

**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

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: Master of Arts in Islamic History.
Final Degree Awarded: Master's Degree in Islamic History.



Signature:

[Signature]

Signature:

[Signature]

Head of Department Name: Ahmed B.

Name of the Scientific Assistant: Nasser Wali Faryeh
For Academic and Postgraduate Affairs

Date: 16/11/2025 Jeddah

Date: 16/11/2025

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

[Signature]
17/4/2025

Prof. Dr.
Mahmoud Hammed Arrak Al-Quraishi
Dean of the College of Education
for Humanities

Approval of the Dean

[Signature]

Academic System: annual
Description Preparation Date: 1/9/2025
File Completion Date: 20/10/2024

: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 explained , and the paths and directions of program are briefly 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

Learning outcomes: A consistent set of knowledge, skills, and values acquired by 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. They are plans and learning members to enhance student teaching followed to achieve learning objectives. In other words, they describe all classroom and extracurricular activities aimed at achieving the program's learning outcomes

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 and openness to others and the human right to live together in peace and to promote the value of belonging to the land, inspired by our rich 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 science and knowledge, to become teachers and instructors in schools specializing in the subject of history –1

To benefit from the science of history in developing free thinking skills based 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 –2

Developing the ability to critique ideas, opinions, and historical narratives with 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 –3

To learn about human experiences and the experiences of man throughout 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 – 4

Enabling the student to recognize himself objectively and impartially and to 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 – 5

.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	Number of	Program
----------	------------	-------	-----------	---------

*		unit	courses	structure
		26	14	Institutional requirements
				College requirements
essential		26	14	Department requirements
		/	/	Summer training
		/	/	Other

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

-7 Program Description				
Credit Hours	Course name	Course code	Year / Level	

Third: Islamic Master's Program – First Course						
Subject code	Name of the subject in English	Hours	Units	Name of the material	T	

UWA26 – CEH – HIS – B501	Historical research methodology and manuscript verification		2	Methodology of historical research and manuscript verification	1
UWA26 – CEH – HIS – B502	Studies in the History of the Naval Kingdoms State in Egypt and the Levant (648–784 AH)		2	Studies in the history of the Mamluk Bahri state in Egypt and the Levant 784–648) (AH	2
UWA26 – CEH – HIS – B503	The Prophet's Biography in the Writings of Orientalists		2	The Prophet's biography in the writings of Orientalists	3
UWA26 – CEH – HIS – B504	Studies in the History of Religions and Beliefs		2	Studies in the History of Religions and Beliefs	4
UWA26 – CEH – HIS – B505	Economic activity in the Abbasid state		2	Economic activity in the Abbasid state	5
UWA26 – CEH	English		1	English	6

- HIS - B506	Language			language	
UWA26 - CEH - HIS - B507	Teaching methods		2	Teaching methods	7
Fourth: Islamic Master's Program, Second Course					
Subject code	Name of the subject in English	Hours	Units	Name of the material	T
UWA26 - CEH - HIS - B508	Historical criticism among Muslim historians from the fourth century until the end of the eighth century AH		2	Historical criticism among Muslim historians from the fourth century to the end of the eighth century AH	8
UWA26 - CEH - HIS - B509	Studies in Islamic Historical Novel		2	Studies in Islamic Historical Fiction	9
UWA26 - CEH - HIS - B510	Studies in the History of the Imamis		2	Studies in the History of the Imamiyyah	10
UWA26 - CEH - HIS - B511	Studies in the history of the Fatimid state		2	Studies in the History of the	11

				Fatimid State	
UWA26 – CEH – HIS – B512	Studies in the history of science among Arabs and Muslims from the fourth century until the end of the eighth century AH		2	Studies in the history of science among Arabs and Muslims from the fourth century to the end of the eighth century AH	12
UWA26 – CEH – HIS – B513	Geographical thought in the Abbasid era		2	Geographical thought in the Abbasid era	13
UWA26 – CEH – HIS – B514	English Language		1	English language	14

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	A1. Providing basic knowledge of history A2. The ability to

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	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 –١ characteristics, ideas, and values The student should be aware of his own –٢ abilities and the abilities of others	Professional responsibility

The job requires demonstrating honesty, integrity, and professional competence in all aspects of the work. This includes taking responsibility for their actions, maintaining confidentiality, and helping , embracing cultural diversity them acquire spiritual, social, economic, and political values. It also involves developing their interpersonal skills and positive attitudes in light .of their studies and learning	Integrity and professional 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

–10 Evaluati on methods	
oral exams	. ١
practical skills tests	. ٢

Daily and monthly written tests	٣.
Student class participation and daily attendance	٤.
Student behavior and discipline within the classroom	٥.

Faculty 11				
in the Department of History – Islamic Studies Faculty members – \				
Master's				
Specialization	General jurisdiction	Scientific title	Certificate	The full name of the instructor
Islamic history	date	.Mr	PhD	Prof. Dr. Muhammad Hussein Ali
Islamic history	date	.Mr	PhD	Prof. Dr. Fadel Jaber Dhahi
Islamic history	date	.Mr	PhD	Prof. Dr. Israa Mahdi Mazban
Islamic history	date	.Mr	PhD	Prof. Dr. Aqeel Abdullah Yassin
Islamic history	date	.Mr	PhD	Prof. Dr. Riyadh Abdul Hussein Al-Badrawi
Islamic history	date	.Mr	PhD	Prof. Dr. Haider Mazhar Askar
Islamic history	date	.Mr	PhD	Prof. Dr. Ahmed Mohamed Joudi

Islamic history	date	assistant professor	PhD	Dr. Shamkhi Yaber Owaid
Islamic history	date	assistant professor	PhD	Dr. Sawsan Fadhil Kadhim
Islamic history	date	assistant professor	PhD	Dr. Shaimaa Badr Abdullah
Islamic history	date	assistant professor	PhD	Dr. Sabah Hassan Al-Badri

Internal lecturers .2

Scientific title	Specialization	Certificate	the name	T
.Mr	Teaching methods	PhD	Jamil Rashid Tahoum	-1
.Mr	English language	Master's	Hussein Kamar Karam	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 Numerous training courses, workshops, and seminars are held

.to 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 .1 of the Ministry and the University Passing the personal interview and demonstrating linguistic and .2 physical fitness .3 Consider the acceptance rate and competitive test .4 Compliance with the department's capacity

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	B3	B2	B1	A4	A3	A2	A1				
/	/		/	/	/		/	/	/	essential	-1 Methodology of historical research and manuscript verification		First
/	/		/	/	/		/	/	/	essential	-2 Studies in the history of the Mamluk Bahri state in Egypt and the Levant (784-648) (AH		Ph
/	/		/	/	/		/	/	/	essential	The -3 Prophet's		Ph

											biograph y in the writings of Orientalis ts		
/	/		/	/	/		/	/	/	essential	–4 Studies in the History of Religions and Beliefs		Ph
/	/		/	/	/		/	/	/	essential	–5 Economi c activity in the Arab Islamic state (1– (AH 334		Ph
/	/		/	/	/		/	/	/	essential	–6 Teaching methods		Ph
/	/		/	/	/		/	/	/	essential	–7 English language		Ph
/	/		/	/	/		/	/	/	essential			
/	/		/	/	/		/	/	/	essential			

/	/		/	/	/		/	/	/	essential	–1 Historical criticism among Muslim historian s from the fourth century until the end of the eighth century AH		
/	/		/	/	/		/	/	/	essential	–2 Studies in Islamic Historical Fiction		
/	/		/	/	/		/	/	/	essential	–3 Studies in the History of the Imamiyy ah		
/	/		/	/	/		/	/	/	essential	–4		

											Studies in the History of the Fatimid State		
/	/		/	/	/		/	/	/	essential	–5 Studies in the history of science among Arabs and Muslims from the fourth century until the end of the century Eighth Hijri		
/	/		/	/	/		/	/	/	essential	–6 Geograph ical thought in the		

												Abbasid era		
												English -7 language		

Please tick the boxes  corresponding to the individual learning outcomes of the . program that are subject to evaluation

First course

Course description template

.١ Course name :
Headway-Academic Skills – Level 2
.٢ Course code :
UWA26 – CEH – HIS – B506
.٣ Chapter/Year :
Master's in Modern, Islamic and Ancient History / First Semester / 2025–2026
.٤ Date this description was prepared :
2025/9/1
.٥ Available attendance formats :
My presence
.٦ Number of study hours (total) / Number of units (total) :

hour, 2/units/30					
Name of the course coordinator (if there is more than one name, mention .v (it along with the personal email address					
hkaram@uowasit.edu.iq : A.M. Hussein Kamar Karam Email –1					
Course Objectives .^					
The curriculum aims to improve graduate students' English language abilities, particularly listening, speaking, reading, and writing skills, as well as developing grammar and .vocabulary					Goals Material Study
Teaching and learning strategies .9					
Employing realistic and practical exercises that develop their writing .1 .skills, such as writing emails and paragraphs about well-known figures To improve the intensive reading skills of graduate students by .2 engaging them in diverse exercises based on the reading passages in each .unit Enhancing students' vocabulary knowledge, such as the use of .3 .synonyms, antonyms, parts of speech, and word derivation					
Course structure .\.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Daily test	My presenc e	Reading methods	Unit One: International student	2	Week 1 Septemb er 7
Daily test	My presenc e	Writing Informal Email	Unit One: International student	2	Week 2 Septemb er 14

Daily test	My presenc e	Recording vocabulary	Unit One: International student	2	Week 3 Septemb er 21
Daily test	My presenc e	Skimming and scanning	Unit Two: Where in the world	2	Week 4 Septemb er 28
Daily test	My presenc e	Brainstorming ideas Liking ideas	Unit Two: Where in the world	2	Week 5 T1 5
Daily test	My presenc e	Synonyms and antonyms	Unit Two: Where in the world	2	Week 6 T1 12
Daily test	My presenc e	Predicting content: Meaning from context	Unit Three: Newspaper articles	2	Week 7 T1 19
Daily test	My presenc e	Sentences, Paragraph, Writing an article	Unit Three: Newspaper articles	2	Week 8 26T1
Daily test	My presenc e	Antonyms from prefixes	Unit Three: Newspaper articles	2	Week 9 T2 2
Written test	My presenc e		Mid-terms Exam	2	Week 10 T2 9
Daily test	My presenc e	Identifying the main message- topic sentences	Unit Four: Modern technology	2	Week 11 T2 16
Daily test	My presenc	Avoiding repetition	Unit Four: Modern technology	2	Week 12 T2 23

	e				
Daily test	My presenc e	Using formal expressions	:Unit Five Conferences & Visits	2	Week 13 T 2 30
Daily test	My presenc e	Suffixes and Prefixes	:Unit Five Conferences & Visits	2	Week 14 7k1
Daily test	My presenc e		General review	2	Week 15 K1 14

:Course evaluation .١١

: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 –1 exam and 10 points for attendance, participation and research activities

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

:Learning and teaching resources .١٢

Headway –Academic Skills – Level 2	Required textbooks (methodology, if (applicable
Headway –Academic Skills – Level 2	Main references (if any)
Sources of English Language	Recommended supporting books and .references (scientific journals, reports,)
https://translate.google.com/?hl=ar PDF Books Electronic	Electronic references, website

Course description template

: Course Name .١
Methodology of historical research and manuscript verification
: Course code .٢
UWA26 – CEH – HIS – B501

Chapter / Year : 2025/2026 .٣	
Master's in Islamic History – First Course	
Date of preparation of this description : 1/9/2024 .٤	
: Available attendance formats .٥	
My presence only	
:Number of study hours (total) / Number of units (total) .٦	
. units per year 60 30	
Name of the course coordinator (if there is more than one, please .٧ .(mention it	
Name : Prof. Dr. Fadel Jaber Dhahi Fjabir@uowasit.edu.iq	
Course objectives .٨	
..... 	● Providing students with basic information –1 about the concept of history and its terminology ● To provide students with sufficient –2 information about an important part of the characteristics and features of Islamic civilization ● Also providing students with information –3

	related to the benefits of history and the .qualifications of a historian To provide students with information about –4 the knowledge and sciences contained in Islamic civilization and to explain the extent of its influence and interaction with other .civilizations Providing students with information about –5 the most important cultural institutions that emerged and played a role in the rise and .development of Islamic civilization
--	--

Teaching and learning strategies .٩

.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-	strategy
--	----------

Course structure .١٠

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Weeks
Classroom performance	Lecture, discussion	concept the date and its	To familiarize students with the	2	1

ce and oral questions For students	and , brainstor ming	terminology	concept of history throughout different eras, up to the Islamic era			
Classroom performan ce and oral questions For students	Lecture, discussion and , brainstor ming	study benefits study the date and conditions The historian	Focus on studying the benefits of studying history and the qualifications of a .historian	2	Week 2	
Classroom performan ce and oral questions For students	Lecture, discussion and , brainstor ming	knowledge the sciences and the arts Help Study science the date	Introducing students to the sciences and arts that aid in the study of history	2	Week 3	
Classroom performan ce and oral questions For students	Lecture, discussion and , brainstor ming	historians Muslims and their writings Historical	Informing students of the importance of studying historical works	2	Week 4	
Classroom performan ce and oral questions	Lecture and discussion	conditions topic Search And how to choose	Understanding the methods and schools of historical writing	2	Week 5	

For students						
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	sources the date Islamic And its references (Deaths - Dictionaries) Sheikhs - Biographies General - Encyclopedias (Historical	Clarifying the importance of studying sources in writing Islamic history and examining their .experience	2	Week 6	
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	books date the date Its importance	examining on Curricula and schools Blogging Historical	2	Week 7	
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	books the date Political and the military	examining on Curricula and schools Blogging Historical	2	Week 8	
Classroom performance and oral questions For	Lecture, discussion and , brainstorming	books the date social economic	examining on Curricula and schools Blogging Historical	2	Week 9	

students						
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Search and its conditions Ways collection Texts Historical	Studying how to choose research and methods of collecting material	2	Week	10
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	rules methodology a task writing Search and its steps	Studying how to write scientific research according to the rules of historical research methodology	2	Week	11
Classroom performance and oral questions For students	Lecture, discussion and , brainstorming	Quote And its types	A study of the impact of quotation, methods of quotation, and its .types	2	Week	2, Part 1
Classroom performance and oral questions	Lecture, discussion and , brainstorming	Criticism Historical and linking between Events	Studying criticism and methods of linking events	2	Week	13
Classroom performan	Lecture, discussion	Manuscripts Historical and	Studying manuscripts and	2	Week	14

ce and oral questions For students	and , brainstor ming	ways Achieving it	methods of manuscript verification			
Classroom performan ce and paper exam	Lecture, discussion and , brainstor ming	conditions The investigator And how Publishing discussion Research Quarterly	Review the worksheets and take a written exam	2	Week	15
:Course evaluation						١٣.
: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 points for attendance, participation and research activities						-1
.The final written exam grade is (70) marks						-2
Learning and teaching resources ١.						
There is no prescribed textbook			Required textbooks (methodology, if applicable)			
Hassan Othman, The Methodology of Historical Research Murtadha Al-Naqeeb, The Beginner			Main references (sources)			

Historian and the Methodology of Historical Research Abdul Wahid Dhunoun Taha, – Principles of Historical Research Abdullah Al-Fayyad, History as an Idea and Methodology Ahmed Shalaby , How to Write a – Research Paper or Thesis	
	Recommended supporting books and references (...scientific journals, reports)
All internet sites	Electronic references, websites
Recommended supporting books and references (scientific journals, reports...) .٢	

Course description template

١٤ .Course name :
Studies in the history of the Mamluk Bahri state in Egypt and the Levant (648–784 AH)
١٥ .Course code :
UWA26 – CEH – HIS – B502
١٦ .Chapter/Year :
Master's in Islamic History / First Semester / 2025–2026
١٧ .Date this description was prepared :
2025/9/1
١٨ .Available attendance formats :
My presence

.١٩ :Number of study hours (total) / Number of units (total)	
hour, 60 /units/ 30	
.٢٠ Name of the course coordinator (if there is more than one name, mention it along (with the personal email address	
: The A tends Prof. Dr. Israa Mahdi Mazban israamahdiisraamahd@uowasit.edu.iq	
.٢١ Course Objectives	
To introduce students to the history of the Mamluk state in Egypt and the Levant, -1 and what were the most important events that resulted from the establishment of that .state To try to inform students about the mechanism by which that state came into being -2 and how it is an exceptional state in the history of nations, especially since it was .established on the ruins of another state Informing students about the importance of the political events that contributed -3 .effectively and rapidly to bringing that non-Arab country to power Informing students about the social reality that created the appropriate environment -4 .for the emergence of that state inform students about the urban sites left behind by that state in Egypt and the Levant and -5 . their importance in the study of history Students' knowledge of the time periods and the timeline through which those - 6 .countries were ruled	Goals Material Study
.٢٢ Teaching and learning strategies	
.Learning strategy: planning the collaborative concept -1 .Brainstorming teaching strategy -2 Learning strategy: series of observations -3	
.٢٣ Course structure	

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and oral questions For students	The material is explained using scientific methods, including illustrative maps of the geographical locations controlled by the Mamluk state during their rule over Egypt and the .Levant	The early beginnings of the Mamluk state	Scientific terminology The linguistic meaning of the word Mamluks	2	Week 1 10 September
=	=	The emergence of Mamluk leaders on the political .scene	The political events that paved the way for the emergence of the Mamluk state	2	Week 2 September 12
=	=	The battles that brought Mamluk figures to the forefront of the .military scene	Military events that contributed to the emergence of the Mamluk state	2	Week 3 17 September
=	=	How were the Mamluks able to exploit the social situation to gain control of the ?government	The social life that contributed to the Mamluks' rise to power	2	Week 4 1 October
=	=	The early beginnings of the rule of the first Mamluk state, the Maritime State	The death of the last ruler of the Ayyubid state and the arrival of the first Mamluk ruler in . Egypt	2	Week 5 8 October

=	=	How did the Mamluks of the Bahri dynasty seize political power in Egypt	The emergence of the first Mamluk Bahri state to rule Egypt and the Levant	2	Week 6 5 1 October
=	=	The political events that paved the way for women to rule the country	Shajar al-Durr, the Mamluk ruler, and her role in governing the country	2	Week 7 22 October
=	=	The Abbasid Caliphate's stance on the rule of the Bahri Mamluks in Egypt	Political conflicts that removed Shajar al-Durr's rule from power	2	Week 8 29 October
=	=	The policy of military coups and its impact on governing the country	Mu'izz al-Dawla al-Mamluki and his rule over Egypt and the Levant	2	Week 9 5 November
=	=	How were the Mamluks able to expand the geographical area of their sphere of influence	Military training and its impact on the strength of the Mamluk navy	2	Week 10 12 November
=	=	The policy of political assassinations and its impact on the succession of ruling governments	The rapid and successive governments of the Mamluk Bahri dynasty	2	Week 11 19 November
=	=	The measures taken by the tour to address those challenges	movements of rebellion and disobedience against the rule of the Mamluks	2	Week 12 6 2 November
=	=	architectural achievements made by the Mamluks in Egypt	Art and architecture in the Mamluk era	2	Week 13 November 29 er

		and the Levant			
=	=	analytical study of the reality of the scientific movement in Egypt and the Levant	Intellectual movement in the early Mamluk era	2	Week 14 3 December
=	=	State weakness The navy and the emergence of the Circassian state	Political marriage during the Mamluk Bahri era	2	Week 15 10 December

:Course evaluation ٢٤.

: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 –1 exam and 15 points for attendance, participation and research activities

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

:Learning and teaching resources ٢٥.

	Required textbooks (methodology, if applicable)
Ibn Taghri, The Shining Stars in the History of Egypt and .Cairo Ibn Yas, Bada'i' al-Zuhur fi Waqa'i' al-Duhur Ibn Furat, History of Ibn Furat Ibn Wasil, the reliever of distress Lisan al-Arab, by Ibn Manzur, is a linguistic and technical work Al-Nuwayri, Nihayat al-Arab fi Funun al-	Main references (if any)

Adab Al-Qalqashandi, Subh al-A'sha fi Sina'at al-Insha Al-Abshihi , Al-Mustatraf fi Kull Fann Mustazraf Ibn Khallikan, Wafayat al-A'yan Al-Kutbi, Fawwat al-Wafayat Ibn Khaldun, The History of Ibn Khaldun Al-Qazwini, Wonders of Creation Al-Maqrizi Plans Ibn Arabshah , The Wonders of the Destined	
Al-Baz Al-Arini, History of the Mamluks al Youssef, The Scientific Writing Movement in Egypt and the Levant Nur ad-Din Khalil, Mamluks Mahmoud Rizk Selim, The Era of the Mamluk Sultans the Mamluk biography of Muhammad Dasouqi abd al-Fattah Ashour, Egypt and the Levant in the Ayyubid and Mamluk Eras Al-Abadi, Ayyubid and Mamluk History Fahmy Abdel Halim, Islamic Architecture in	Recommended supporting books and .references (scientific journals, reports,)

the Mamluk Era	
	Electronic references, website

Course description template

٢٦ .	Course name :
The Prophet's biography in the writings of Orientalists	
٢٧ .	Course code :
UWA26 - CEH - HIS - B503	
٢٨ .	Chapter/Year :
s in Islamic History / First Semester / 2025-2026'	
٢٩ .	Date this description was prepared :
2025/9/1	
٣٠ .	Available attendance formats :
My presence	
٣١ .	Number of study hours (total) / Number of units (total) :
hour, 60 /units/ 30	
٣٢ .	Name of the course coordinator (if there is more than one name, mention it (along with the personal email address
qeelyaseen@uowasit.edu.iq : Name: Prof. Dr. Aqeel Abdullah Yaseen Al-Abadi Email	
٣٣ .	Course Objectives :
أ. Informing students about the scientific sources related to the Prophet's biography ب. Students should be informed of the vocabulary they are studying in detail and with precision ت. Attempting to write down or suggest topics related to Studies in the Prophet's biography: Criticism and analysis Thirdly, understanding the present, anticipating the future, revealing the requirements of changing social life, and realizing the reality of	Goals Material Study

social development and the most prominent causative relationships .in events and facts C- Identifying actual skills and abilities by training and exercising students in preparing the principles and rules of research based on thinking, criticism, analysis, and comparison. Furthermore, reading .history consciously influences their daily lives and behavior H- To benefit from historical lessons in achieving national awareness . in a changing world full of events and developments Developing the ability to transfer knowledge to others , -ġ especially students, in a way that serves to raise the new generation in a sound manner, enabling them to play their .leading role in the future Keeping up with the latest scientific developments in -ġ studies of the Prophet's biography And to work on employing .them					
Teaching and learning strategies .٣٤					
- 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 • .The student should understand the causes of historical events • - Lecture, lecture, classroom discussion (paired method, seminar • method), questioning method, brainstorming, surprise quiz, and .inductive reasoning					
Course structure .٣٥					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom	Lecture, discussion	The -1	memory	2	1

performance and oral questions For students	n, and brainstorming	circumstances of the birth of the Prophet, peace be upon him, until the death of his mother, may God be pleased with her, and the effect of the environment on his personality			
=	=	His grandfather - 2 Abdul Muttalib's guardianship of him, and his death in the year 8 B, and his uncle Abu Talib's guardianship of him, his commercial work and his meeting with the monk Bahira in the year B, his pastoral 12 work and the qualities it requires of him	Understanding and comprehension	2	Week 2
=	=	The events he - 3 witnessed during his youth and afterwards: the Fijar War in 15B, the Hilf al-Fudul in 20B, his trade with Khadija and his marriage to her, his offspring from her and her children from others, the building of the .Kaaba in 35B	The app	2	Week 3

=	=	The -4 circumstances that accompanied the Prophet (PBUH) before and after the mission and what was said about his .culture	Analysis	2	Week 4
=	=	The stance - 5 of the people of Mecca towards the Islamic call and the migration to Abyssinia	Composition	2	Week 5
=	=	The first and - 6 second pledges of allegiance at Aqaba and the migration to .Yathrib	Calendar	2	Week 6
=	=	The - 7 government of the Prophet (PBUH) in Medina and the requirements	The student should acquire history teaching skills	2	Week 7

		for establishing .a state there			
=	=	The - 8 Prophet's (PBUH) stance towards the polytheists of Quraysh, the Jews, and the hypocrites	Performance skills through student participation in the .lesson	2	Week 8
=	=	The Treaty -9 of Hudaibiyyah and the conquest of Mecca in the year 8 AH, and the signs that accompanied the .two events	The student should be aware of the importance of the role he will play when practicing the .teaching profession	2	Week 9
=	=		essay questions and analyze the types of .objective questions	2	Week 10
=	=		The student should understand the relationship between .historical periods	2	Week 11
=	=	The battles of -12 the Prophet, peace and blessings be upon him and his	The student should explain the causes of	2	Week 12

		family, against the polytheists (Badr, Uhud, the Trench, Hunayn and Tabuk) and the news that it included	.historical events		
=	=	The Prophet's - 13 relationship with his companions, the Farewell Pilgrimage, and the circumstances and events that accompanied it	History is considered a means to achieve a better understanding of relationships among the peoples	2	Week 13
=	=	The Prophet's - 14 peace and) blessings be upon him and his family) relationship with his wives and companions and the effect of this on some of his actions	History/the past is the essence of human experience and a cognitive tool through which we build humanity psychologically and educationally by positively utilizing Islamic heritage	2	Week 14
=	=	Some of the - 15 Prophet's (PBUH) stances in the view of Orientalists and Muslim historians	Deepening historical awareness as part of building the human being scientifically and morally	2	Week 15

٣٦ .Course evaluation	
The grade out of 100 is distributed as follows –1 The annual effort grade is out of (30) points and is divided into –1 points for (10) the exam, (10) points for the semester research, and (10) points for attendance, participation, and research activities –2 The final written exam grade is (70) marks	
٣٧ .Learning and teaching resources	
Muhammad in Mecca... Mohammed in the city of Montaguery and Watt The Call to Islam by Thomas Arnold Annals of Islam Caetani	Required textbooks (methodology, if applicable)
The History of the Prophetic Mission in Mecca by Hisham Jait; The Prophetic Biography by Imad al-Din Khalil Muhammad, the Messenger of God, Muhammad the Truthful, Arjoun Orientalism in the Prophet's Biography by Abdullah Muhammad Al-Amin The Prophet's Era and Environment Before the Mission – Muhammad Izzat Darwaza	Main references (if any)
The Muhammadan personality, known as al-Rusafi The Prophet's Biography: A Study to Correct Errors Contained by Ahmed	Recommended supporting books and references (scientific journals, reports,)

Abu Zaid	
Programs: Google Skooler , JAT GPT and others	Electronic references, website

Course description template

١. Course name	
Economic activity in the Abbasid era	
٢. Course code	
UWA26 - CEH - HIS - B505	
٣. Chapter/Year	
Master's Program in Islamic Studies, First Semester / 2025–2026	
٤. Date this description was prepared	
2025/9/1	
٥. Available attendance formats	
My presence	
٦. Number of study hours (total) / Number of units (total)	
hour, 60/units/30	
٧. Name of the course coordinator (if there is more than one (name, mention it along with the personal email address	
amajeed@uowasit.edu.iq : Prof. Dr. Ahmed Mohammed Joudi Email –1	
٨. Course Objectives	
Student education	Course Objectives

Components of economic activity –1 Foundations of economic activity –2 Economic crises .3					
Teaching and learning strategies .٩					
Interactive lectures and group • discussions through the posing of . methodological questions papers and their discussion with • students Submitting a comprehensive • research paper at the end of the course serves as a practical application of what has been .studied					
Course structure .١٠					
Evaluati on Method	Learnin g method	Unit or topic name	Required learning outcomes	Hou rs	Week
Classro om perform ance and exams	Lecture and discuss ion	A review of some of the works that have chronicled and studied the Islamic .novel	Informing students of the most important sources and references related to the	2	the first

			course material		
Classro om perform ance and exams	Lecture and discuss ion	Some concepts and terms related to the Islamic .novel	Introducing students to concepts and terminology related to the course .material	2	the second
Classro om perform ance and exams	Lecture and discuss ion	Its foundations, principles, and stages of development	A general overview of Islamic economics during the Abbasid era	2	the third
Classro om perform ance and exams	Lecture and discuss ion	Its conditions and those eligible	Introducing students to the concept of Zakat	2	Fourth
Classro om perform ance and exams	Lecture and discuss ion	Its amount and on whom it is imposed	jizya	2	Fifth
Classro om perform ance	Lecture and discuss ion	The meaning of "nisab" and how it was used in the	quorum	2	Sixth

and exams		Abbasid era			
Classroom performance and exams	Lecture and discussion	The amount of the fifth and on whom it is imposed	The five	2	Seventh
Classroom performance and exams	Lecture and discussion	Those entitled to it and its amount	charity	2	Eighth
Classroom performance and exams	Lecture and discussion	Its types and owners	lands	2	Ninth
Classroom performance and exams	Lecture and discussion	Its types and centers	Trade in the Abbasid era	2	tenth
Classroom performance and exams	Lecture and discussion	Types of industries	Industry in the Abbasid era	2	eleventh

Classroom performance and exams	Lecture and discussion	Its revenues and expenses	Treasury	2	twelfth
Classroom performance and exams	Lecture and discussion	Accountant and Supervisor	The Abbasid state's procedures for activating financial oversight and accountability mechanisms	2	thirteenth
Classroom performance and exams	Lecture and discussion	Farming methods, irrigation techniques, and agricultural crops	Agriculture in the Abbasid Caliphate	2	fourteenth
Classroom performance and exams	Lecture and discussion	The increases that occurred in the cash	Factors that led to economic growth in the Abbasid era	2	fifteenth

:Course evaluation .١١

The grade out of 100 is distributed according to the following

:formula

The annual effort grade is (30) marks and is divided into (10) -1 marks for the daily exam, (10) marks for the short exam, and .marks for the end-of-course research (10)

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

:Learning and teaching resources

/

**Required textbooks
(methodology, if applicable)**

**/ Dr. Muhammad Zaifullah -1
Economic Life in the Early
Islamic Eras**

**Ibn Khaldun / The -2
Muqaddimah**

**Muhammad Hassan Al- -3
Aidaroos / The Development
of Social, Economic and
Intellectual Life**

Main references (if any)

**Journals that deal with
economic activity**

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

**Libraries that deal with
scientific research and its
methodologies**

Electronic references, website

Course description template

	.١ : Course Name
Studies in the History of Religions and Beliefs	
	.٢ : Course code
UWA26 – CEH – HIS – B504	
	.٣ : Chapter / Year
Master of Islamic History / First Semester (2025–2026)	
	.٤ : Date this description was prepared
2025/9/1	
	.٥ : Available attendance formats
My presence	
	.٦ :Number of study hours (total) / Number of units (total)
hour, 60/ units /30	
	.٧ Name of the course coordinator (if there is more than one name, mention it along with (the personal email address
Prof. Dr. Muhammad Hussein Ali Al-Suwaiti mohali@uowasit.edu.iq	
	.٨ Course Objectives
The student's familiarization with sources for studying the history of religions, doctrines, and sects –١ Informing the student of the importance of studying religious studies and its impact on society –٢ Understanding the chronology of religions , doctrines, and sects –٣ To examine the most important works left by authors in this field –٤ To give a general overview of the most important religions, the position of the Quran .and Sunnah towards them, and how to deal with their followers –٥ Understanding the meaning of religion, sect, and division, and explaining the most .famous Islamic religions, sects, and schools of thought –٦	Goals Material Study
.٩ Teaching and learning strategies	

.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-					
Course structure .\ .					
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 meaning and the words that indicate it	Religion, sect, and group	2	Week 1, September 10
=	=	The most important works written on this subject, the reasons for its emergence and its types	ap of works related to religions , sects, and denominations	2	Week 2, September 17
=	=	Analyzing intellectual issues, understanding the causes of disagreement, spreading the spirit of moderation, and knowing how to engage .in constructive dialogue	Benefits of studying religions, doctrines, and sects	2	Week 3, September 24
=	=	A statement of its importance in the study of religions and the efforts of Muslims in .this field	Comparative Religion	2	Week 4, October 1st
=	=	Knowledge of ancient and monotheistic religions and other religious movements	History of religions and their types	2	Week 5, October 8
=	=	Such as the descriptive, comparative, and historical approaches	Research Methods in Religions	2	Week 6, October 15
=	=	Factors that contributed to its emergence	The emergence of Islamic schools of thought	2	Week 7, October 22
=	=	Sources of legislation, reasons for ijtiha (independent reasoning), and principles of jurisprudence	Origins of the schools of thought	2	Week 8, October 29

=	=	Their biographies, contributions to jurisprudence and theology, and their most important works	Flags of Islamic Schools of Thought	2	Week 9, November 5
=	=	Intellectual interaction and jurisprudential debates that contributed to the diversity of Islamic civilization	Interrelationships between doctrines	2	Week 10, November 12
=	=	Factors leading to the emergence of differences	The emergence of Islamic sects	2	Week 11, November 19
=	=	The Kharijites, the Mu'tazilites, the Sunni and Shi'a sects, and the Murji'ah	The most important Islamic sects	2	Week 12, November 26
=	=	Political and intellectual conflicts between the sects	The historical development of Islamic sects	2	Week 13, November 29
=	=	Its influence on thought, culture, politics, and society	The influence of sects on Islamic civilization	2	Week 14, December 3rd
			Discussion of end-of-course research	2	Week 15, December 10

: Course evaluation . ١١

: is distributed as follows 100

The annual effort grade is out of (30) points and is divided into (15) points for the exam and 15 – 1 . points for attendance, participation and research activities . The final written exam grade is (70) marks –2

: Learning and teaching resources . ١٢

	Required textbooks (methodology, if applicable)
Ibn Hazm al-Andalusi, The Decisive Word on Religions, Sects, and Schools of Thought Shahrastani, Al-Milal wa al-Nihal Al-Isfarayini: The Difference Between the Sects Ibn Khaldun's Muqaddimah Al-Mas'udi's Articles on the Origins of Religions Muhammad Qutb: Contemporary Intellectual Schools Religions and Sects in the World by Abdul Jawad Al-Sayed History of Religions, Sects, and Schools of Thought by Ahmed Hamdi Abu Al-Nasr	Main references (if any)

Encyclopedia of Contemporary Beliefs, Religions, and Schools of Thought by Abdul Rahman Abdullah Al-Furaih Dictionary of Religions and Sects by Ali Abu al-Hasan al-Shami	
	Recommended supporting books and .references (scientific journals, reports,)
	Electronic references, website

Course description template

:Course name .١٢	Methods of teaching social sciences
:Course code .١٣	UWA26 - CEH - HIS - B507
:Chapter/Year .١٤	First course Master's degree in History 6 202 – 5 202
:Date this description was prepared .١٥	2025/9/1
:Available attendance formats .١٦	My presence
:Number of study hours (total) / Number of units (total) .١٧	hours / 60 units 30
Name of the course coordinator (if there is more than one name, mention it (along with the personal email address .١٨	asheed@uowasit.edu.iq : Email Prof. Dr. Jamil Rashid Tahoum Al-Ghazali –1
Course Objectives .١٩	Course Objectives
keeping up with global developments, especially in the .field of education .Preparing suitable specialized scientific personnel Developing students' capabilities and skills in thinking .and innovation Direct and indirect participation in the field of education and teaching between students and their teacher	

The use of laboratory equipment, instruments, and .tools in the field of experimentation					
Teaching and learning strategies .٢٠					
Following the style of classroom discussions .١ Preparing external questions from those sources .٢ Monitoring external sources .٣ Students were encouraged to follow the educational series .٤ .presented in video format on official scientific websites .Conduct daily quick quizzes with intellectual questions .٥ Creating a short report workshop in which two or more .٦ students collaborate to study a topic related to the course .content					
Course structure .٢١					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture	Teaching: Its meaning , objectives , importance , and characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 1 10 September r
Classroom performance and exams	Lecture	Teaching methods / their types – their objectives – their characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 2 September r 12
Classroom performance and exams	Lecture	Teaching strategies: their meaning , importance , types , .and characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 3 17 September r
Classroom performance and exams	Lecture	Teaching planning: its meaning , importance, and .objectives	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 4 October 1
Classroom performance and exams	Lecture	Modern trends in teaching / their importance – their	Knowledge and understanding – the ability to analyze and	2	Week 5 October 8

		objectives	differentiate – skills and capacity development		
Classroom performance and exams	Lecture	Educational theories: their types , objectives , characteristics , .and importance	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 6 5 1 October
Classroom performance and exams	Lecture	Educational kit / Definition – Types Importance – – Objectives – Characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 7 22 October
Classroom performance and exams	Lecture	Questions and their levels / their importance – types objectives – – characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 8 29 October
Classroom performance and exams	paper exam	exam		2	Week 9 5 November
Classroom performance and exams	Lecture	Learning technology: its meaning , importance , and .objectives	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 10 12 November
Classroom performance and exams	Lecture	Economics of Education / Its Importance – Its Objectives – Its Characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 11 19 November
Classroom performance and exams	Lecture	The teaching curriculum: its types , importance , objectives , and .characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 12 6 2 November
Classroom performance and exams	Lecture	Educational resources: their importance, types, .and benefits	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 13 November 29 r

Classroom performance and exams	Lecture	Teaching methods: their importance , types , objectives, .and characteristics	Knowledge and understanding – the ability to analyze and differentiate – skills and capacity development	2	Week 14 3 December
Classroom performance and exams	paper exam	End-of-term exam		2	Week 15 10 December
:Course evaluation ٢٢					
:The grade out of 100 is distributed according to the following formula The annual effort grade is out of (30) points and is divided into (10) points for –1 .attendance, participation and activities and (20) points for monthly exams .The final written exam grade is (70) marks –2					
:Learning and teaching resources ٢٣					
General teaching methods			Required textbooks (methodology, if (applicable		
			Main references (if any)		
Iraqi academic journals			Recommended supporting books and references (scientific journals, reports)		
Google Scholar			Electronic references, website		

Second course

Course description template

:Course name ٢٤

Muslims Studies in the History of Science among Arabs and	
:Course code .٢٥	
UWA26 – CEH – HIS – B512	
:Chapter/Year .٢٦	
(2026–2025) Master of Islamic History / Second Semester	
:Date this description was prepared .٢٧	
2026/1/19	
:Available attendance formats .٢٨	
My presence	
:Number of study hours (total) / Number of units (total) .٢٩	
hours / 60 units 30	
Name of the course coordinator (if there is more than one name, .٣٠ (mention it along with the personal email address	
Email	Dr. Shaimaa Bader Abdullah Al-Sarai : the name shbadr@uowasit.edu.iq
Course Objectives .٣١	
To familiarize the student with sources for studying the history of science –1 among Arabs and Muslims	Goals Material Study
To familiarize the student with the importance of studying the history of –2 science and its impact on society	
Understanding the chronological order of the emergence of different .3 sciences and their classifications	
To learn about the most important works and writings left by Arabs and –4 Muslims in various fields of science	
Teaching and learning strategies .٣٢	

.Learning strategy: planning the collaborative concept -1 .Brainstorming teaching strategy -2 Learning strategy: series of observations -3					
Course structure .٣٣					
Evaluati on Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Explaining the material and using scientific such tools as a data projector	Review of the most important sources and references that dealt with science	Sources and references on the history of science among Arabs and Muslims	2	Week 1
=	=	Understanding the foundations of classifying and ranking sciences	Classification of Sciences among Arabs and Muslims	2	Week 2
=	=	Understanding civilization and drawing inspiration from the achievements of Arabs and Muslims	The importance of studying science	2	Week 3
=	=	The role of caliphs and princes in supporting the development of science	Factors contributing to the development and flourishing of science among Arabs and Muslims	2	Week 4
=	=	The sciences of the Greeks, Romans, Persians, Indians, and others	Science in ancient civilizations	2	Week 5

=	=	The most famous sciences in the pre-Islamic era	Science in the pre-Islamic era	2	Week 6
=	=	Sciences that emerged in this era	Science in the time of the () Prophet (PBUH	2	Week 7
			exam	2	Week 8
=	=	The most prominent sciences of the Umayyad era	Science in the Umayyad era	2	Week 9
=	=	The most important sciences in the Abbasid era	Science in the Abbasid era	2	Week 10
=	=	Observation, experimentation, measurement, criticism, analysis, and others	Scientific research methodology among Arabs and Muslims	2	Week 11
=	=	Science centers, schools, and the House of Wisdom	The most important scientific centers in Islamic civilization	2	Week 12
=	=	Ibn Sina, Al-Razi, Ibn Hayyan, Al-Ghazali , and Al-Zahrawi	Examples of Arab and Muslim scholars and their most important works	2	Week 13
=	=	The role of Arabs in transmitting civilization to Europe	The influence of Arabic-Islamic sciences on Western civilization	2	Week 14
			Discussion of end-of-course research	2	Week 15

Course evaluation ٣٤ :

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 –1
the exam and 15 points for attendance, participation and research activities

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

Learning and teaching resources ٣٥	
	Required textbooks (methodology, if applicable)
Al-Farabi's Enumeration of the Sciences Al-Khwarizmi Keys to the Sciences Ibn Khaldun's Muqaddimah Ibn Sina, The Book of Healing Abu Hayyan al-Tawhidi, The Fruits of the Sciences; al-Ghazali, Classification of the Sciences Marzouq Al-Omari's classification of sciences among Muslims Muhammad Muhammad Abu Rayyan: Classification of Sciences between Al-Farabi and Ibn Khaldun Ihsan Abbas's classification of sciences among the Arabs and others	Main references (if any)
	Recommended supporting books and references (scientific journals,

	.(.... ,reports
	Electronic references, website

Course description template

:Course name ٣٦	
Headway-Academic Skills – Level 2	
:Course code ٣٧	
UWA26 – CEH – HIS – B514	
:Chapter/Year ٣٨	
2025–2026 Master's in Modern, Islamic and Ancient History / Second Semester	
:Date this description was prepared ٣٩	
19/1/2026	
:Available attendance formats ٤٠	
My presence	
:Number of study hours (total) / Number of units (total) ٤١	
hour, 2/units/30	
Name of the course coordinator (if there is more than one name, mention ٤٢ (it along with the personal email address	
hkaram@uowasit.edu.iq : A.M. Hussein Kamar Karam Email –1	
Course Objectives ٤٣	
The curriculum aims to improve graduate students' English language abilities, particularly listening, speaking, reading, and writing skills, as well as developing grammar and .vocabulary	Goals Material Study

Teaching and learning strategies . ٤٤					
Employing realistic and practical exercises that develop their writing .1 .skills, such as writing emails and paragraphs about well-known figures To improve the intensive reading skills of graduate students by .2 engaging them in diverse exercises based on the reading passages in each .unit Enhancing students' vocabulary knowledge, such as the use of .3 .synonyms, antonyms, parts of speech, and word derivation					
Course structure . ٤٥					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Daily test	My presence	Making notes	Unit Six: Science and Our World	2	Week 1 25 January
Daily test	My presence	Paraphrasing and summarizing	Unit Six: Science and our world	2	Week 2 February 1
Daily test	My presence	Noun/verb + preposition	Unit Six: Science and our world	2	Week 3 February 8

Daily test	My presenc e	Using original sources	Unit Seven: Past and Present	2	Week 4 February 15
Daily test	My presenc e	Using the Internet	Unit Seven: Past and Present	2	Week 5 February 22
Daily test	My presenc e	Adding extra information	Unit Seven: Past and Present	2	Week 6 March 1
Daily test	My presenc e	Rephrasing and explaining	Unit Eight: The World of IT	2	Week 7 March 8
Daily test	My presenc e	Liking ideas Coherent writing Writing from notes	Unit Eight: The World of IT	2	Week 8 March 15
Daily test	My presenc e	Abbreviations (1) and (2)	Unit Eight: The World of IT	2	Week 9 March 22
Written test	My presenc e		Mid-terms Exam	2	Week 10 March 29
Daily test	My presenc	Intensive reading	Unit Nine: Inventions, discoveries, and	2	Week 11 April 5

	e		processes		
Daily test	My presenc e	The passive voice	Unit Nine: Inventions, discoveries, and processes	2	Week 12 April 12
Daily test	My presenc e	Clarifying a sequence Writing a description of a process	Unit Nine: Inventions, discoveries, and processes	2	Week 13 April 19
Daily test	My presenc e	Avoiding repetition	Unit Ten: Travel and tourism	2	Week 14 April 26
Daily test	My presenc e		General review	2	Week 15 May 3

:Course evaluation . ٤٦

: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 –1
.exam and 10 points for attendance, participation and research activities

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

:Learning and teaching resources . ٤٧

Headway –Academic Skills – Level 2	Required textbooks (methodology, if (applicable
Headway –Academic Skills – Level 2	Main references (if any)
Sources of English Language	Recommended supporting books and .references (scientific journals, reports,)

https://translate.google.com/?hl=ar	Electronic references, website
PDF Books Electronic	

Course description template

٤٨ .	:Course name						
	Studies in the History of the Fatimid State						
٤٩ .	:Course code						
	UWA26 - CEH - HIS - B511						
٥٠ .	:Chapter/Year						
	Master's in Islamic History / Second Semester / 2025-2026						
٥١ .	:Date this description was prepared						
	2026/1/19						
٥٢ .	:Available attendance formats						
	My presence						
٥٣ .	:Number of study hours (total) / Number of units (total)						
	hour, 60/units/30						
٥٤ .	Name of the course coordinator (if there is more than one name, mention (it along with the personal email address						
	hmizhir@uowasit.edu.iq : Prof. Dr. Haider Mazhar Askar Email –1						
٥٥ .	Course Objectives						
	<table> <tr> <td>أ. To familiarize students with the scientific sources related to the Fatimid state</td><td>Goals</td></tr> <tr> <td>ب. Students should be informed of the vocabulary they are studying in detail and with precision</td><td>Material</td></tr> <tr> <td>ت. An attempt to document or suggest topics related to the history of the Fatimid state and the history of Islamic sects</td><td>Study</td></tr> </table>	أ. To familiarize students with the scientific sources related to the Fatimid state	Goals	ب. Students should be informed of the vocabulary they are studying in detail and with precision	Material	ت. An attempt to document or suggest topics related to the history of the Fatimid state and the history of Islamic sects	Study
أ. To familiarize students with the scientific sources related to the Fatimid state	Goals						
ب. Students should be informed of the vocabulary they are studying in detail and with precision	Material						
ت. An attempt to document or suggest topics related to the history of the Fatimid state and the history of Islamic sects	Study						
	Th- Understanding the present, anticipating the future, revealing the requirements of changing social life, and realizing the reality of social						

development and the most prominent relationships causing events and facts C- Naming the actual skills and abilities by training and exercising students to prepare the principles and rules of research based on thinking, criticism, analysis and comparison, as well as reading history in a conscious way that affects their daily lives and behavior H- To benefit from the historical lesson in achieving national awareness in a changing world full of events and developments Developing the ability to transfer knowledge to others, especially students, in a way that serves to raise the new generation in a good manner that enables them to play their pioneering role in the future Keeping up with the latest scientific developments in Fatimid historical studies and working to utilize them					
Teaching and learning strategies ٥٦					
- 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 - The student should understand the causes of historical events - Lecture, lecture, classroom discussion (paired method, seminar method), questioning method, brainstorming, surprise quiz, and inductive reasoning					
Course structure ٥٧					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week

Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Sources for -1 studying the history of the .Fatimid state The Ismaili sect -2 and the rise of the .Fatimid state	memory	2	1
=	=	The reign of Caliph Al-Mahdi AH / 322-297) . (AD 934-909	Understanding and comprehension	2	Week 2
=	=	The reign of al-Qa'im Caliph bi-Amr Allah AH / 334-322) . (AD 945-934	The app	2	Week 3
=	=	of The reign Caliph Al-Mansur bin Nasr Allah (334-AH / 945- 341 . (AD 952	Analysis	2	Week 4
=	=	of Caliph The reign Al-Mu'izz li-Din AH / 365-341) Allah . (AD 975-952	Composition	2	Week 5
=	=	of The reign	Calendar	2	Week 6

		Caliph Al-Aziz 386-365) Billah AH / 975-996 . (AD			
=	=	The reign of Caliph Al-Hakim bi-Amr Allah 411-386) AH/996-1020 . (AD	The student should acquire history teaching skills	2	Week 7
=	=	of The covenant Caliph al-Zahir to exalt the religion of God AH / 427-411) . (AD 1035-1020	Performance skills through student participation in the .lesson	2	Week 8
=	=	of Caliph The reign Al-Mustansir Billah AH / 1035- 487-427) . (AD 1094	The student should be aware of the importance of the role he will play when practicing the .teaching profession	2	Week 9
=	=	of Caliph The reign Al-Musta'li Billah AH/1094- 495-487) . (AD 1101	essay questions and analyze the types of .objective questions	2	Week 10
=	=	of Caliph The reign Al-Amir bi-Ahkam	The student	2	Week 11

		524-495) Allah . (AH/1101-1130 AD	should understand the relationship between historical .periods		
=	=	of Caliph The reign al-Hafiz li-Din Allah AH / 1130- 544-524) . (AD 1149	The student should explain the causes of .historical events	2	Week 12
=	=	of The reign Caliph Al-Zafir bi-Amr Allah AH / 549-544) . (AD 1154-1149	History is considered a means to achieve a better understanding of relations between .peoples	2	Week 13
=	=	of the The reign Caliph al-Fayyid bi-Nasr Allah AH / 555-549) . (AD 1160-1154	History/the past is the essence of human experience and a cognitive tool through which we build humanity psychologically and educationally by positively utilizing .Islamic heritage	2	Week 14
=	=	of The reign Caliph al-Adid li- -555) Din Allah AH/1160- 567	Deepening historical awareness as part of building the human being scientifically	2	Week 15

		and the (AD 1171 reasons for the collapse of the Fatimid state and the repercussions of the abolition of the Fatimid .Caliphate	.and morally		
:Course evaluation .٥٨					
:The grade out of 100 is distributed as follows points for the (10) The annual effort grade is out of (30) points and is divided into –1 exam, (10) points for the semester research, and (10) points for attendance, .participation, and research activities .The final written exam grade is (70) marks –2					
:Learning and teaching resources .٥٩					
Farhat Al-Dashrawi, The Fatimid Caliphate in Morocco – Abdul-Munim Majid, The Rise and Fall of the Fatimid Caliphate in Egypt			Required textbooks (methodology, if (applicable		
Al-Maqrizi, The Admonition of the Hanafis with the News of the Fatimid . Imams and Caliphs			Main references (if any)		
The Egyptian Historian Journal: Historical Studies and Research			Recommended supporting books and .references (scientific journals, reports,)		
Programs: Google Skooler , JAT GPT and others			Electronic references, website		

model a description The course

.٦٠ :Course name					
Geographical thought in the Abbasid era					
.٦١ :Course code					
UWA26 – CEH – HIS – B513					
.٦٢ :Chapter/Year					
Master's in Islamic Studies / 2025–2026					
.٦٣ :Date this description was prepared					
2026 / 1 / 9 1					
.٦٤ : shapes the audience Available					
My presence					
.٦٥ :number Hours Academic (Total) / Number Units (total)					
hours per week (2)					
.٦٦ Name of the course coordinator (if there is more than one name, mention it (along with the personal email address					
sawsan@uowasit.edu.iq : Dr. Sawsan Fadhil Kadhim					Email –1
.٦٧ Course Objectives					
To provide students with basic information - about geographical thought among Arabs and Muslims knowledge Students For stages Evolution - . thought geographer on Arabs And the Muslims Studying the methods used by geographers in - .documenting their travels			Course Objectives		
.٦٨ Teaching and learning strategies					
. Interactive lectures and group discussions Reports and daily paperwork Using historical geographical references and sources .to enrich the lecture Using a detailed explanation style for the lecture's .main points .Accessing resources in the library data projector for the lecture Using the theoretical aspect in the lecture Focus on studying the impact of geographical thought on historical narrative					
.٦٩ Course structure					
Evaluation	Learning	Unit or topic name	Required	Hour	Week

Method	method		learning outcomes	s	
Performan ce Al-Safi and throwing Pepper	Lecture And the storm mental		Information Students on thought geographer And its effect in the date	4	Canon the second
Performan ce Al-Safi and throwing Pepper	Lecture And the storm mental	The concept of - geographical -thought		8	February
Performan ce Al-Safi and throwing Pepper	Lecture And the storm mental	The emergence of geographical thought - Geographical thought among the Arabs before Islam		2	Week the first
Performan ce Al-Safi and throwing Pepper	Lecture And the storm mental	Geographical thought among nations and civilizations Characteristics of geographical thought among Arabs and Muslims		2	Week the second

Performan ce Al-Safi and throwing Pepper	Lecture And the storm mental	Stages of geographical thought and its development		2	Week the third
				2	Week Fourth
Lecture And the storm mental	Lecture And the storm mental	the focus on effect thought geographer in The novel Historical		8	2 March
Performan ce Al-Safi and throwing Pepper	Lecture and discussion	The role of political factors in the development of geographical thought during the Abbasid era		2	Week the first
Performan ce Al-Safi and throwing Pepper	Lecture and discussion	Geographical scholars in the second and third centuries AH		2	Week the second

Performan ce Al-Safi and throwing Pepper	Lecture and discussion	Geographical scholars in the fourth and fifth centuries AH		2	Week the third
Performan ce Al-Safi and throwing Pepper	Lecture and discussion	Geographical scholars in the sixth and seventh centuries AH		2	Week Fourth
Performan ce Al-Safi And the delivery Pepper	Lecture And the storm mental	Information Students knowledge Contributions Arabs in thought geographer		8 2	April Week the first
Performan ce Al-Safi And the delivery Pepper	Lecture And the storm mental	The role of the Brethren of Purity in geographical thought			

Performan ce Al-Safi And the delivery Pepper	Lecture And the storm mental	The contributions of Orientalists and their role in Arab- Islamic geographical thought		2	Week the second
Performan ce Al-Safi And the delivery Pepper	Lecture And the storm mental	Prominent Arab and Muslim travelers		2	Week the third
Performan ce Al-Safi And the delivery Pepper	Lecture And the storm mental	Geographical explorations among Arabs and Muslims		2	Week Fourth
Performan ce Al-Safi And the delivery Pepper	Lecture And the storm mental	an offer Geographical sources per book and knowledge biography Author		8	Mays
Performan ce Al-Safi and exams	Lecture And the storm mental	The intellectual influence on the science of geography and its impact on changing the course of historical narrative		2	Week the first

Performance Al-Safi and exams	Lecture And the storm mental	A brief recap of the importance of historical sources in geographical thought		2	Week the second
		monthly exam		2	Week the third
		Research discussion		2	Week Fourth
:Course evaluation .٧٠					
:The grade out of 100 is distributed according to the following formula The annual effort grade is out of (30) points and is divided into (20) points for –1 .attendance, participation and activities and (10) points for monthly exams .The final written exam grade is (70) marks –2					
:Learning and teaching resources .٧١					
Il historical and geographical books such as Dictionary of Countries by Yaqut – al-Hamawi Baladhri countries – Routes and Kingdoms by Al– – Askhari and Ibn Khordadbeh Al-Maqrizi Plans – uzhat al-Mushtaq by al-Idrisi and – other sources			Required textbooks (methodology, if (applicable		
Shaker Khasbak, The Development of			Main references (if any)		

Geographical Thought Nafis Ahmed, Geographical Thought in Islamic Heritage	
Hussein Muhammad Fahim, Travel Literature Climatic Regions, Dr. Ali Hussein Al- Shalash	Recommended supporting books and references (scientific journals, reports,)
	Electronic references, website

Course description template

1. Course Name :
Historical criticism among historians from the fourth century AH to the eighth century AH
2. Course code :
UWA26 – CEH – HIS – B508
3. Semester / Year : 2024/2025
Master's in Islamic Studies – Course System / Second Semester
4. / Date this description was prepared
2026/1/19
5. Available attendance formats :
Official (regular) working hours
6. :Number of study hours (total) / Number of units (total)
hours per year. 60 units 30
7. Name of the course coordinator (if there is more than one, please mention it)
shyabir@uowasit.edu.iq : Name : Dr. Shyabir Owaid Email

Course objectives .٨					
..... • • • • • • •			Supply Graduate students with basic -1 information on history Providing graduate students with historical -2 sources that dealt with social system Providing graduate students with -3 information about the course of events in Islamic history Providing graduate students with -4 information about historical periods Contributing to enhancing scientific -5 capabilities in the field of history		
Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Teaching strategy: A series of observations3-				strategy	
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Develop a lesson plan and formulate appropriate	Learning Criticism Its importance Benefits of criticism criticism External and the interior	Knowledge, -١ understanding, and comprehension of the material Regarding the course content Required By explaining the -٢ required material using all available means. Explanatory	Hours 2	1

	riate questions for the lesson topic, then Lecturer/Discussion		Receiving questions .3 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than Students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	wound and amendment importance Its controls when Scientists Muslims brities Imams The wound and amendment	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .3 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared	ours 2	2

			It has more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	ect science Hadith the method Historical methodology People — Hadith nsition from — orld Hadith And the graphy to writing the date	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is reports can be single or double and are submitted by more than two .students	ours 2	3
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson	development rriculum Critical en Historians m the fourth ntury AH until the d of the eighth century AH	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students	ours 2	4

	topic, then Lectur er/Disc ussion		And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lectur er/Disc ussion	of famous historians from century Fourth Even end century Eighth Hijri	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students	ours 2	5
Classroom performance	Develop a lesson	the critical approach of historians of general history books from the fourth century until the	Knowledge, -1 understanding, and comprehension of the material	ours 2	6

nce and exams	plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	of the eighth century AH	Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Disc	ion Cash For torical sources in oductions books the e The year from the rth century AH to he eighth century AH	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports	ours 2	7

	ussion		And this is The reports are single or double, shared It has more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	oto Cash scellaneous For torians books the e The year from the rth century AH until end of the eighth century AH	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material sing all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students	ours 2	8
Classroom performance and exams	Develop a lesson plan and formulate appropriate	endar and monetary ngs from the fourth tury AH until the d of the eighth century AH Positive criticism negative criticism	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material sing all available means	ours 2	9

	questions for the lesson topic, then Lecturer/Discussion		Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	cash Novels Methodology cash — The text Methodology cash — The document	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students	hours 2	10

Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	Curriculum Critical Ten Historians books Translations from Century Fourth Even Century Eighth Hijri Cash Characters — Political, scientific, religious, historical, rare and other figures	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students	Hours 2	11
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic,	Most important Factors Influential in Criticism Worker doctrinal - 1 A bigotry in Criticism - fairness in Criticism Worker Political - 2 The scientific factor -3	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it	Hours 2	12

	then Lectur er/Disc ussion		Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is The reports are single or double, shared It has more than two students		
Classroom m performa nce and exams	Develop p a lesson plan and formul ate approp riate questi ons for the lesson topic, then Lectur er/Disc ussion	Contradiction weighing d comparing between Accounts from historians from the fourth century to the end of the eighth century	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports These reports can be single or double More than two students participate in it	Hours 2	13
	Develop p a lesson plan and formul	le Doubt in Accounts according to historians analysis and interpretation and explanation Novels criticism Novels that	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through	Hours 2	14

	ate approp riate questi ons for the lesson topic, then Lectur er/Disc ussion	It agrees with reality	explanation The required material sing all available means Explanatory Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students the task of .5 preparing reports And this is Reports are available in single or .double formats More than two students		
	Ask questi ons	Research discussion		ours 2	15
Course evaluation .١١					
The distribution is as follows : 10 Monthly exam grade and 10 exam grade Daily work , 10 .marks for research, and 70 marks for the end-of-course exam					
Learning and teaching resources .١٢					
	Various sources and references				
	Main references (sources)				
	Recommended books and references (scientific journals, reports)				

	Electronic references, websites
--	---------------------------------

Course description template

:Course name .٧٢	
Studies in Islamic Historical Fiction	
:Course code .٧٣	
UWA26 – CEH – HIS – B509	
:Chapter/Year .٧٤	
Master's in Islamic Studies, Second Semester / 2025–2026	
:Date this description was prepared .٧٥	
2026/1/19	
:Available attendance formats .٧٦	
My presence	
:Number of study hours (total) / Number of units (total) .٧٧	
hour, two units/30	
Name of the course coordinator (if there is more than one .٧٨	
(name, mention it along with the personal email address	
<u>athi@uowasit.edu.iq</u> : Prof. Dr. Riyadh Abdul Hussein Radhi Email –1	
Course Objectives .٧٩	
Student education Sections of the novel –1 The pillars of the novel –2 Degrees of Narration –3 How to approach and study the novel –4 before using it in scientific research	Course Objectives

Teaching and learning strategies .٨٠

- Interactive lectures and group discussions through the posing of methodological questions
- papers and their discussion with students
- Submitting a comprehensive research paper at the end of the course serves as a practical application of what has been studied

Course structure .٨١

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture and discussion	A review of some of the works that have chronicled and studied the Islamic novel	Informing students of the most important sources and references related to the course material	2	the first
Classroom performance and exams	Lecture and discussion	Some concepts and terms related to the Islamic novel	Introducing students to concepts and terminology related to the course	2	the second

			.material		
Classroom performance and exams	Lecture and discussion	Sections of the novel	Introducing students to the components of a novel	2	the third
Classroom performance and exams	Lecture and discussion	The pillars of the novel	Introducing students to the most important pillars upon which Islamic narrative is based	2	Fourth
Classroom performance and exams	Lecture and discussion	Degrees of the novel	Informing students about the novel in terms of its strength	2	Fifth
Classroom performance and exams	Lecture and discussion	The weaknesses that occur in the novel	Introducing students to the weaknesses of the novel	2	Sixth
Classroom performance and exams	Lecture and discussion	How did Muslim scholars deal with historical ?narrative	Introducing students to the methods of Islamic scholars in dealing with narration	2	Seventh
Classroom performance	Lecture and discussion	Critique and Analysis of the Islamic	Teaching students how to discern the	2	Eighth

nce and exams	n	Novel	intentions of the author of a story and the credibility of .the story		
Classroom performance and exams	Lecture and discussion	Methods of claiming truth	Introducing students to methods of marketing novels to the public	2	Ninth

How to approach historical narratives before using them in our research: practical exercises

Classroom performance and exams	Lecture and discussion	an exercise	Practical training for students	2	tenth
Classroom performance and exams	Lecture and discussion	an exercise	Practical training for students	2	eleventh
Classroom performance and exams	Lecture and discussion	an exercise	Practical training for students	2	twelfth
Classroom performance and exams	Lecture and discussion	an exercise	Practical training for students	2	thirteenth
Classroom performance	Lecture and discussion	an exercise	Practical training for students		fourteenth

nce and exams	n				
Classroom performance and exams	Lecture and discussion	an exercise	Practical training for students		fifteenth
:Course evaluation .٨٢					
:The grade out of 100 is distributed according to the following formula The annual effort grade is out of (30) marks and is divided into (10) -1 marks for the daily, (10) marks for the short exam, and (10) marks for .the end-of-course research .The final written exam grade is (70) marks -2					
:Learning and teaching resources					
/		Required textbooks (methodology, (if applicable			
Textual criticism, Ali Harb -1 Critique of the Historical -2 Novel, Abdul Jabbar Naji The Methodology of Criticism -3 in Hadith Sciences, Nur al-Din Itr Oral writing in early Islam, .4 Gregor Schuler The Poetics of Islamic -5 History, Boaz Shushan Oral Tradition in Islam, by .6 Musa Ismail Al-Basit Guidelines for criticism and -7 authentication Ibn Khaldun's Introduction - -8 Ibn Khaldun The emergence of the science -9 of history among Muslim Arabs		Main references (if any)			

Journals that deal with methodology	Recommended supporting books and references (scientific journals, .(... ,reports
Libraries that deal with scientific research and its methodologies	Electronic references, website

Course description template

:Course name .ا٣	
Studies in the History of Twelver Shi'ism	
:Course code .ا٤	
UWA26 – CEH – HIS – B510	
:Chapter/Year .ا٥	
Islamic Studies PhD Stage, Second Semester / 2025–2026	
:Date this description was prepared .ا٦	
2026/1/19	
:Available attendance formats .ا٧	
My presence	
:Number of study hours (total) / Number of units (total) .ا٨	
hour, two units/30	
Name of the course coordinator (if there is more than one name, .ا٩ (mention it along with the personal email address	
<u>sfalah@uowasit.edu.iq</u> : Dr. Sabah Hassan Falah, Email –1	
Course Objectives .٩٠	
Student education The origin and principles of Shi'ism –1 Terms and concepts related to Shi'ism .2	Course Objectives

the role of the Twelver The transformation in –3 Shi'a before After the revolution of Imam Hussein, peace be upon him Defining the role of the ambassadors of the –4 Twelfth Imam and the role of the Imami scholars In consolidating the doctrine after the Major Occultation	
--	--

Teaching and learning strategies ٩١.

Interactive lectures and group • discussions through the posing of . methodological questions papers and their discussion with • students Submitting a comprehensive research • paper at the end of the course serves as a practical application of what has been .studied	
---	--

Course structure ٩٢.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hou rs	Week
Classroom performanc e and exams	Lecture and discussio n	Terms: Shia, Imamiyyah, Rafidah, Twelver	Introducing students to the most important terms related to Shi'ism and Twelver Shi'ism	2	the first
Classroom performanc e and exams	Lecture and discussio n	The time when the Shiites appeared and the reasons behind	Tracing the historical roots of Shi'ism	2	the second

		their appearance, and the time when the Twelver Imamiyyah appeared and the reasons behind .that			
Classroom performance and exams	Lecture and discussion	The Saqifa of Bani Sa'ida and its impact on the rise of Shi'ism Ali (peace be upon him) and the silent opposition The concept of political legitimacy in early thought The nucleus of the early Shiites	Shi'ism after the death of the Prophet (AH 35–11)	2	the third
Classroom performance and exams	Lecture and discussion	The transition of Shi'ism from an intellectual to a political phenomenon The Battle of the Camel, the Battle of Siffin, and the Battle of Nahrawan The historical concept of "Shiites "of Ali The beginnings of doctrinal division within the nation	Shi'ism in the era of Imam Ali (35-40 (AH	2	Fourth
Classroom performance and exams	Lecture and discussion	Umayyad policy towards the family of the Prophet Shi'ism in Kufa	Shi'ism in the Umayyad era	2	Fifth

		The Alawite Revolts (Hussein, Tawwabin, (Mukhtar Karbala as a pivotal event in Shiite consciousness			
Classroom performance and exams	Lecture and discussion	The evolution of the concept of Imamate Text, infallibility, knowledge The role of the Imams in shaping Imamite thought The shift from revolution to waiting	From political Shiism to doctrinal Shiism	2	Sixth
Classroom performance and exams	Lecture and discussion	City Scientific School Jurisprudential and Theological Foundations The relationship of imams with authority The emergence of Shiite sects	The Imams from al-Baqir to al-Sadiq	2	Seventh
Classroom performance and exams	Lecture and discussion	Zaydi Ismailia Standing The causes of the division and its political and intellectual dimensions	Shiite divisions	2	Eighth
Classroom performance and	Lecture and discussion	The Abbasid stance	Imamiyyah in the Abbasid era	2	Ninth

exams	n	towards the Imamiyyah persecution of imams Prisons and surveillance The role of agents			
Classroom performance and exams	Lecture and discussion	The concept of backbiting The four ambassadors The secret organization of the Imamiyyah The impact of occultation on Shiite thought	The Minor Occultation	2	tenth
Classroom performance and exams	Lecture and discussion	Embassy End The role of scholars The emergence of the reference of Imami jurisprudence	The Major Occultation and the Transformation of Leadership	2	eleventh
Classroom performance and exams	Lecture and discussion	Buyids The Fatimids (Comparison) Safavids Is it the state of Shi'ism or the state of Shi'ism?	Imamate and the State	2	twelfth
Classroom performance and exams	Lecture and discussion	Men's books Hadith books History books The problem of sanctification and investigation	A critical reading of the sources of Imami history	2	thirteenth
Classroom performance and exams	Lecture and discussion	Shi'ism in Orientalist Studies History and Identity Shi'ism and the	Contemporary issues in the study of Imami Shi'ism		fourteenth

		modern state Final critical reviews			
Classroom performanc e and exams	Lecture and discussio n	Najaf and Qom religious seminaries major references The relationship between religion and society	Imamiyyah in Iraq and Iran		fifteenth
:Course evaluation ٩٣ .					
:The grade out of 100 is distributed according to the following formula The annual effort grade is out of (30) marks and is divided into (10) -1 marks for the daily, (10) marks for the short exam, and (10) marks for the .end-of-course research .The final written exam grade is (70) marks -2					
:Learning and teaching resources					
/			Required textbooks (methodology, if (applicable		
Abu Mikhnaf, The Killing of Al-Hussein Jafar al-Shahidi , after fifty years Hisham Jait , the sedition Al-Tabari, History of Nations and Kings Al-Baladhuri, Genealogies of the Nobles Ja'far Murtada al-'Amili, The Authentic Biography of Imam Ali Al-Amini, Al-Ghadir (A Critical (Reading Ibn Abi al-Hadid, Commentary on Nahj al-Balaghah Murtaza al-Askari, Landmarks of the Two Schools Hussein Muhammad Jaafar, Shi'ism Wilfred Madelung , The Early) Succession (Selected Chapters			Main references (if any)		
All journals that deal with the			Recommended supporting books and		

history of the Imamiyyah	,references (scientific journals, reports .(....
Libraries that deal with Shiite and Imamite heritage	Electronic references, website