

4. Description Preparation Date:

28/1/2024

5. Available Attendance Forms:**6. Number of Credit Hours (Total) / Number of Units (Total)**

2 credits / 2 hours/ 30 hours

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

Name: Dalal Mohammad Ali

Email: dalal.mohammed@muedu.iq

8. Course Objectives

The course aims to introduce the student to the subject of archaeological texts in the English language by familiarizing himself with the various terms in the English language, in addition to learning about excavation techniques, identifying kings, their deeds, and their archaeological inscriptions on tombs and temples; in addition to learning about the history of the civilization of Sumer, social and economic structure of Sumer, medicine, various arts.

A- Cognitive objectives

A1- To be able to memorize archaeological terms in English

A2-The ability to know the deeds of kings and their effects

B - The skills objectives of the course

B1 - The skill of writing artifacts in English

C- Emotional and value goals

C1-The importance of the English language for the archaeological researcher

C3- Identifying the heritage of the ancients with regard to their clothing, fashion, food, and the utensils used in palaces and temples, and the importance of Iraqi antiquities for foreign researchers.

D - General and qualifying transferable skills (other skills related to employability and personal development

D1- The student's skill in memorizing an archaeological or a set of definitions in English, which supports the scientific aspect.

9. Teaching and Learning Strategies

Strategy Learn about the history of Mesopotamia civilization in English

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	-The student must be able Knowledge of prospecting techniques. -Knowledge of archaeological tasks -Distinguishing between archaeologist, specimen collector and classifier The most prominent difference between them. -Knowing the types of societies and their stages of development, and knowing the duration of exploration between societies according to their development in terms of simplicity to complexity	Technique of Excavation	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
2-	2	Knowing Ottohegal's campaign against the Gutian king Tyrian and its reasons. Knowing the results of Naram-Sin's defeat at the hands of the Gutians in Sumer. Find out how long Ottohegal ruled Sumer	Utuhegal's Campaign	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
3-	2	Knowing Ottohegal's campaign against the Gutian king Tyrian and its reasons. Knowing the results of Naram-Sin's defeat at the hands of the Gutians in Sumer. Find out how long Ottohegal ruled Sumer.	The Social Structure of Sumer	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
4-	2	- Knowing the social structure of Sumer. - Knowledge of the categories of Sumerian society. -Knowing the legal rights enjoyed by women in	Society: the Sumerian city	Presentation, discussion, interrogation	Written tests Oral exams Daily tests

		Sumerian society			
5-	2	- Knowledge of the basic economic basis of the Sumer civilization -Knowing the important architectural feature in every Sumerian city.	Terms in Archaeology	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
6-	2		Exam 1	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
7-	2	The school principal was called expert or father of the school, and the student was called the son of the school. -Reviewing the school's curriculum, which consisted of two groups: the first can be described as quasi-scientific and the second as literary and creative.	School Structure and Curriculum.	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
8-	2	- Explaining the importance of work, industry, and manufacturing during ancient times, which were essential for societies. - Knowledge of the most common products made of copper and bronze, such as hoes, axes, knives and saws; Weapons such arrowheads, swords, daggers, spears.	Work, Industry, and Manufacture.	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
9-	2	- Knowing the types of grains grown by the Sumerians, such as barley, wheat, and millet - The importance of the palm tree which played a major role in Sumerian economic life. - The importance of the role raising pets in agriculture transportation and its fundamental role in the Sumerian economy.	Sumerian Domesticated Animals	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
10-	2	The importance of education in ancient Sumer as it was an innovative achievement in the history of civilization. The Sumerians developed the writing system called	Education The Sumerian school	Presentation, discussion, interrogation	Written tests Oral exams Daily tests

		<p>Kuniform, which later spread throughout the world, and they also established a formal system of education.</p> <p>-The importance of the Sumerian school, known "Eduba" or the House of Tablets, which was a training institution for training scribes who would fulfill the economic administrative needs of the land</p>			
11-	2	<p>The Sumerian sculptors master carving statues and figures in temples</p> <p>Music played an important role in Sumerian society, whether it was literal or vocal. Some musicians held important positions in temples</p>	Art in Sumer	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
12-	2	<p>- Knowing who was responsible for law and justice in the era of the Third Dynasty of the city of Ur.</p> <p>- Knowing the types of contracts and lawsuits that have been registered in court</p>	Sumerian court	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
13-	2		Exam 2	Presentation, discussion, interrogation	Written tests Oral exams Daily tests
14-	2	Review		Presentation, discussion, interrogation	Written tests Oral exams Daily tests

11. Course Evaluation

The semester is 100 marks
The first month 20 degrees
The second month, 20 degrees
Final exam: 60 marks

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<p>1-Publications of the Babylonian section of the university museum of the university of Pennsylvania, vol. IV, No. 1</p> <p>2-Journal for cuneiform studies, V11.</p> <p>3-Diakonoff, Sumer society and state in ancient Mesopotamia (Moscow, 1959).</p>
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Main references (sources)	<p>1-jeremy black graham cunningham eleanor robsen and gábor zólyomi, The literature of ancient Sumer, first edition ,oxford university press, London- New York, 2004</p> <p>2- C. J. GADD, M A A Sumerian reading book, oxford press, London- New York, 1924.</p>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

Course Name: .١	
Excavation methods	
Course Code: .٢	
Semester / Year: .٣	
٢٠٢٤/٢٠٢٣	
Description Preparation Date: ١٧/٩/٢٠٢٣ .٤	
Available Attendance Forms: .٥	
My attendance	
Number of Credit Hours (Total) / Number of Units (Total) .٦	
٣	
Course administrator's name (mention all, if more than one name) .٧	
Name: ali Ibrahim Mohamed Email: aliibrahim@mu.edu.iq	
Course Objectives .٨	
Course Objectives	<ul style="list-style-type: none"> • • •
Teaching and Learning Strategies .٩	
Strategy	<p>Explaining the great importance of pottery in archaeological -١ studies, which requires the interested person and the student, specially the specialist in archaeology, to know the classification of pottery, whether in terms of the time period it represents or the place it occupied, as a reflection of the general conditions of that era, especially the political and religious, as well as the social and economic, in order to convey to us a picture. It is somewhat clear about the circumstances surrounding that time period</p> <p>Explaining the importance of pottery in archaeological studies and -٢ the uses of pottery in ancient Iraq, after which the science of pottery in prehistoric times and the most important methods of its manufacture are discussed, and an explanation for the benefit of archaeologists in studying the shapes of vessels and addressing the pottery of the eras (Jarmo - Hassouna - Samarra). Pointing to the characteristics of each of these eras and to the divisions of each era,</p>

(.their topics and meanings
 Breaking the barrier of fear of scientific material and forming -२
 groups that have the ability to deliver and discuss scientific topics
 with students

Course Structure .1 .

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1.	४ hours	roducing the importance of these burials and the most important methods of extraction	avation of burials extraction of human skeletons	resentation and discussion	Written examinations
२.	४ hours	roducing the importance of Pottery and the most important methods of excavation	Pottery excavation	resentation and discussion	Written examinations
३.	४ hours	roducing the optimal methods for extracting these materials	- Industry method	resentation and discussion	Written examinations
४.	४ hours	roduction to the most important stone machines and their most important uses	- Surface	resentation and discussion	Written examinations
५.	४ hours	otography is very important for the archaeologist, which requires mastering this process in a way that serves the archaeologist	- Heating	resentation and discussion	Written examinations
६.	४ hours	roducing the most important methods of dating antiquities by understanding these methods and their importance	Excavation of small archaeological materials	resentation and discussion	Written examinations

7.	1 hour	The botanical method is one of the most important methods used by archaeologists	Use of stone machines	presentation and discussion	Written examinations
8.	1 hour	The types method depends on the student's mastery of the rest of the methods to distinguish between these methods	Photography of monuments	presentation and discussion	Written examinations
9.	2 Hours	Identify the causes of damage and the most important treatment methods	Methods of archaeological history	presentation and discussion	Written examinations
10.	1 hour	Producing the metal method of processing textiles	Methods of absolute history	presentation and discussion	Written examinations
11.	1 hour	=====	1- Chemical method	presentation and discussion	Written examinations
12.	1 hour	=====	2- The vegetarian method	presentation and discussion	Written examinations
13.	1 hour	=====	3- The method of comparing types	presentation and discussion	Written examinations
14.	1 hour	=====	Damage and treatment of effects	presentation and discussion	Written examinations
15.					

Course Evaluation .11

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 .١٢

<p>Required textbooks (curricular books, if any)</p>	<p>Taqi Al-Dabbagh, Methods of - ١ Archaeological Excavations, (Baghdad: (.Baghdad University Press, ed</p>
<p>Main references (sources)</p>	
<p>Recommended books and references (scientific journals, reports...)</p>	
<p>Electronic References, Websites</p>	

Course Description Form

Course Name: .١

Excavation methods

Course Code: .٢

Semester / Year: .٣

٢٠٢٤/٢٠٢٣

Description Preparation Date: ١٧/٩/٢٠٢٣ .٤

Available Attendance Forms: .٥

My attendance

Number of Credit Hours (Total) / Number of Units (Total) .٦

٣

Course administrator's name (mention all, if more than one name) .٧

Name: ali Ibrahim Mohamed
Email: aliibrahim@muedu.iq

Course Objectives .٨

Course Objectives

-
-
-

Teaching and Learning Strategies .٩

Strategy

Explaining the great importance of pottery in archaeological studies, which requires the interested person and the student, especially the specialist in archaeology, to know the classification of pottery, whether in terms of the time period it represents or the place it occupied, as a reflection of the general conditions of that era, especially the political and religious, as well as the social and economic, in order to convey to us a picture. It is somewhat clear about the circumstances surrounding that time period

Explaining the importance of pottery in archaeological studies and the uses of pottery in ancient Iraq, after which the science of pottery in prehistoric times and the most important methods of its manufacture are discussed, and an explanation for the benefit of archaeologists in studying the shapes of vessels and addressing the pottery of the eras (Jarmo - Hassouna - marra). Pointing to the characteristics of each of these eras and to the divisions of each era, (their topics and meanings

Breaking the barrier of fear of scientific material and forming groups that have the ability to deliver and discuss scientific topics with students

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	7 hours	Excavation of burials and extraction of human skeletons	Excavation of burials and extraction of human skeletons	Presentation and discussion	Written examinations
2-	7 hours	Pottery excavation	Pottery excavation	Presentation and discussion	Written examinations
3-	7 hours	1- Industry method	1- Industry method	Presentation and discussion	Written examinations
4-	7 hours	2- Surface	2- Surface	Presentation and discussion	Written examinations
5-	7 hours	3- Heating	3- Heating	Presentation and discussion	Written examinations
6-	7 hours	Excavation of small archaeological materials	Excavation of small archaeological materials	Presentation and discussion	Written examinations
7-	7 hours	Types of stone machines	Types of stone machines	Presentation and discussion	Written examinations
8-	7 hours	Continued lecture on types of stone machines		Presentation and discussion	Written examinations
9-	7 Hours	Vegetarian method	Methods of archaeological history	Presentation and discussion	Written examinations
10-	7 hours	Type comparison method	1- Methods of absolute history	Presentation and discussion	Written examinations
11-	7 hours	Methods of archaeological history	2- Chemical method	Presentation and discussion	Written examinations
12-	7 hours	1- Methods of absolute history	3- The vegetarian method	Presentation and discussion	Written examinations
13-	7 hours	2- Chemical method	4- The method of comparing types	Presentation and discussion	Written examinations
14-	7 hours	3- The vegetarian method	Damage and treatment effects	Presentation and discussion	Written examinations
15-					

Course Evaluation .١١

Distributing the score out of ١٠٠ according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ... etc

Learning and Teaching Resources .١٢

Required textbooks (curricular books, if any)

Taqi Al-Dabbagh, Methods of -١
Archaeological Excavations, (Baghdad:
(Baghdad University Press, ed

Main references (sources)

Recommended books and references (scientific
journals, reports...)

Electronic References, Websites

Course Description Form

1. Course Name:	
Old pottery	
2. Course Code:	
PONC455	
3. Semester / Year:	
second semester / 2024	
4. Description Preparation Date:	
4 / 2 / 2024	
5. Available Attendance Forms:	
Lecture hall / Theoretical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
28 / 2	
7. Course administrator's name (mention all, if more than one name)	
Name: Fatima radhi Sachit Al-jabiri Email: Fatima.aljabri@mu.edu.iq	
8. Course Objectives	
Course Objectives	<p>Knowledge of the oldest pottery and its stages of development..</p> <p>Introducing the student to the importance of pottery.</p> <ul style="list-style-type: none"> • Understand the types of natural and artificial pottery • Definition and comparison of pottery in some civilizations
9. Teaching and Learning Strategies	
Strategy	<p>Cognitive goals: A1- The student should be able to know pottery. -</p> <p>A2- The student should be able to know the importance of pottery.</p> <p>A3- The student should be able to enumerate the types of pottery</p> <p>A4- The student should be able to know the difference between the pottery of ancient civilizations</p> <p>A5- The student should be able to understand the principles and preventive rules for preserving pottery</p> <p>B- Course skill objectives:</p> <p>B1 - Developing the student's ability to logical analysis and deduction</p> <p>B2 - The student's ability to analyze the types of pottery.</p> <p>B3 - The student's ability to make models and how to process them.</p> <p>B4- Expanding the student's ability to understand the culture of other peoples</p> <p>B2- The student's awareness of the artistic contents of the study of pottery</p> <p>Teaching and learning methods:</p> <p>1- Presentation</p> <p>2- Discussion</p>

3- Interrogation
 4- Field scientific trips (visit to the Muthanna Museum as a model)

Evaluation methods
 1- Oral tests -
 2- Daily short written tests.
 3- Written tests

C- Emotional and value goals
 C1- Cooperation between all parties to achieve common goals
 C1 - behavioral evaluation in the existing relations between the parties to the educational process
 C3 - Develop the behavior of students with respect for points of view
 C4- Valuing the efforts of authors and researchers to deliver the material in its current form

Methods of teaching and learning
 : 1- The method of excitement and interrogation of students.
 2- Using brainstorming among students.
 3- The use of some materials and illustrative devices. **Methods of evaluation:**

1- Homework and classroom.
 2- Free discussion.
 3- Active participation.

d. General and qualifying skills transferred (other skills related to employability and personal development).
 D1- The ability to prepare cadres capable of developing and investing antiquities.
 D2- Developing the student's skill with the ability to analyze and interpret.
 D3- Field visits to the relevant authorities.
 D4- Stay up to date with personal development in the field of work

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Recent trends in the study of pottery and how to	The origin and development of pottery	Meeting and discussion	Written test
Second	2	studies and how to restore them	Pottery studies and how to restore them	Meeting and discussion	Written test
Third	2	design Knowledge ancient pottery industries	Raw materials in pottery	Meeting and discussion	Written test

		Identify black Attic pottery and places			
Fourth	2	of discovery Identify	Black Attic pottery 620-530 BC	Meeting and discussion	Written test
Fifth	2	the artists of black Attic pottery	Black Attic pottery 620-530 BC and some of its artists	Meeting and discussion	Written test
Sixth	2	Identify the ancient Iraqi pottery and its industry	Ancient Iraqi pottery	Meeting and discussion	Written test
Seventh	2	Identify the ancient Iraqi pottery and its stages	The most famous ancient Iraqi sites with pottery	Meeting and discussion	Written test
Eighth	2	Identify the pottery of the Egyptian civilization	Pottery in ancient Egypt Greek	Meeting and discussion	Written test
ninth	2	Identify the pottery of the Greek civilization	pottery Roman	Meeting and discussion	Written test
tenth	2	Identify the pottery of the Roman civilization	pottery Pottery	Meeting and discussion	Written test
eleventh	2	Getting to know the pottery of the civilization of the Arabian Peninsula	industries in the Arabian Peninsula before Islam Islamic	Meeting and discussion	Written test
twelveth	2	Getting to know the Islamic pottery	pottery and ceramics	Meeting and discussion	Written test
thirteenth	2	Learning about Moroccan pottery and its uses to expand	Pottery in the Ancient Maghreb	Meeting and discussion	

fourteentg	2	the student's perceptions and recall his information	Review		Written test
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)			nothing		
Main references (sources)			<p>Muhammad Samir Muhammad, exploratory study of the development ceramics through the different Islamic eras. Hussein Muhammad Ali, The development of pottery in ancient Egypt. Nahed Awad Nour Hadi, Greek and Roman pottery. Aisha Mohamed Elmaghrabi, Pottery in the ancient Maghreb. Master Thesis, Faculty of Social Sciences and Humanities, Martyr Hama Lakhdar University - Al-Wakeel, 2020.</p>		
Recommended books and references (scientific journals, reports...)			Sumer magazine		
Electronic References, Websites			https://www.damanhour.edu.eg/pdf		

Course description form

1-Name of the course	
Old pottery	
2-Course code	
Old pottery	
3-Semester/year	
Courses	
4-Date this description was prepared	
2024	
5-Available forms of attendance	
My presence	
6- Number of study hours (total) / number of units (total)	
Hours30	
7-Name of the course administrator (if more than one name is mentioned)	
Name: huda riyad abd al-hamza Email: huda.riyad @mu.edu.iq	
8-Course objectives	
<ul style="list-style-type: none">• Introducing the student to the importance of pottery in archaeological studies• Introducing the student to the methods of pottery making	Objectives of the study subject

9-Teaching and learning strategies					
1- Lecture method 2-method of presentation and discussion 3-Interrogation method					The strategy
10-Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Test and share	My presence	Lraqi pottery industry		2	First week
Test and share	My presence	Uses of pottery		2	second week
Test and share	My presence	Pottery		2	the third week
Test and share	My presence	Hassouna pottery		2	fourth week
Test and share	My presence	Religious thought		2	The fifth week
Test and share	My presence	Pottery saddles		2	the sixth week
Test and share	My presence	Pottery of egypt		2	Seventh week
Test and share	My presence	Pottery of glazing		2	The eighth week
Test and share	My presence	Quiz		2	Week nine

Test and share	My presence	Byzantine pottery		3	The tenth week
Test and share	My presence	Pottery flasks		2	Week eleven
Test and share	My presence	Parthian pottery		2	the week twelveth
Test and share	My presence	Saluki pottery		2	the week Thirteenth
Test and share	My presence	Quiz		2	the week fourteenth
Test and share	My presence	Quiz		2	the week Fifteenth

11-Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily exams Oral, monthly, written, reports, etc

12-Learning and teaching resources

	Required textbooks (methodology, if any)
Nahed abd al razzaq al-qasi K pottery and ceramics K ahistorical and archaeological study Chassan taha yassin K Iraqi pottery .times until the end of ancient history	(Main references (sources
	Recommended books and supporting references, scientific journals, reports
	Electronic references, Internet

Head Department

Dr.abbas fadl hussein

Subject teacher

M.M. huda riyad al-khuzaiy

Course Description Form

Course Name:
Gulf Antiquities

1.

2. Course Code: ArcTOP435

Semester / Year: second
/ 2024

3.

4. Description Preparation Date: 2024/3/1

Available Attendance Forms: My theory is practical

5.

Number of Credit Hours (Total) / Number of Units (Total) €. Number
of study hours (total / 8) / number of units (total / 2)

6.

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

Name: A.M.D. Trustworthy Hassan Anonymous

Email: wathiq.hassan@mu.edu.iq

8. Course Objectives

Course Objectives

For the student to know the type of Gulf antiquities, their locations, and their relationship to other civilizations and religions

- . To understand the importance for him of studying Gulf antiquities.
-He must understand the texts and writings found in the Arab Gulf sites historically, geographically and demographically.
- A1- Make the student able to familiarize the student with the quality of Gulf antiquities.
- A2- The student should be able to understand the importance of studying Gulf antiquities.

A3- The student should be able to explain the importance of the geographical and historical location of the Arabian Gulf.
 A4- The student should be able to enumerate the types of tombs and temples in the Arabian Gulf.
 A5- The student should be able to understand the texts and writings found on Arab Gulf websites.
 • A6- The student should be able to explain the connection between the Amorite antiquities and Dilmun

9. Teaching and Learning Strategies

Strategy

Developing forward-looking plans that can be implemented according to a curriculum that ensures they are delivered to students in a proficient, scientific manner by employing a number of teaching methods and achieving the goal of the desired message.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	-Understanding the concept of the island and its history	Theories of determining the history and climate of the Arabian Gulf	- Delivery and discussion	-Written tests
al'aw	2	-Knowing the history of the Arabian Gulf and its roots	- The importance of studying the head of the Arabian Gulf	- Delivery and discussion	-Written tests
al	2	-View the most important fonts and compare them	- Knowledge of the historical monuments of the Arabian Gulf region	- Delivery and discussion	-Written tests
altha	2	-Locate the Arabian Gulf	- Cultural centers in the Arabian Gulf	A- To meet and discuss	-Written tests
ani	2	-Determine the island's sections	- Getting to know the residents of Bahrain Island	- Delivery and discussion	-Written tests
altha	2	-Learning about the most important archaeological sites	- Identifying the most important archaeological sites in the Arabian Gulf	- Delivery and discussion	-Written tests
alith	2				-Written tests
alraa	2				-Written tests
bie	2				-Written tests
alkha	2				-Written tests
mis	2				-Written tests
alsaa	2				-Written tests
dis	2				-Written tests
alsaa	2				-Written tests
bie	2				-Written tests
altha	2				-Written tests
amin	2				-Written tests

<p>al-taa-sie al-eas-hir al-had-i al-easha-r al-tha-ani al-easha-r al-tha-alith al-easha-r al-raa-bie al-easha-r the first the second the third the fourth Fifth VI Seventh VIII Ninth The tenth eleventh twelfth Thirteenth fourteenth</p>	<p>-Learning about the most important religious beliefs -Understanding idolatry and monotheism -Learn about the geography, history and civilization of the Gulf The importance of studying the archeology of the Arabian Gulf The impact of the Stone Age and the Ubaid era in the Gulf region Trade relations in the Arabian Gulf region Identify the most important seals made in the Arabian Gulf region Features and topics of Gulf seals</p>	<p>- Review some of the most important archaeological sites in general - Forms and stages of development of the Stone Age and the Ubaid era in the Gulf region - Identifying the trade relations between the inhabitants of the Gulf region and its neighboring civilizations according to Orientalist theories - Gulf seals and their relationship with neighboring civilizations - Identifying the manufacture, feature, location and type of Gulf seals and their relationship with the seals of neighboring civilizations - Cemeteries, their types, and their impact on the inhabitants of the Arabian Gulf</p>	<p>discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on - Delivery and discuss on Paper editing test ✓</p>	
2-				
3-				

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9-					
10-					
11-					
12-					
13-					
14-					
15-					

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Al-Mufassal fi Tarikh al-Arab: Ali Jawad.
The Story of Civilization: Will Durant

Recommended books and references
(scientific journals, reports...)

Hisham Al-Safadi, archaeological techniques in the Arabian Gulf, Dilmun civilization.
2- Jawad Ali, Al-Mufassal fi History of the Arabs Before Islam.
3-Jamil Fouad, The Arabian Gulf in Historians' Blogs.
4-Introduction to the antiquities of the Kingdom of Saudi Arabia. research
5- Abdullah Hassan, Studies in the History of the Arabian Peninsula.
6- Reda Al-Hashimi, Antiquities of the Arabian Gulf and the Arabian Peninsula.
7-Arnold Wilson, Arabian Gulf.
8-Abdul Rahman Saud, Introduction to the Ancient History of Bahrain.
9-A comprehensive report on archaeological excavations on Failaka Island.
10- Haya Jassim, The Arabian Gulf in Prehistoric Times

Electronic References, Websites

It is not reliable due to its unreliability.

Course Description Form

Course Name: Antiquities of the island

1.

2. Course Code: Are top435

Semester / Year: First / 2023

3.

4. Description Preparation Date: 2024/3/1

Available Attendance Forms: My theory is practical

5.

Number of Credit Hours (Total) / Number of Units (Total) & Number of study hours (total / 8) / number of units (total / 2)

6.

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

Name: A.M.D. Trustworthy Hassan Anonymous

Email: wathiq.hassan@mu.edu.iq

8. Course Objectives

Course Objectives

-
civilizations and religions
- . To understand the importance for him of studying the island's antiquities.
-He must understand the texts and writings found on the websites of the Arabian Peninsula
-
.....

9. Teaching and Learning Strategies

Strategy

Developing forward-looking plans that can be implemented according to a curriculum that ensures they are delivered to students in a proficient, scientific manner by employing a number of teaching methods and achieving the goal of the desired message.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2		-History of the Arabian Peninsula	-	-Written tests
	2		M-Research in the history of the Arabian Peninsula	Delivery and discussion	-Written tests
	2	-astieab mafhum aljaatirat	Calligraphy and writings in the Arabian Peninsula	-	-Written tests
al'aw	2	watarikhuha		Delivery and discussion	-Written tests
al	2	-maerifat tarikh aljasirat		-	-Written tests
altha	2	wajudhurih	-Geography of the Arab tribute	Delivery and discussion	-Written tests
ani	2	-alaitilae ealaa ahimi aikhutuf	-Divisions of the Arabian Peninsula	A- To meet and discuss	-Written tests
alith	2	wamugaranatiha	A- Inscriptions and writings in the Arabian peninsula	-	-Written tests
alraa	2	-tahadidi mawqie aljiyya	A- Religious beliefs in the Arabian Peninsula	Delivery and discussion	-Written tests
bie	2	-tahdid aiqsam aljazira	-Idols and fetishes in the Arab peninsula	-	-Written tests
alkha	2	-altaearuf eilat ahum almawaqie alathria	-Yemen civilization	Delivery and discussion	-Written tests
mis	2	-altaearuf ealaa ahimi aleaqayid aldiynia	-Semites	-	-Written tests
aisaa	2	fahum alsanamiat waltawhid	-Hijaz	Delivery and discussion	-Written tests
dis	2	-alaitilae ealaa ahimi jughrafia watarikh	-Al-Ghassana and Manathira	-	-Written tests
aisaa	2	wahadarat alyaman		Delivery and discussion	-Written tests
bie	2	-tafsir wafahm mustabah		-	-Written tests
altha	2	aisaamiuwn walashkaliat		Delivery and discussion	-Written tests
amin	2	alati darat hawlah		-	-Written tests
altaa	2	-maerifat alhijaz jughrafiana		Delivery and discussion	-Written tests
sie	2	watarikhiana wathaqafiana		-	-Written tests
aleas	2	wasiasiana		Delivery and discussion	-Written tests
hir	2	-altaearuf ealaa dawiat		-	-Written tests
alhad	2	aighasasinat walmanadhirat		Delivery and discussion	-Written tests
i	2	wama dar		-	-Written tests
easha	2			Delivery and discussion	-Written tests
r	2			-	-Written tests
altha	2			Delivery and discussion	-Written tests
ani	2			-	-Written tests
easha	2			Delivery and discussion	-Written tests
r	2			-	-Written tests
altha	2			Delivery and discussion	-Written tests
alith	2			-	-Written tests
easha	2			Delivery and discussion	-Written tests
r	2			-	-Written tests
alraa	2			Delivery and discussion	-Written tests
bie	2			-	-Written tests
easha	2			Delivery and discussion	-Written tests
r	2			-	-Written tests
the	2			Delivery and discussion	-Written tests
first	2			-	-Written tests

the second	baynahuma min - hurub wamueahadat	-	-	-
the third	wama tarakun min athar earabia	-	Delivery and discussi on	
the fourth	-Understanding the concept of the island and its history	-	Delivery and discussi on	
Fifth	-Knowing the history of the island and its roots	-	Delivery and discussi on	
VI	-View the most important fonts and compare them	-	Delivery and discussi on	
Seventh	-Determine the location of the tribute	-	Paper editing test	
th	-Determine the island's sections	-	✓	
VIII	- Identifying the most important archaeological sites			
Ninth	-Learning about the most important religious beliefs			
The tenth	-Understanding idolatry and monotheism			
eleventh	-Learn about the geography, history and civilization of Yemen			
twelfth	-Interpretation and understanding of the term Semites and the problem that revolved around it			
Thirteenth	-Knowledge of Hejaz geographically, historically, culturally and politically			
fourteenth	-Getting to know the state of the Ghassanids and Manathira, the wars and treaties that took place between them, and the Arab monuments they left behind.			
teenth				
2-				

3-					
4-					
5-					
6-					
7-					
8-					
9-					
10-					
11-					
12-					
13-					

14-					
15-					

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Al-Mufasssal fi Tariikh al-Arab: Ali Jawad. The Story of Civilization: Will Durant.
Recommended books and references (scientific journals, reports...)	The history of the semi-Arab tribute: Dr. Abdul Aziz Saleh 2-The Arabian Peninsula: A Study in Geography and Regionalism: Dr. Quality Hassanein Quality. 3-A brief history of archeology: Feigen, 4- A trip to ancient Babylon: Brand.
Electronic References, Websites	It is not reliable due to its unreliability.

Course description form

1. Course name Archaeological and historical research method	
2. Code ACISRM ٢٠٩	
3. ٢٠٢٢/Semester /first / year/first	
4. ٢٠٢٢/١/٢ The date this description was prepared is	
5. Available forms of attendance / theoretical and practical	
6. (٢ / number of units (total /) ^ / Number of study hours (total	
7. (Name of the course administrator (if more than one name is mentioned	
a Dr.. Abdel Moneim Abdel Jabbar Ali Jaafar	
Abd.almonem@mu.edu.iq	
8. objectives Course	
	<ul style="list-style-type: none">• The student should know the methods and methods of archaeological excavation• To understand the importance of the . archaeological approach and its methods in excavating antiquities• He must understand the correct texts, writings, and archaeological methods• According to the sound archaeological approach and emphasizing its importance

9. Teaching and learning strategies					
Developing forward-looking plans that can be implemented according to a curriculum that ensures they are delivered to students in a proficient, scientific manner by employing a number of teaching methods and achieving the goal of the desired message					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Written tests -	-	The meaning of the curriculum linguistically and idiomatically	Clarifying the concept of curriculum	1	the first
Written tests -	Presentation and discussion			1	the second
Written tests -	-	The relationship between history and science	Explaining the relationship between science	1	the third
Written tests -	Presentation and discussion	Archeology and the emergence of archaeology	Archeology and history	1	
Written tests -	A - To meet and discuss	The relationship of archeology to other sciences	Explaining archeology with science	1	the fourth
Written tests -	-		The other	1	Fifth
Written tests -	Presentation and discussion	Types of archaeological sites	Explaining the concept and types historical location	1	VI
Written tests -	-	The concept of archaeological excavations	Meaning of archaeological excavations	1	Seventh
Written tests -	Presentation and discussion	The concept of detecting	Explain the meaning	1	VIII

Written tests -		traces	of revelation	5	
Written tests -	- Presentation and discussion	The concept of archaeological excavations	Archaeology Explain the meaning of revelation	5	Ninth The tenth
Written tests -	- Presentation and discussion	Exploration methods	Archaeology Clarification and technical explanation of excavation methods	5	The eleventh century
Written tests -		What is the excavation kit			
Monthly written tests	- Presentation and discussion	Archaeological excavation methods	What is the prospecting kit for For the prospector	5	twelveth
Monthly written tests	- Presentation and discussion	Organized archaeological excavation	Introduction to archaeological excavation		Thirteenth
	- Presentation and discussion	Pottery excavation	Definition of the meaning of archaeological excavation		fourteenth
		Excavation of small archaeological materials	Explanation of pottery excavation		
	- Presentation and discussion	Cemetery excavation	Concept Excavation of small archaeological materials		
	- Presentation and discussion		Meaning of archaeological		

	Paper editing test		burials		
	A paper writing test				=T
					=T
					=E
					=P
					=7
					=V
					=A

					=9
					=10
					=11
					=12
					=13
					=14
					=15
					=16
					=17
					=18
					=19

II. Course evaluation

according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc. Distribution of the grade out of

12. Learning and teaching resources	
	(Required textbooks (methodology, if any
Kamel Ali Suleiman, Archaeological and Historical Research Methodology	(Main references (sources
- Taqi Al-Dabbagh: Methods of archaeological excavations - 1 Ahmed Shalabi: How to write a research or dissertation - 1	Recommended supporting books and (...references (scientific journals, reports
It is not reliable due to its unreliability	Electronic references, Internet sites

Course description form

1. Course name Archaeological and historical research method	
2. Code ACISRM ٢٠٩	
3. ٢٠٢٢ / Semester / second / year / first	
4. ٢٠٢٢/١/٢ The date this description was prepared is	
5. Available forms of attendance / theoretical and practical	
6. (/ number of units (total /) ^ / Number of study hours (total	
7. (Name of the course administrator (if more than one name is mentioned	
a. Dr. Abdel Moneim Abdel Jabbar Ali Jaafar	
Abd.almonem@mu.edu.iq	
8. objectives Course	
	<ul style="list-style-type: none">• The student should know the methods and methods of archaeological excavation• To understand the importance of the archaeological approach and its methods in excavating antiquities• He must understand the correct texts, writings, and archaeological methods• According to the sound archaeological approach and emphasizing its importance

9. Teaching and learning strategies					
Developing forward-looking plans that can be implemented according to a curriculum that ensures they are delivered to students in a proficient, scientific manner by employing a number of teaching methods and achieving the goal of the desired message					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Written tests -	-	Definition of history and methods of historical recording in Mesopotamia	Introduction to history and its methods.	1	the first
Written tests -	Presentation and discussion	-	-	1	the second
Written tests -	-	Blogging history in the Nile country.	The transmission of historical writing in the Nile Valley	1	the third
Written tests -	Presentation and discussion	Historical blogging in Greece	The concept of blogging in Greece	1	
Written tests -	A - To meet and discuss	Historical blogging in Roman countries	Historical blogging was influenced by the Romans	1	the fourth
Written tests -	-	-	-	1	Fifth
Written tests -	Presentation and discussion	The beginnings of blogging among the Arabs before Islam	The beginnings of blogging in the history of the Arabs before Islam.	1	
Written tests -	-	The concept of archaeological excavations	-	1	VI
Written tests -	Presentation and discussion	Blogging among the Arabs before Islam and	Clarification of codification among the Arabs in Islam	1	Seventh

Written tests -		its beginnings			
Written tests -	- Presentation and discussion	Allied sciences in history and science	What are the auxiliary sciences in science	✓	VIII
Written tests -			the date		Ninth
Written tests -	- Presentation and discussion	Historical research method	What are the methods used for historical research	✓	The tenth
Written tests -		Methods used for historical research			The eleventh century
Monthly written tests	- Presentation and discussion	Collect and classify sources	How to collect sources and Classification	✓	twelveth
Monthly written tests			Incapable of criticism and diligence		
Paper editing test	- Presentation and discussion	Historical criticism and diligence		✓	Thirteenth
Monthly written tests	- Presentation and discussion	How to write an introduction	The concept of introduction for the researcher		fourteenth
	- Presentation and discussion	How to write a conclusion	How to write a conclusion		
	- Presentation and discussion	Methods of writing according to research methods	The concept of methodologies in writing		
	Paper editing				

	test				
	Paper editing test				
	Paper editing test				
	A paper writing test				
					-1
					-1
					-3
					-9
					-7
					-4

					= 9
					= 8
					= 7
					= 6
					= 5
					= 4
					= 3
					= 2
					= 1
					= 0

Course evaluation 11

according to the tasks assigned to the student, such as daily 11 • Distribution of the grade out of

preparation, daily, oral, monthly, written exams, reports, etc

Learning and teaching resources 11

(Required textbooks (methodology, if any

Kamel Ali Suleiman, Archaeological and Historical Research
Methodology

(Main references (sources

Taha Baqir, Scientific Research Methods - 1
Ahmed Shalabi, How to write a research or dissertation 1

Recommended supporting books and
(...references (scientific journals, reports

It is not reliable due to its unreliability

Electronic references, Internet sites