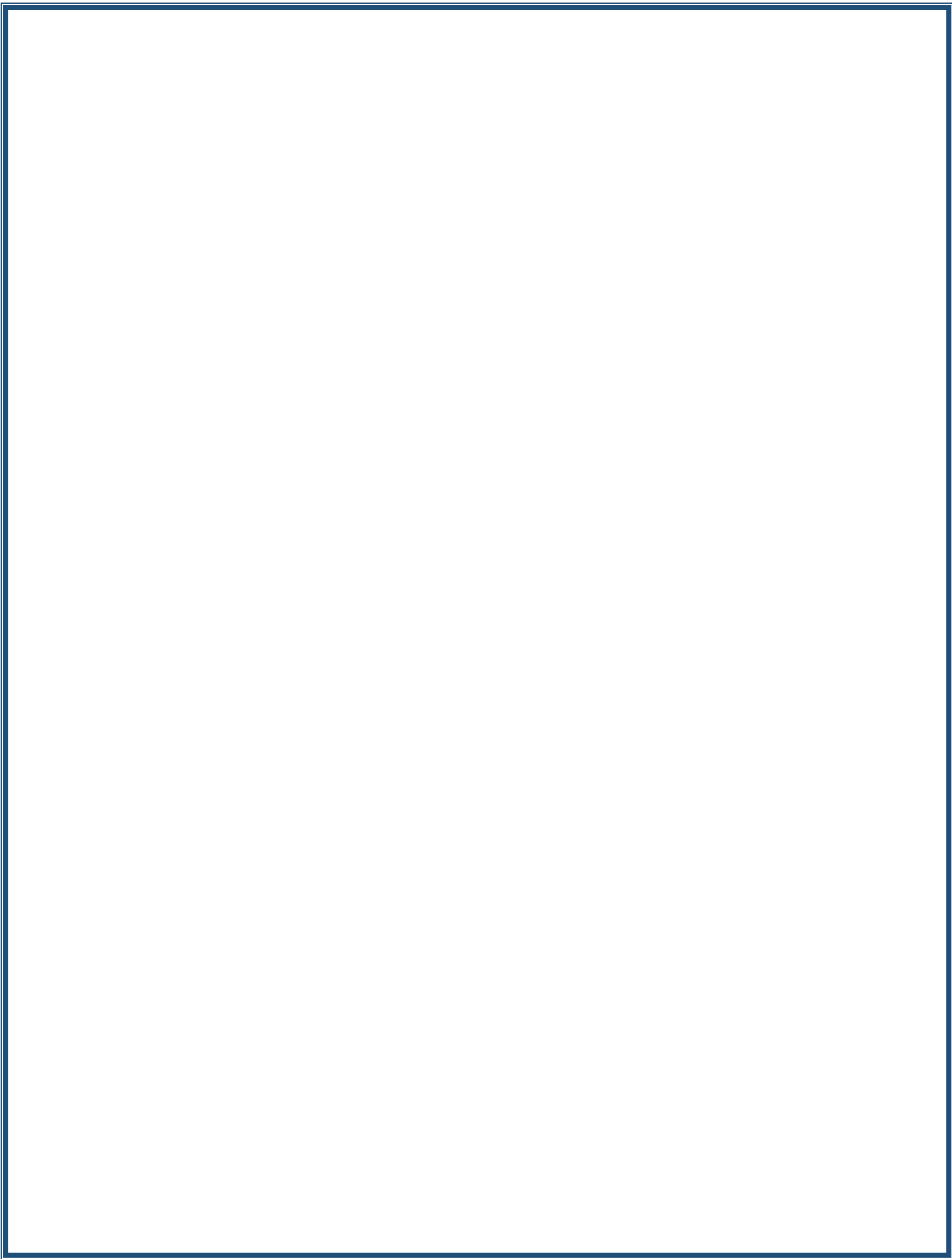


**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2026



:the introduction

The educational program is a coordinated and organized package of courses that includes procedures and experiences organized into course vocabulary. Its main purpose is to build and refine the skills of graduates, making them qualified to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit .procedures and programs, such as the external examiner program

The academic program description provides a brief summary of the program's main features and courses, indicating the skills that students are working to acquire based on the academic program's objectives. The importance of this description is evident in that it represents the cornerstone for obtaining program accreditation, and it is written by the teaching staff under the supervision of the scientific committees in the .academic departments

This second edition of the guide includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and changes in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, semester system), as well as adopting the generalized academic program description according to the Department of Studies' letter T M3/2906 dated 3/5/2023 with regard to .programs that adopt the Bologna Process as the basis for their work

In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth .running of the educational process

:Concepts and terminology

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

Course description : This provides a concise summary of the course's key features and expected learning outcomes, demonstrating whether the student has made the most of the available learning opportunities. It is derived from the .program description

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

Program message: The goals and activities necessary to achieve them are briefly .explained , and the paths and directions of program development are identified

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

Curriculum structure: All courses/study materials included in the academic program according to the approved learning system (semester, annual, Bologna track), whether required (Ministry, University, College and Scientific Department), .with the number of study units

acquired by **Learning outcomes:** A consistent set of knowledge, skills, and values the student after the successful completion of the academic program. The learning outcomes for each course must be defined in a way that achieves the program's .objectives

Teaching and learning strategies are the strategies used by faculty members to They are plans followed to achieve . and learning enhance student teaching learning objectives. In other words, they describe all classroom and extracurricular .activities aimed at achieving the program's learning outcomes

Academic Program Description Form

University Name: Wasit University

College/Institute: College of Education for Human Sciences

Scientific Department: Department of History

Academic or Professional Program Name: Ph.D. – Ancient History

Final Degree Awarded: Ph.D. in Ancient History



Signature:

Signature:

Head of Department Name: Ahmed J. Sumaah

Name of the Scientific Assistant: Prof. Dr. Esser Wali Fary

Date: 16/11/2023

Date: 16/11/2023

Deputy Dean For Academic and Postgraduate Affairs

The file is checked by
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance
Department:
Date:
Signature:

Signature of the Director of the Quality Assurance and University Performance Department
Date: 16/11/2023

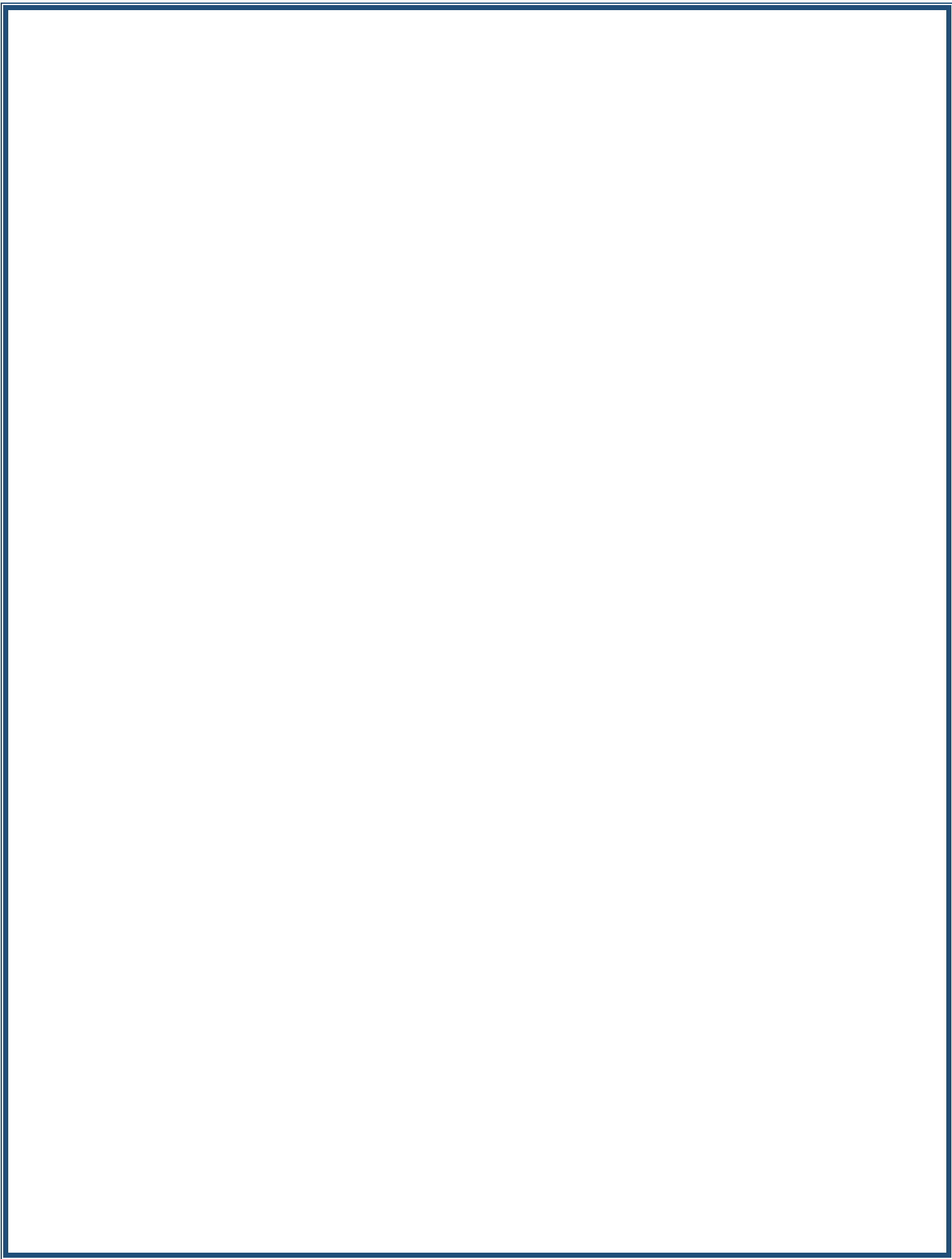
Approval of the Dean

Prof. Dr. Mahmood Hammod Arrak Al-Quraishi
Dean of the College of Education
for Humanities

Academic System: annual

Description Preparation Date: 1/9/2023

File Completion Date: 20/10/2024



Program Vision .١

History curricula are a means of building an open-minded Iraqi personality that does not believe in extremism and intellectual revolution, and it believes in dialogue, openness to others, the human right to live together in peace, and strengthening the value of belonging to the land, inspired by our history. And what its pages contain of human values, ideals, and tolerance towards others in its different eras

Program message .٢

The mission of the history curricula is to find sound ways and means to study human history in a comprehensive manner that focuses on drawing inspiration from its civilizational, human and moral values and emphasizing the student's role in the educational process as the focus of the educational and pedagogical process at the university level, as well as preparing a cadre of teachers who believe in the educational system in Iraq, which is based on the principles of the new Iraqi constitution, and benefiting from all global experiences in the field of history curricula, especially the curricula of countries that are similar in their social structure to Iraq

Program objectives ٣.

Graduating and preparing students in the History Department, armed with –1
science and knowledge, to become teachers and instructors in schools
.specializing in the subject of history

To benefit from the science of history in developing free thinking skills based –2
on studying, analyzing, and reconstructing historical facts among students in order
to reach historical truths, on the basis that history is a science with its own rules
. and principles

Developing the ability to critique ideas, opinions, and historical narratives with –3
the aim of building the student's independent personality capable of analyzing and
understanding historical events, contributing to understanding the present reality,
.and attempting to anticipate the future

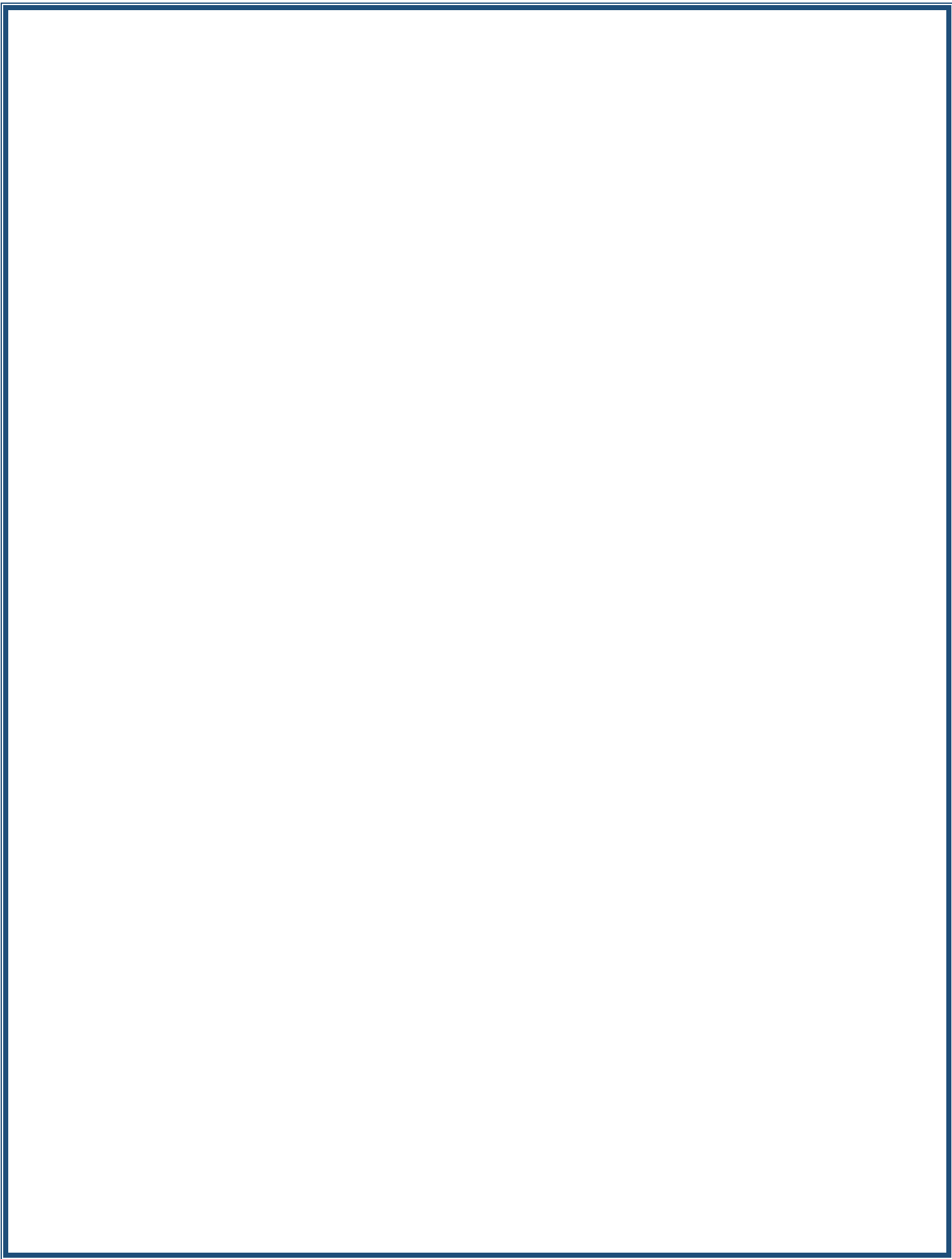
To learn about human experiences and the experiences of man throughout – 4
the ages, which gives the student a clear understanding and awareness of the
development and progress of human societies throughout history, embodying the
will of the Creator and His care for that progress, and to promote the values of
coexistence among the student and to benefit from those experiences in building
an Iraqi society that is in harmony with itself and is dominated by the spirit of love
.and tolerance that characterizes the peoples of the civilized world

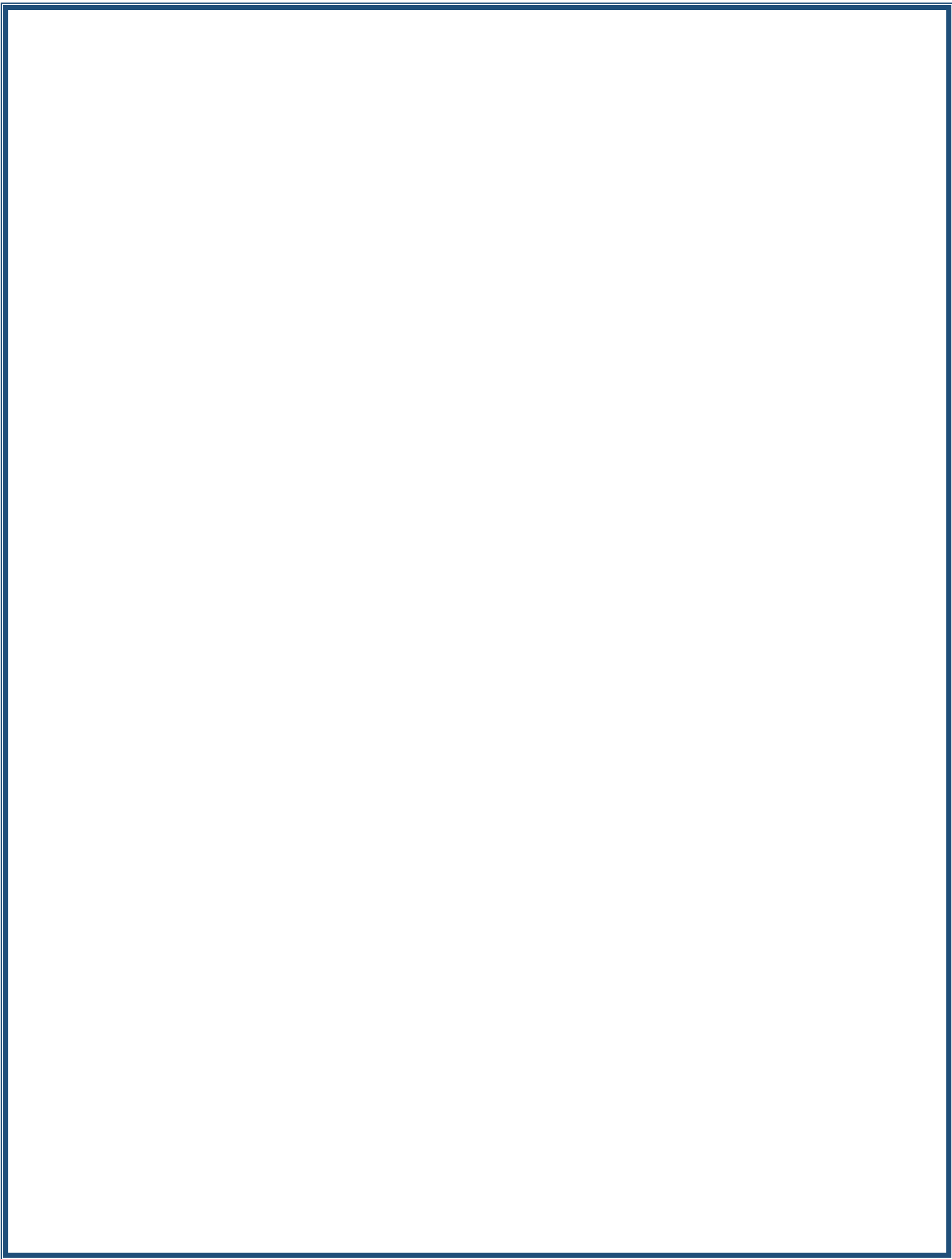
Enabling the student to recognize himself objectively and impartially and to – 5
be open to others in order to put historical events and issues in their proper
context, which facilitates the resolution of historical problems that are still present
.today and cast their heavy shadow on the political, social and cultural scene

To give the student the ability to perceive and understand the message of – 6
man on earth and the purpose of his existence, which is to worship God, develop

.the earth, and understand the messages of heaven to man throughout the ages

Providing the student with the skills and mechanisms of historical research in –7
a way that makes him proficient in the science in which he specialized, and what
follows from that in terms of the ability to understand and comprehend the present
. and try to anticipate the future





Program accreditation .ε

We are seeking Iraqi national accreditation and work is underway to meet the requirements of Iraqi standards for educational colleges

Other external influences .ο

The government's planning is weak in accommodating the number of graduates from the department

Program structure-6

* comments	Percentage	Study unit	Number of courses	Program structure
		28	12	Institutional requirements
				College requirements
essential		28	12	Department requirements
		/	/	Summer training
		/	/	Other

.The notes may include whether the course is core or elective *

Program Description -7

Expected learning outcomes of the program -8

of Knowledge Pain

To understand historical facts and have a general understanding of the science of history To describe, explain, and define matters related to the science of history and its auxiliary sciences The student's exposure to history contributes to enhancing the abilities he possesses To distinguish the facts, highlight the differences between them, and arrive at their causes and consequences He understands, studies, deduces, and arrives at important concepts in his studies and life The general public	A1. Providing basic knowledge of history A2. The ability to critically evaluate and apply relevant knowledge to solve problems or address issues within the field A3. Awareness of current trends and developments
Skills	
The student should be able to teach this subject and prepare a report or research paper in this field, thus contributing to learning from the experiences of previous scholars Islamic concepts of many problems may require these individuals to think outside the box The student should learn skills to communicate what he learns, utilize his abilities, and develop them The student is introduced to the new terms and concepts included in the history curriculum, then he discards his existing concepts in order to compare and develop them	Critical thinking Communicating concepts Participation
Learning Outcomes Statement 3	Learning Outcomes 3
Values	
The student should understand his characteristics, –١ ideas, and values The student should be aware of his own abilities and –٢ the abilities of others	Professional responsibility
On request, candidates must demonstrate –٣	Integrity and professional

honesty, integrity, and professional competence in all aspects of their work, including taking responsibility for their actions, maintaining confidentiality, and And to help him acquire .embracing cultural diversity spiritual, social, economic, and political values, and to develop his human relationships and positive attitudes in .light of what he has studied and learned	competence
---	------------

Teaching and learning strategies –9	
The possibility of teaching and standing in front of students	.١
Formulating thought–provoking questions for students	.٢
Encouraging the memorization of the Book of God Almighty	.٣
Classroom management and discipline practices	.٤
Enhancing the student's culture with Quranic thought	.٥
Practicing communication skills	.٦
Classroom management and discipline practices	.٧

Evaluation methods–10	
oral exams	.١
practical skills tests	.٢
Daily and monthly written tests	.٣
Student class participation and daily attendance	.٤
Student behavior and discipline inside the hall	.٥

Faculty .11
Faculty members in the Department of History – PhD (old) –١

Specialization	General jurisdiction	Scientific title	Certificate	The full name of the instructor
Ancient history	date	.Mr	PhD	Prof. Dr. Majid Mushir Ghaib
Ancient history	date	assistant professor	PhD	Dr. Ahmed Bashar Juma
Ancient history	date	.Mr	PhD	Prof. Dr. Fadhil Kadhim Hannoun
Ancient history	date	.Mr	PhD	Prof. Dr. Muhammad Fahd Hussein
Ancient history	date	Mr	PhD	Prof. Dr. Hussein Sayed Nour Jalal
Ancient history	date	.Mr	PhD	Prof. Dr. Saadoun Abdulhadi Barghash

Internal lecturers .2

Scientific title	Specialization	Certificate	the name	T
.Mr	English language	PhD	Hashim Aliwi Muhammad	-1
.Mr	Ancient history	PhD	Nihad Hassan Hajji	2

Professional Development .12

Orienting new faculty members

Developing the capabilities of instructors in all fields, whether related to Quranic sciences and studies or other disciplines branching from them such as jurisprudence, principles of jurisprudence, religions, and the Prophet's biography, .etc

Developing new teaching staff through courses, workshops, seminars, and discussion panels, and their training is supervised by qualified and experienced . professors in the department

Professional development for faculty members .13

relating to Numerous training courses, workshops, and seminars are held .professional ethics, education, and training

Through local and international seminars and workshops, and by establishing agreements with professors in departments corresponding to the department, by transferring successful experiences and holding scientific and cultural conferences .in a way that serves the department

Admission Criteria .14

Establishing the regulations related to enrollment in the college or institute,) (whether central admission or other mentioned

Adopting admission requirements in accordance with the regulations of the .1

Ministry and the University

Passing the personal interview and demonstrating linguistic and physical fitness .2

.Consider the acceptance rate and competitive test .3

Compliance with the department's capacity .4

Key sources of information about the program .15
Central Admissions Guide
The department's official web pages
Program Development Plan .16
. %20 Curriculum development within the stipulated percentage of The aim is to qualify the program for national and international academic .accreditation Likewise, the material is developed according to the dictates of the country's situation, which helps to stabilize it, and taking into account modern studies that bring new facts and theories based on changing convictions about some historical events and facts. This results in adding new vocabulary to the curriculum, according to the .recommended methods and instructions or suggestions through the channels

Program Skills Plan													
Learning outcomes required from the program													
Values		Skills				Knowledge				Essential or optional	Course Name	Course code	Year
Part 2	Part 1	B4	B 3	B2	B1	A 4	A3	A2	A1				
/	/		/	/	/		/	/	/	essential		–1 Studies in the History of Ancient Yemen	First
/	/		/	/	/		/	/	/	essential		–2 Studies in ancient Indian political thought	Ph
/	/		/	/	/		/	/	/	essential		–3 Studies in the History of Ancient Iran	Ph
/	/		/	/	/		/	/	/	essential		–4 Studies in International Relations of the Ancient	Ph

												Near East	
/	/		/	/	/		/	/	/	essential		–5 Studies in the History of Ancient Greece and Rome	Ph
/	/		/	/	/		/	/	/	essential		–6 English language	Ph
/	/		/	/	/		/	/	/	essential			Ph
/	/		/	/	/		/	/	/	essential			
/	/		/	/	/		/	/	/	essential			
/	/		/	/	/		/	/	/	essential		–1 Studies in the economic systems of ancient Egypt	
/	/		/	/	/		/	/	/	essential		–2 Studies in the religious beliefs of ancient	

												Iraq	
/	/		/	/	/		/	/	/	essential		–3 Studies in Political Ideologies in the Ancient World	
/	/		/	/	/		/	/	/	essential		–4 Studies in the ancient Iraqi economy	
/	/		/	/	/		/	/	/	essential		–5 Studies in Ancient Language s	
/	/		/	/	/		/	/	/	essential		–6 English language	
												–7 Studies in Political Thought Achaeme nid	

Course Objectives .^

The aim of teaching the history of ancient Iran is to
:achieve two things

Course Objectives

My methodology: It is to graduate a student who is –1
able to use the skills and information of the history of
ancient Iran well and effectively, with the ability to
communicate with the technology of the age, based on
the fact that the concept of the history of ancient Iran
has become one of the effective means for the student
to adapt to the era of globalization within the
framework of knowing the ancient dimension of the
.history of the regional neighborhood

Skills: Studying the subject of ancient Iranian history –2
gives the student an understanding of this history, and
the ability to compare it with what is given, with what is
true, and with other branches of knowledge. This
interaction helps the student to understand and perceive
the different variations in the applications of different
history, with the ability to broaden his horizons in
.dealing with others

Teaching and learning strategies ۹.					
• Interactive lectures and group discussions • Reports and drawings for historical lectures • Using modern historical references and sources to enrich the lecture • Using a detailed explanation style for the lecture's main points • Using maps • data projector • Using the practical and applied aspect in measuring some historical elements and effects • The focus is on studying the contemporary connection to the ancient history of Iran					
Course structure ۱۰.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture and brainstorming	The geographical setting and historical context of the material	Informing students about the geographical environment of ancient Iran	3	September 3
Classroom performance and exams	Lecture and discussion	Achaemenid Court	Focus on the impact of the Achaemenid court In the history of ancient Iran and the ancient Near East	3	September 4
Classroom performance and	Lecture and brainstorming	Religion in the Parthian Empire	To inform students about how religion influenced the	3	October 1 First

exams	ming		Parthian state in .Iran		
Classroom performan ce and exams	Lecture and brainstor ming	Cambyes II	To inform students about the importance of Cambyes II in the history of .ancient Iran	3	October 2 First
Classroom performan ce, exams, and field visits	Lecture and discussion	Median state	the Median state . went through	3	October 3 First
Classroom performan ce and exams	Standard method practical application	Reasons for the fall of the Achaemenid Empire	Explaining the importance of studying the reasons for the fall of the Achaemenid Empire in understanding ancient civilizations	3	October 4
paper exam	theoretical	Midterm exam	calendar	3	October 1 Second
Classroom performan ce and exams	practical application	Achaemenid expansion into Europe	Focus on the importance of interaction and conflict between ancient .civilizations	3	October 2 Second

Classroom performance and exams	Lecture and discussion	King's investiture rituals in ancient Iran	An attempt to understand the rituals of the king's coronation in ancient Iran	3	November 3
Classroom performance and exams	Standard method practical application	Myths and Politics in Ancient Iran	An introduction to the relationship between myths and politics in ancient Iran	3	November 4
Classroom performance and exams	Lecture and discussion	Jews under the Seleucid Empire	Understanding the most important stages of Jewish history under the Seleucid Empire	3	Canon 1 First
Classroom performance and exams	Lecture and discussion	The political role of women in the Elamite state	Identifying the symbols and structures of ancient Iranian society within the political framework	3	Canon 2 First
Classroom performance and exams	Lecture and brainstorming	Parthian Wars	Identifying the locations of the Roman-Parthian wars	3	Canon First 3
Classroom performance		Manichaeism and its political impact on	Understanding the interaction	3	December

ce and exams	Lecture and application	ancient Iran	of civilizations with each other and the production of religions with distinctive characteristics		r 4
paper exam	theoretical	End-of-term exam	calendar	3	Canon 1 Second

١١ .Course evaluation :

:The grade out of 100 is distributed according to the following formula

.The semester effort grade is out of (30) marks –1

.The final written exam grade is (70) marks –2

١٢ .Learning and teaching resources :

	Required textbooks (methodology, if applicable)
Iran under the Sasanian Dynasty, .1 Arthur Christensen Introduction to the History of .2 Ancient Civilizations, Taha Baqir	Main references (if any)
The History of Iran and .3 Anatolia, by Sami Saeed Al-Ahmad and Reza Jawad Al-Hashemi Studies in Iranian History, .4	Recommended supporting books and references (scientific journals, reports,)

.Qahtan Al–Hadithi History of the Ancient East, .5 .Sami Saeed Al–Ahmad In addition to various sources of articles, research, and books available in the department's library and via the .internet	
https:// Encyclopædia Britannica Iraqi academic journals (humanities journals)	Electronic references, website

:Course name .١٣
Studies in the History of Ancient Yemen
:Course code .١٤
UWA26 - CEH - HIS - A601
:Chapter/Year .١٥
History / First Semester / 2025–2026 Ancient
:Date this description was prepared .١٦
2025/9/1
:Available attendance formats .١٧
My presence
:Number of study hours (total) / Number of units (total) .١٨

hour, 2/units/30

19. Name of the course coordinator (if there is more than one name, mention (it along with the personal email address

: Prof. Dr. Majid Mushir Ghaib Hussein Al-Khatawi Email – 1
mmusheer@uowasit.edu.iq

20. Course Objectives

أ. To familiarize students with scientific sources related to the . ancient history of Yemen	Goals
ب. Students should be informed of the vocabulary we study in detail .and with precision	Material
ت. An attempt to document or suggest topics related to the history of ancient Yemen, in accordance with modern discoveries and .developments	Study
ث. Students should seek help from their professors on how to extract scientific information from its various sources regarding the history of ancient migrations between neighboring countries, especially .South Africa	
ج. Students analyze and deduce the educational program based on recent archaeological discoveries made by archaeologists that speak .about the history of ancient Yemen	
ح. Knowing and demonstrating the student's abilities and academic .standing from the beginning	
خ. Ensuring that the program is linked to other relevant and closely related sciences such as archaeology, sociology (anthropology), .geography, and other sciences	
د. Expanding students' horizons and working to create a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and creating good researchers from	

.among them who achieve the desired goal

Teaching and learning strategies .٢١

- Developing students' abilities to share ideas
- Disclosing one's thoughts and feelings towards life matters, including scientific material
- Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries
- Training on how to convey and analyze information to the reader
- Linking popular critical ideas with students' critical opinions
- Learning about ways to benefit from foreign sources and ways to translate them into Arabic
- Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research

Course structure .٢٢

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions	Lecture, discussion, and brainstorming	A study of the name, location, and climate of ancient Yemen	Students will acquire knowledge and skills related to the name and	2	1

For students	arning	according to . ancient records	location of ancient Yemen and master academic .methodologies		
=	=	A historical study of Yemen from prehistory the Paleolithic) era): an analytical study from the Paleolithic and Mesolithic periods to the .Neolithic period	Students will acquire knowledge and skills related to ancient historical periods in the history of ancient Yemen, and master the methods of academic and methodology the preparation of .scientific research	2	2
=	=	Yemen in the Neolithic period, early Neolithic period , from the tenth millennium BC (eastern (Hadhramaut	Students acquire knowledge and skills related to ancient historical periods in the history of ancient Yemen, and master the methods of academic and methodology	2	3

			the preparation of .scientific research		
=	=	The history of migrations between ancient Yemen and South Africa, the most important migration routes	Contributing to the understanding of the history of migrations between ancient Yemen and South Africa, the most important migration routes, and when humans crossed the Red .Sea	2	4
=	=	The history of settlement in Yemen in prehistoric times according to the discoveries of urban) rock art societies in (western Yemen	Contributing to understanding the original homeland of the Sabaeans in light of discoveries	2	5
=	=	The original homeland of the	Contributing to understanding the original homeland	2	6

		Sabaeans in light of discoveries	of the Sabaeans in light of discoveries		
=	=	Key theories on the history of ancient Yemen and human settlement	Study and analysis of theories of ancient Yemeni history	2	A7
=	=	The most important theories of ancient Yemeni history: The history of the ancient Sabaeen state according to the gap theory	Study and of theories analysis of ancient Yemeni history	2	8
=	=	The original homeland of the Sabaeans in light of discoveries	Contributing to the study and analysis of the of the idea original homeland of the Sabaeans in light of the discoveries	2	9

=	=	History of the ancient Yemeni states according to historical discoveries	Understanding the history of ancient Yemeni states based on historical discoveries	2	10
=	=	Yemen's trade relations with Mesopotamia and their cultural impact	Contributing to understanding Yemen's trade relations with Mesopotamia and their cultural impact	2	11
=	=	The relationship of the southwestern Arabian Peninsula region with East Africa	Contributing to the relationship between the southwestern Arabian Peninsula region and the African continent	2	12
=	=	Among them are the Arabs, and the meaning of the word Arabs in	Study and analysis of cognitive concepts in the word "Arab"	2	13

		ancient Eastern .languages	according to Eastern languages		
=	=	a test	Understanding students' comprehension, abilities, and perception	2	Week 14 K1 11
=	=	Discussant Research	Student research discussion	2	Week 15 K1 18

:Course evaluation ٢٣.

:The grade out of 100 is distributed as follows

The annual effort grade is out of (30) points and is divided into (20) points for –1
the exam and 10 points for attendance, participation and research activities

.The final written exam grade is (70) marks –2

:Learning and teaching resources ٢٤.

	Required textbooks (methodology, if (applicable
	Most sources for the history and geography of ancient Yemen are foreign historical and news sources, holy books, s well as encyclopedias and other written .materials

Salma Khalifa Al-Zarouq , - Yemen's trade relations with Mesopotamia and their cultural impact Ara Steimer Herbet , the - stone memory of Yemen Frank Bremer , The Bronze - Age, Urban Societies in Western Yemen Muhammad Taha Muhammad - Abdul Amir, The Relationship of the Southwest Arabian Peninsula Region with the African Peninsula	Recommended supporting books and references (scientific journals, reports, (.etc
Prof. Dr. Marie-Louise Inizan , Chapter – One – Ancient Settlements in Prehistoric Times Prof. Dr. Marie-Louise Inizan , Chapter – Four – The Ancient Climate of Southern Arabia	Electronic references, website

Course description template

Second course

Course description template

٢٥ .	:Course name
Studies in the religious beliefs of ancient Iraq	
٢٦ .	:Course code
UWA26 – CEH – HIS – A611	
٢٧ .	:Chapter/Year
PhD in Ancient History / Second Semester / 2025–2026	
٢٨ .	:Date this description was prepared
2026/1/19	
٢٩ .	:Available attendance formats
My presence	
٣٠ .	:Number of study hours (total) / Number of units (total)
hour, 45/units/45	
٣١ .	Name of the course coordinator (if there is more than one name, mention it along (with the personal email address

Course Objectives ٣٢

Introducing students to the history of religious beliefs in ancient Iraq
 .To familiarize students with sources for studying the history of ancient Iraqi civilization
 Introducing students to the nature of religious beliefs and how they affect the life of
 .society
 Introducing students to the extent of the influence of the geographical factor on human
 .thought
 . To familiarize students with the characteristics and features of religion in ancient Iraq

**Goals
Material
Study****Teaching and learning strategies** ٣٣

.Learning strategy: planning the collaborative concept -1
 .Brainstorming teaching strategy -2
 Learning strategy: series of observations -3

Course structure ٣٤

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Introducing the student to the nature of religious beliefs	What is meant by ?religious beliefs	2	Week 1
=	=	Expert opinions on the origins of religious beliefs	Theories of the origin of .religion	2	Week 2
=	=	Introducing the student to the first deities and the nature of the relationship between magic and religion	.The first of the deities	2	Week 3
=	=	Addressing beliefs, magic, and mythology	The basic components of .religion	2	Week 4
=	=	Addressing human thought in prehistoric times	Religious beliefs in the .Stone Age	2	Week 5

=	=	Discussing burial rituals and the afterlife in ancient Iraq	Religious beliefs about child burials in ancient Iraq	2	Week 6
=	=	Characteristics of religion in ancient Iraq	Religious characteristics and their manifestations in ancient Iraq	2	Week 7
=	=	The most prominent features of religious beliefs during the third millennium BC, especially after the discovery of writing	The evolution of religious belief during historical periods, third millennium BC	2	Week 8
=	=	The temple and the ziggurat and their role in the life of the community	Religious beliefs during the second millennium BC	2	Week 9
=	=	Key developments during this period	Religious beliefs during the first millennium BC	2	Week 10
=	=	Introducing students to the customs and traditions of ancient Iraqi society	Funeral rites and rituals in ancient Iraqi beliefs	2	Week 11
=	=	Religious themes and implications	Economic implications and meanings of ancient Iraqi myths (the myth of the creation of the axe as a model)	2	Week 12
=	=	The ancient Iraqi view of water	The sanctity of water in ancient Iraq	2	Week 13
=	=	The influence of Iraq's religion on neighboring civilizations, whether directly or indirectly	The influence of religious beliefs in Iraqi civilization on other civilizations	2	Week 14
=	=	Analysis of the epic text	Religious connotations and themes in the Epic of Gilgamesh	2	Week 15

:Course evaluation ٣٥

:The grade out of 100 is distributed as follows

The annual effort grade is out of (30) points and is divided into (15) points for the exam –1 and 15 points for attendance, participation and research activities

.The final written exam grade is (70) marks –2

Learning and teaching resources ٣٦	
	Required textbooks (methodology, if applicable)
Taha Baqir, Introduction to the History of Ancient Civilizations (A Brief History of the Civilization of Mesopotamia) Harry Saggs , The Greatness of Babylon: A Brief History of the Ancient Tigris–Euphrates Valley Civilization Della Porte, L., Mesopotamia "The Babylonian and Assyrian Civilizations" Sami Saeed Al–Ahmad, Introduction to the History of the Ancient World "Ancient Iraq until the End of the Akkadian Period ", Vol. 1 Sami Saeed Al–Ahmad, Introduction to the History of the Ancient World: Ancient Iraq from the Akkadian Period to the End of the First Babylonian Dynasty, Vol. 2 Abdul Qadir Jabbar Al–Shaykhli , Introduction to the History of Ancient Civilizations . The first section is a brief history of ancient Iraq .Qais Al–Nouri, Myths and Ethnology Ibrahim, Nabila: The Legend, The Little Encyclopedia Series Samuel Noah Kramer From the Sumerian tablets ❖ Sumerian mythology: A study of spiritual and literary achievements in the third millennium BC ❖ The Sumerians: Their Conditions, Customs, and Traditions ❖ Here history begins – about the authenticity of the Mesopotamian civilization ❖ Sacred sexual rituals among the Sumerians: "Inanna and Dumuzi" ❖	Main references (if any)
	Recommended supporting books and

	.references (scientific journals, reports,)
	Electronic references, website

Course description template

٣٧ .	Course name :
Studies in ancient languages	
٣٨ .	Course code :
UWA26 - CEH - HIS - A612	
٣٩ .	Chapter/Year :
PhD in Ancient History / Second Semester / 2025-2026	
٤٠ .	Date this description was prepared :
2026/1/19	
٤١ .	Available attendance formats :
My presence	
٤٢ .	Number of study hours (total) / Number of units (total) :
hour, 60/units/30	
٤٣ .	Name of the course coordinator (if there is more than one name, mention it along with (the personal email address
nhaji@uowasit.edu.iq : Prof. Dr. Nihad Hassan Hajji Email -1	
٤٤ .	Course Objectives
ذ. the importance of Guiding students to scientific sources regarding . ancient languages in studying the ancient history of Eastern civilizations ر. Introducing students to the vocabulary they study in detail in the .sciences of ancient languages and their culture ز. Reading the sciences of ancient history according to the scientific method that relies on translating and analyzing ancient texts linguistically . and historically س. Stimulating students' abilities to extract scientific information from .diverse sources ش. Students will analyze and deduce the educational program they will .study By studying the sources of ancient history from (historical	Goals Materi al Study

holy books of ,documents, archaeological sites, stone inscriptions, paintings (monotheistic religions and secular beliefs .ص. Identifying students' learning abilities from the beginning ض. Ensuring that the program is linked to other relevant sciences that are closely related to it ط. C. Expanding students' understanding of the implementation of the program and other programs, to work on creating a model of students of the type that will be relied upon in the future to qualify for higher academic degrees, and creating good researchers from among them who achieve the desired goal	
---	--

Teaching and learning strategies ٤٥.	
• Developing students' abilities to share ideas • Disclosing one's thoughts and feelings towards life matters, including scientific material • Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries • Training on how to convey and analyze information to the reader • Linking popular critical ideas with students' critical opinions • Learning about ways to benefit from foreign sources and ways to translate them into Arabic • Alerting students to the role of artificial intelligence programs, electronic translation, and electronic programs in historical research	

Course structure ٤٦.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Its origin and spread 1. Semitic, Arabized, and Island languages 2. Hamitic languages 3. Classification according to historical and geographical	Introduction to the Science of Ancient Languages: Nomenclature	2	Week 1 February 6

		criteria			
=	=	Sumerian language: characteristics - Akkadian language: Babylonian-Assyrian with its dialects	History of languages in ancient Iraq	2	Week 2 February 13
=	=	The pictorial stage symbolic stage The vocal (syllabic) stage Latin sounds, Arabic alphabet	Cuneiform writing and its stages of :development Interpretation of cuneiform signs	2	Week 3 February 20
=	=	Parts of speech, markers before and after the noun, Kadhi vocabulary and its Arabic equivalents	Kadia language	2	Week 4 February 27
=	=	Exercises in translation, analysis , and editing of texts	Selected cuneiform texts	2	Week 5 March 5
=	=	Canaanite: Aramaic - Hebrew Samaritan -	History of languages in the Levant	2	Week 6 March 12

=	=	Northern inscriptions: (Lihyanite , Thamudic ,) Safaitic	History of languages in Yemen and ancient Arabia	2	Week 7 March 19
=	=	The divine script (.(hieroglyphic	Writing in the Nile Valley Civilization	2	Week 8 March 26
=	=	The origin of Persian cuneiform : writing	History of languages in Persia	2	Week 9 Nissan 2
=	=	Orientalists and their role in deciphering cuneiform signs	Orientalist studies	2	Week 10 Nissan 9
=	=	Alphabet, features, types	History of Greek writing	2	Week 11 April 16
=	=	The " Pythia " system	Artificial intelligence to decipher ancient languages	2	Week 12 April 23
=	=	Archaeological sites, linguistic heritage	Cultural heritage in Wasit Governorate	2	Week 13 April 30
=	=	exam	General review	2	Week 14 May 7
=	=	Correcting and worksheets . taking exams	Discussion of student research and taking a written exam	2	Week 15 May 14

٤٧ .:Course evaluation

:The grade out of 100 is distributed as follows

The annual effort grade is out of (30) points and is divided into (20) points for the exam and 10 -1 .points for attendance, participation and research activities

.The final written exam grade is (70) marks -2

Learning and teaching resources :٤٨

1. The Cambridge Encyclopedia of the World's Ancient Languages First Edition by Roger D. Woodard 2. The Akkadian (Babylonian-Assyrian) language: its history, writing, and grammar .2005	Required textbooks (methodology, if applicable)
1. Old Akkadian Writing and Grammar University of Chicago, 1961. 2. Bergsträsser , G., Introduction to the Semitic Languages, Translated by: P. Daniels, Indiana, 1983. 3. Budge, W., Egyptian Language: Easy Lessons in Egyptian Hieroglyphics, London: Routledge & Kegan Paul, New York: Dover Publications, 1986. Writing in the Ancient Near East: From Symbol to Alphabet, Sulaiman bin Abdul Rahman bin Muhammad Al-Dheeb , 2006	Main references (if any)
Studies in Archaeology and Ancient Languages, -1 .Muhammad Aziz Shukri, Damascus, 2011	Recommended supporting books and references (scientific journals, reports,)
1- The Elsevier Researcher Academy Artificial Intelligence Website2- Cohere 3- https://study.com/academy/lesson/polytheism-monotheism-in-religion-many-gods-vs-one-god.html 4- https://scholar.google.com/schhp?hl=ar	Electronic references, website

Course description template

:Course name .٤٩	
Studies in the history of economic systems in ancient Iraq	
:Course code .٥٠	
UWA26 - CEH - HIS - A607	
:Chapter/Year .٥١	
Second Semester / 2025–2026 / (PhD (Old	
:Date this description was prepared .٥٢	
2026/1/19	
:Available attendance formats .٥٣	
My presence	
:Number of study hours (total) / Number of units (total) .٥٤	
hour, 23/units/30	
Name of the course coordinator (if there is more than one name, mention .٥٥ (it along with the personal email address	
: Prof. Dr. Majid Mushir Ghaib Hussein Al–Khatawi Email –1 mmusheer@uowasit.edu.iq	
Course Objectives .٥٦	
To identify the most important scientific concepts related to –١ the ancient economic systems of ancient Iraq according to the concept of communal life Identifying the similarities and differences between the –٢ stages of development of the economic life of ancient humans What was the importance of ancient social structures and –٣ ?their role in primitive peaceful coexistence	Goals Material Study

Studying economic changes and their role in the emergence of old social classes –٤ Informing students of scientific sources related to economic systems –٥ Students should seek guidance from their professors on how to extract scientific information from its various sources .concerning the history of ancient social systems –٦ An attempt to document or suggest topics related to the history of economic systems, based on the findings of .archaeologists and historical researchers –٧	
Teaching and learning strategies .٥٧	
Developing students' abilities to share ideas • Disclosing one's thoughts and feelings towards life matters, .including scientific material • Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit .from paper and electronic libraries • Training on how to convey and analyze information to the .reader • .Linking popular critical ideas with students' critical opinions • Learning about ways to benefit from foreign sources and .ways to translate them into Arabic • Alerting students to the role of artificial intelligence •	

programs, electronic translation, and electronic programs in
 .historical research

Course structure .٥٨

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Conceptual definitions of economic systems according to the concept of primitive communal ownership	Students acquire the knowledge and skills in most concepts and vocabulary of economic systems, and master the methods of systematic .academic dealings	2	1
=	=	Settlement factors in Mesopotamia	Students will acquire the knowledge and skills to understand the foundations of settlement in		2

			and Mesopotamia master the methods of academic methodology and of the preparation .scientific research		
=	=	primitive productive forces of communal society	Students acquire knowledge and skills in stages of development in the concept the of primitive productive forces of communal .society Mastering the methods of systematic academic dealings and preparing .scientific research	3	3

=	=	Academic theories about the stages of economic events	Contributing to the understanding of academic theories about the stages of economic events	3	4
=	=	Primitive – economic systems (primitive communalism)	Contribution to the understanding of analysis – Primitive economic systems (primitive communism) In light of the discoveries	3	5
=	=	communal economic system	Contribution to the characteristics of the communal economic system	3	6
=	=	Class – organizatio	Study and of analysis	3	7

		n according to the primitive economic structure	class organization according to the primitive economic structure		
=	=	A study of the concept of social class categories in ancient Iraq	A study and of the analysis concept of social class categories in ancient Iraq	3	8
=	=	Social class (origin and (development	Contributing to the study and analysis of of the concept social class (its origin and .(development	2	9
=	=	Slavery system	Understanding the history of legislation and social laws in	2	10

			ancient Iraq: historical discoveries Slavery system		
=	=	organization in ancient Iraq	Contributing to understanding the origins Agricultural organization in ancient Iraq	2	11
=	=	Industrial systems in ancient Iraq	Contributing to the study of industrial systems in ancient Iraq	2	12
=	=	Trade systems in ancient Iraq .	Study and analysis of the cognitive concepts of trade systems in ancient Iraq	2	13
=	=	a test	Understanding students'	2	Week 14

			comprehension, abilities, and perception		K1 11
=	=	Discussant Research	Student research discussion	2	Week 15 K1 18

:Course evaluation ٥٩ .

:The grade out of 100 is distributed as follows

**The annual effort grade is out of (30) points and is divided into (20) points for –1
the exam and 10 points for attendance, participation and research activities**

.The final written exam grade is (70) marks –2

:Learning and teaching resources ٦٠ .

- Tariq Al–Azzawi, –١
Economic Thought and History ,
.1st ed., Baghdad, 1971**
- Abdul–Ridha Al–Taan, –٢
Political Thought in Ancient Iraq**
- Saeed Al–Samarrai, –٣
Introduction to Economic
History**
- Taqi al–Dabbagh, the –٤
village and the city**
- Ali Muhammad Mahdi, The –٥
Role of the Temple in Ancient**

Iraqi Society	
Adel Hashem Ali, Class Organization in Ancient Iraq from the Early Dynastic Period to the End of the Old Babylonian Period	Electronic references, website

