

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



# **Academic Program and Course Description Guide**

**Department of History**

٢٠٢٤

## :the introduction

The educational program is considered a coordinated and organized package of academic courses that includes procedures and experiences main purpose of which organized in the form of academic vocabulary, the 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 .examiner program as the external

The description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic nce of this description is evident because it program. The importa represents the cornerstone of obtaining program accreditation, and the teaching staff participates in writing it under the supervision of the .scientific committees in the scientific departments

in its second edition, includes a description of the .This guide academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational ogram in system in Iraq, which included a description of the academic pr its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of with regard to programs ٢٠٢٣/٣/٥On .٢٩٠٦/٣the Department of Studies .basis for their work that adopt the Bologna Process as a

	1	



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In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process

**:Concepts and terminology**

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

**description Course:** Provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available learning opportunities. It is derived from the program description

An ambitious picture for the future of the academic program to **:Program Vision** be an advanced, inspiring, motivating, realistic and applicable programme necessary to It briefly explains the goals and activities **:The program's mission** achieve them, and also defines the program's development paths and directions

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

All courses/study subjects included in the academic **:Curriculum structure** program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units

A compatible set of knowledge, skills, and values that the **:Learning Outcomes** student has acquired after the successful completion of the academic program.

The learning outcomes for each course must be determined in a way that achieves the program objectives

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They are the strategies used by the faculty : Teaching and learning strategies member to develop the student's teaching and learning, and they are plans that s all curricular and are followed to reach the learning goals. That is, it describe .extracurricular activities to achieve the learning outcomes of the programme

	3	



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	3	



## Academic Program Description Form

University Name: Wasit University

Faculty/Institute: College of Basic Education

Scientific Department: history

Academic or Professional Program Name:

Final Certificate Name: Bachelor's Degree in history

Academic System: Courses/ 2<sup>nd</sup> Course

Description preparation date: 15-3-2024

File completion date: 15-3-2024

Signature:

Head of Department Name:

Dr. Zainab Hashem Jaryan

Date: 15 / 3 / 2024



Signature:

Scientific Associate

Name: Prof. Dr. Salah Abdel Hadi

Date: 15/3/2024



The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

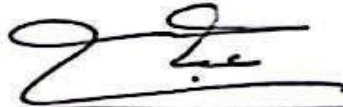
Department: Arcej Fawzi Hatroush

Date: 15 / 3 / 2024

Signature:



Fursan Jamal abdalmaahde



Approval of the Dean  
Abbas Fadel Abed  
15 / 3 / 2024

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	4	



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	4	

### 1. See the program

The College of Basic Education / University of department seeks history the among has achieved a distinguished and prestigious position Wasit and Arab universities and Iraqi accredited in departments scientific provides a distinguished environment for teaching, effective learning and elf through leadership and scientific research. It also seeks to develop its excellence in providing various community services at the local and national levels in a way that serves Comprehensive development to achieve the goals of sustainable development and green purposes .education

### 2. Program message

its own responsibility to explain and History undertakes The Department of interpret the cultural values of society in its local, national and global to provide the community with distinguished graduates who And .context lls to serve the community and possess the mental and physical ski The department provides .develop the environment surrounding them that relate to historical disciplines comprehensive education in various Graduating students who are proficient in . ancient and modern history studies and are proficient in interacting with scientific and theoretical and produces students teaches various civil institutions. The department who understand and appreciate the accumulated human knowledge and

	5	



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	5	

iefs and traditions in the past and culture of peoples, their civilization, bel  
helping students develop the necessary skills in As well as .present  
criticism, analysis, and creative work, which allows graduates to adapt to  
.various professions in the changing labor market and achieve success

### 3. Program Goals

Through developing its study plan and the activity of its faculty members, the  
department aims to prepare the student for scientific research and the labor  
Qualifying the department's faculty members and their assistants in some . market  
specialized programs and scientific and training courses with the aim of providing  
them with more scientific experience. Participation in research projects that serve  
A heritage museum in the project and society, such as the Qiyam the labor market  
Wasit courses in the faculties of historical A project to develop city of Aziziya  
recreational and religious for University , and a project to use the historical map  
to advance them and achieve academically students ngPrepari . in Iraq tourism  
( history ) better development of their skills between science and specialization  
The student graduates with many mental and manual skills and the ability to use  
historical raw and produce variousthe computer and its modern programs to d  
scientific research skills and theoretical students with field And providing . maps  
that to community service and environmental development as a result and linking  
of developing field training skills in accordance with the field training program that  
seek in the department to also each semester. We for the program specifies  
in general, and the Arab history of world cal knowledgehistori spread culture and  
and respect the Arab values world and Iraq in particular, and to respect local and  
.values, culture and beliefs of others

	6	



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#### 4. Program accreditation

Does the program have program accreditation? both

#### 5. Other external influences

Is there a sponsor for the program

Ministry of Higher Education and Scientific Research/Iraq

#### 6. Program structure

comments •	percentage	Study unit	Number of courses	Program structure
	materials = Cultural ۱۴,۵۹۸ Educational materials = ۲۱,۲۸۷ Specialized subjects = ۵۴,۰۱۵	۱۲۷	۵۹	Enterprise requirements
-	-	-	-	College requirements
-	-	-	-	Department requirements
-	-	-	-	summer training
-	-	-	-	Other

.Notes may include whether the course is core or elective \*

#### 7. description Program

	7	



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	7	



## 7. description Program

	7	

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical			١٠٢٤
nothing	١	Human rights and democracy		The first stage
١	١	the computer		The first stage
nothing	٢	Basics of psychology		The first stage
nothing	١	History of the Arabs before Islam		The first stage
nothing	٢	History of ancient Iraq		The first stage
nothing	١	General geography		The first stage
nothing	١	Arabic		first stage The
nothing	٢	English		The first stage
nothing	١	Fundamentals and principles of basic education		The first stage
nothing	٢	Islamic education/civilization		The first stage
nothing	١	History of the ancient Near East		
		History of the era of the Message and the Rightly Guided Caliphate		
		History of Europe in the Middle Ages		
nothing	١	Arabic		The second phase
nothing	١	English		The second phase
١	١	the computer		The second phase
nothing	٢	Counseling and mental health		The second phase
nothing	١	Modern history of the		phase

	8	





nothing	٢	Arab countries	The second phase
nothing	٢	History of Europe in the	The second phase
nothing	٢	Renaissance	The second phase
nothing	٣	Modern and contemporary	The second phase
nothing	٢	history of Asia	The second phase
nothing	٢	History of the Ottoman	The second phase
nothing	٢	Empire	The second phase
nothing	٢	Geography of Iraq	The second phase
nothing	٢	Human rights and	The second phase
nothing	٢	democracy	The second phase
nothing	٢	Educational statistics	The second phase
		Educational psychology	The second phase
		History of modern Iraq	The second phase
		(١٩٣٤)	The second phase
		History of Europe in the	The second phase
		eteenth centurynin	The second phase
		Research party crimes	The second phase
		History of the Umayyad	The second phase
		state	The second phase
		Contemporary history of	The second phase
		the Arab countries	The second phase
		Historical research method	The second phase
			The second phase
			The second phase
			The second phase
			The second phase

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nothing	٣	General teaching methods	third lev
nothing	٣	and applications	third lev
nothing	٢	Educational research	third level
nothing	٢	methodology	third lev
nothing	٢	History of the Abbasid	third lev
nothing	٣	state	third lev
nothing	٢	History of Islamic Morocco	third lev
nothing	٢	Contemporary history of	third lev
nothing	٢	Iran	third lev
nothing	٢	Contemporary world	third lev
nothing	٣	history	third lev
nothing	٢	Philosophy of history	third lev
nothing	٢	Arabic	third lev
nothing	٢	English	third lev
nothing	٢	Measurement and	third lev
nothing	٢	evaluation	third lev
		Curricula and textbooks	third lev
		History of the Abbasid	
		state	
		History of Andalusia	
		The states of the Islamic	
		Levant	
		Contemporary history of	
		Iraq	
		History of Africa	
		sustainable development	

	10	

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nothing	٢	Arabic		The fourth stage
nothing	٢	English		The fourth stage
nothing	٢	Professional ethics		The fourth stage
nothing	٢	Educational administration		The fourth stage
٢	nothing	and supervision		The fourth stage
nothing	٢	Practical education		The fourth stage
nothing	٢	(watching)		The fourth stage
nothing	٣	History of Islamic		The fourth stage
nothing	٢	civilization		The fourth stage
nothing	٢	Iraq's economic history		stage The fourth
nothing	٢	History of the United States of America		The fourth stage
		Contemporary history of Türkiye		
		Graduation research project		
		Applied practical education		

8. Expected learning outcomes of the programme	
Knowledge	
Enabling students to .٢ understand and know broad historical concepts and the relationship of history to the .rest of the sciences	Empowering students scientifically to advance .١ better development of their achieve them and .scientific and practical skills
Raising the level of .٤ preparation among students to suit the requirements of the labor market as university	Acquiring students' theoretical historical .٣ scientific research skills and linking it to opment, community service, environmental devel .sustainable development, and green education

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.teachers	
<b>Skills</b>	
Training students well on .٢ practical applications and the use of modern technologies computer systems such as to and remote sensing excavate antiquities and preserve heritage . manuscripts	Enabling them to formulate and write scientific .١ research and reports, how to search for sources, .of analysis collect data, and methods Training students on other applications related .٢ to computer science, statistics, heritage science, and archaeological excavation, using the latest .technologies and modern applications
<b>Value</b>	
Transferring what the student -٢ to serve history has acquired in society	Lecturing and discussing with students, - ١ dialogue, and creating groups for exchanging discussion and dialogue on various topics
Rapid response to problems -٤ related to historical matters and the that damage to antiquities finding country is exposed to, and the quick solutions, such as destruction our antiquities have been subjected to at the hands of .saboteurs of civilization sustainable and ,antiquities .development	Strengthening scientific integrity -٣

## 9. Teaching and learning strategies

	12	



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The lecture is given by the professor, after which he opens the questions and answers section, after which the discussion and expression of different opinions of its validity about the scientific material and discussion

#### 10. Evaluation methods

Monthly exams  
Daily exams  
Oral exams  
Writing scientific reports  
Daily preparation and effectiveness in class

#### 11. education institution

##### Faculty members

Preparing the teaching staff		requirements/skills (if any)		Specialization		Scientific rank
lecture	angel			private	general	
	√			History of the Abbasid Caliphate	Islamic history	Prof. Dr. Thamer Hakim-Noman Al
	√			Succession date Abbasiya	Islamic history	Prof. Dr. Nahida Mutair
	√			Modern American history	Recent history	Prof. Dr. Zainab Hashem Jaryan
	√			Modern and contemporary	Recent history	Prof. Dr. Salah Abdel Hadi Hlehel

	13	

	13	



				history of Iraq		
	√			History of ancient Iraq	old history	M. Muhammad Shaalan Rahm
	√			special law	Law	M.D. Roy Salman Khalif
	√			History of Africa	Recent history	Mahdi Hashim .M.D Muhammad
	√			History of the Islamic Maghreb	Islamic history	M.M. Atheer Saad Sabr
	√			History of Andalusia	Islamic history	M.M. Marwa Musa Ali
	√			Arab History of the world	Recent history	M.M. Mortada Adnan Nasser
	√			History of America	Recent history	M. M. Aladdin Abdul Hussein
	√			History of the Abbasid Caliphate	Islamic history	Hani Hakman M . M Zidane
	√			Educational guidance	Educational guidance	Zainab Jawad M . M Hussein
	√			Methods of teaching social studies (history	Methods of teaching social studies	Jawi M. M. Enas Ali
	√			History of Europe in the Renaissance	Recent history	M.M. Rafal Hassan Obaid
	√			Abbasid history	date	M. M. Anwar Abdel

	14	

	14	

						Atheeb
	√			Recent history	date	M.M. Abdullah Hamza Jarrah
	√			Islamic thought	Islamic doctrine and thought	M. M. Enas Salem Ali
	√			History of ancient Iraq	old history	Dr. Ali Talib Moneim
	√			Modern and contemporary history of Iraq	Recent history	M.M. Ahlam Mohi Naoum
	√			English Literature	English	M.M. Ataa Qasim Tahmish
	√			General teaching methods curricula	Psychological educational sciences	M.M. Tears of Fakhri Hassan
	√			Modern history of Europe	Recent history	M. M. Nahla Shaker Salem
	√			History of the Mughals	Islamic history	M. M. Muhammad Obaid Nasser
	√			History of the Abbasid era	Islamic history	M.M. Sarah Najah Jabr
√				Islamic science	Islamic science	M. M. Safa Jaber
√				Kindergarten	Kindergarten	M.M. Ghaniya -Hassan Trad Al

	15	

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						Dulaimi
√				Kindergarten	Kindergarten	M.M. Zahraa Bahjat Ezzat
	√			special law	Law	M, M Dina Nazem Shamkhi

#### Professional development

##### Orienting new faculty members

1. Developing and developing the technical, professional and administrative members in the field of specialization capabilities and skills of new faculty
2. Include them in scientific activities, donation campaigns, and service to the institution and society
3. Include them in the various committees in the department
4. to training courses for the purpose Allocate a training program and introduce them of strengthening their professional, scientific and administrative skills

##### Professional development for faculty members

1. Annual evaluation of faculty members, which includes teaching, scientific and the educational and administrative aspects .research activity
2. The teaching activities are gathered, and the academic committee, the student opinion questionnaire, and the Quality Assurance and University Performance Division .evaluation at the college and university meet in his

#### 12. Acceptance standard

1. Admission requirements for students are approved in accordance with the laws (of the Ministry of Higher Education and Scientific Research (central admission the department The student must pass the personal interview prepared by council

	16	
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He must be medically fit for the specialty he is applying for .٣

The department's absorptive capacity and focus on quality, not quantity, and .٤  
the market's need for the required numbers

### 13. about the program The most important sources of information

Methodological books .١

In addition to several sources related to the topics of each subject taught in the .٢  
department, provided that they are modern and keep pace with the development  
.of curricula and new terminology

### 14. development plan Program

Forming an improvement plan committee, as the plan relates to reviewing and .١  
updating curricula on the one hand, and reviewing activity related to scientific  
.research and teaching for teachers in the department on the other hand

A questionnaire about students' opinions at the end of each semester about the .٢  
academic program

A questionnaire of faculty members' opinions at the end of each semester for the .٣  
purpose of developing the curriculum and courses

ity Assurance and University Performance Division and Coordination with the Qual .٤  
implementing the prepared academic program effectively and effectively

Conduct a comprehensive review of the curriculum in the event of any new .٥  
me topics or adding developments regarding the program, such as changing so  
.others, and updating them periodically



Program skills chart																
Learning outcomes required from the programme												Essential or optional	Course Name	Cours e Code	/ Year level	
Value				Skills				Knowledge								
1C	2C	3C	4C	1B	2B	3B	4B	1A	2A	3A	4A					
			•				•					•	Basic	Human rights and democracy		first/١٠٢٤ , second, third and fourth
			•				•					•	Basic	the computer		
			•				•					•	Basic	Basics of psycholog y		
			•				•					•	Basic	History of ancient Iraq		
			•				•					•	Basic	History of Arabs before Islam		
			•				•					•	Basic	General geography		
			•				•					•	Basic	Arabic		
			•				•					•	Basic	English		
			•				•					•	Basic	Origins education The basic And its principles		

	18	



	18	



			•				•			•	Basic	Islamic education/ civilization		
			•				•			•	Basic	the date The East the lowest old		
			•				•			•	Basic	History of the era of the message and the caliphate		
			•				•			•	Basic	date in Europe Ages Central		
			•				•			•	Basic	Arabic		
			•				•			•	Basic	English		
		•					•			•	Basic	the computer		
		•					•			•	Basic	Guidance And health Mental		
		•					•			•	Basic	Modern history of the Arab countries		
		•					•			•	Basic	date		

	19	



		•				•				•		Basic	date in Europe Century ten Ninth		
		•				•				•		Basic	History of the Umayyad state		
		•				•				•		Basic	The date country Arabic Contempo rary		
		•				•				•		Basic	Historical research method		
•						•				•		Basic	Methods Teaching the public And its application s		
•						•				•		Basic	Iran date Contempo rary		
•						•				•		Basic	History of the Abbasid state		
•						•				•		Basic	History of Islamic Morocco		
•						•				•		Basic	the date world Contempo rary		
•						•				•		Basic	philosophy the date		
•						•				•		Basic	Arabic		

	21	

	21	

•				•				•			Basic	English		
•				•				•			Basic	Measurement and evaluation		
•				•				•			Basic	Curricula And books school		
•				•				•			Basic	History of the Abbasid state		
•				•				•			Basic	History of Andalusia		
•				•				•			Basic	The states of the Islamic Levant		
•				•				•			Basic	Iraq date Contemporary		
•				•				•			Basic	History of Africa		
•				•				•			Basic	Ethics Occupation		
				•				•			Basic	Arabic		
				•				•			Basic	English		
				•				•			Basic	Administration supervision Educational		
				•				•			Basic	Practical education (observati)		
				•				•			Basic	date Civilization Islamic		
				•				•			Basic	Iraq's		

	22	
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	22	
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## Course description form

<b>1. Course Name</b>	
Europe in the nineteenth century	
<b>2. Course Code</b>	
<b>3. year / Semester</b>	
٢٠٢٤ / semester Fourth	
<b>4. Date this description was prepared</b>	
٢٠٢٤-١٥-٢	
<b>5. Available attendance forms</b>	
Classroom	
<b>6. (Number of study hours (total)/number of units (total units 2 / hours 30</b>	
<b>7. (Name of the course administrator (if more than one name is mentioned</b>	
A.M.D. Zainab Hashem Jaryan	
<b>8. Course objectives</b>	
Europe in the nineteenth century and the Awareness and understanding of -١A importance of the history of that period as it is an integral part of the history of . Europe	
It makes the student familiar with the subject of European history in the nineteenth -٢ historical events that occurred in that period century and familiar with the	
Understanding historical events and their reflection on the history of Europe in the -٣ nineteenth century	
<b>9. Teaching and learning strategies</b>	
1- .history Introducing students to the importance of European 2- Developing and enabling students to understand the topics of European history and learn about the history of Europe in the nineteenth century .because of its importance in global history 3- impact on global Identify the problems that emerged in Europe and their .history	The strategy
<b>10. Course structure</b>	

	24	
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Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	France from the Revolution to the Coronation of Napoleon/The Napoleonic Wars and their Results ١٨١٥-١٨٠٥	and Cognitive skillful	٢	the first second
oral test	Communicative	Russia from the rule of Alexander I until the end of the rule of Alexander -١٨٠١ III	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	Austrian /١٨٩٤ foreign policy	and Cognitive skillful	2	VI-V
and questions answers	Communicative	The second stage of the industrial volution and its re results / European revolutions during -١٨٢٠ the period ١٨٤٨	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	General conditions in Britain during the Victorian era/The Irish issue ١٩١٦-١٨٠١	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	British policy towards India -١٨٥٧	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	-Russian/١٩١٤ Ottoman relations since the outbreak	and Cognitive skillful	2	Thirteenth -fourteenth

	25	
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	25	
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and questions answers	Discussion and dialogue	of war  from the Italy Vienna Conference until achieving -1819 unification Prussia's role /1871 in achieving German unity 1871-1872	and Cognitive skillful		Fifteenth
	Discussion and dialogue	France since the declaration of the Third Republic until the outbreak of World War I / The Balkan countries from revolution to independence  Alliances between major European countries and their 1907-1872 results   Soil classification   Soil problems   OILS			

	26	
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		MAINTENANCE			
<b>11. Course evaluation</b>					
°Oral exam: °preparation: Daily ١•Daily tests and reports: ٢•Monthly exams: degrees ٤•Total: marks ٦•Final exam:					
<b>12. Learning and teaching resources</b>					
( books ) Main references					
Adhami, The History of Europe in the Nineteenth Century, -Muhammad Muzaffar Al .expense of the Ministry of Education and Scientific Research printed at the -st edition, Dar Al١ ١٩١٤-١٧٨٩Walid Khaled Youssef, The History of Modern Europe -٢ .٢٠١٥Kutub and Documents, Baghdad, -Kutub Al-Al Muhammad Qasim, The History of Europe in the Nineteenth Century, Dar - . ١٩٢٧Misria Press, Cairo,					
(....scientific journals, reports) references sources and					

## Course description form

<b>13. Course Name</b>
History of Andalusia
<b>14. Course Code</b>

	27	
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15.	year / Semester
٢٠٢٤	Sixth semester/
16.	Date this description was prepared
٢٠٢٤-١٥-٣	
17.	Available attendance forms
	Classroom
18.	(Number of study hours (total)/number of units (total)
hours ٤٥	- units 3
19.	is Name of the course administrator (if more than one name (mentioned
	M. M. Marwa Musa Ali Jawad
20.	Course objectives
	<p>1- the history of Andalusia and the Understand and understand the subject of . importance of the history of that period as it is an integral part of Islamic history and the the history of Andalusia It makes the student familiar with the subject of -٢ . historical events that occurred in that period .Understanding historical events and their reflection on Islamic history at that time -٣</p>
21.	iesTeaching and learning strateg
4- .Introducing students to the importance of the history of Andalusia 5- Developing and enabling students to understand the topics of the history of Andalusia and learn about the most important topics in it because of .Islamic history their importance in Identifying the problems that arose in Andalusia and how the Arabs -٣ .reached it and ruled it	The strategy
22.	Course structure



Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers oral test	Discussion and dialogue	<b>Sources of the history of Andalusia (study (and analysis</b>		3	the first second
	Communicative	<b>The era of the Islamic conquest of Andalusia (the plan and stages of the Islamic (conquest</b>	and Cognitive skillful	3	IV-III
First month exam	Discussion debate and			3	VI-V
and questions answers	Communicative	<b>The era of governors</b>	and Cognitive skillful	3	-Seventh eighth
exam Daily	Communicative	<b>The Umayyad dynasty in Andalusia (Emirate (era</b>	and Cognitive skillful	3	-Ninth tenth
Second month exam	Discussion and dialogue	<b>The era of the Umayyad Callphate</b>	and Cognitive skillful	3	-Eleventh twelfth
questions answers and	Discussion and dialogue	<b>The era of the Taifa Kings</b>	and Cognitive skillful	3	Thirteenth - fourteenth
End of semester	Discussion and	<b>The era of the Almoravids and</b>			Fifteenth

	29	
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exam	dialogue	Almohads			
	Discussion and dialogue	The Kingdom of Granada and the fall of Andalusia			

23. Course evaluation
<ul style="list-style-type: none"> <li>• Oral exam</li> <li>• Daily preparation</li> <li>• and reports Conducting experiments</li> <li>• Monthly exams</li> <li>• Total: degree</li> <li>• Final exam: marks</li> </ul>
24. Learning and teaching resources
History of Andalusia and Morocco -Amiri -Bashir Hassan Al Dr. Muhammad - in the history of Andalusia and - Khuzai-Reda Hadi Abbas and Dr. Karim Ati Al ..Dr Morocco Muhammad Abdullah Annan..The book of the Islamic State in Andalusia
(...journals, reports scientific) references sources and

## Course description form

	30	



25.	Course Name
	Islamic Orient States
26.	Course Code
27.	year / Semester
	٢٠٢٤ / Sixth Academic the chapter
28.	prepared Date this description was
	٢٠٢٤-١٦-٣
29.	Available attendance forms
	Classroom
30.	(Number of study hours (total)/number of units (total
	units ٢ / hours ٣٠
31.	Name of the course administrator (if more than one name is (mentioned
	patience Saad Aether . M . M
32.	Course objectives
	<p>And its importance Islamic Orient For states Islamic the date Concept Knowledge - ١</p> <p>-</p> <p>states-The mini For this Islamic the date study from the aim requester You know -٢</p> <p>. Abbasi-Al age in was established that</p> <p>Arabi Motherland like that different In its stages Iraq date study on confirmation .-٣</p> <p>. And the world</p> <p>Abbasiya For succession And economic Political Situations study on Confirmation -٤</p> <p>. Get it done that Civilized Archaeology And delusional</p> <p>. different Stages in the study With details methodology Scientific Knowledge -٥</p> <p>the some Eat -٦ . Islamic Historical Characters some on requester You know -٦</p> <p>And even Established from beginning Abbasiya Country I faced that problems</p> <p>. Country Dropp off</p>

33. and learning strategies Teaching					
<p>-١ . Islamic Orient Countries date With importance Students Definition</p> <p>-٢ to understand from Students And empowerment Development Countries date on And get to know Abbasiya Succession date Topics</p> <p>The Islamic the date in Importance from for him when Islamic Orient . one</p> <p>-٣ squeeze out in appeared that the problems on Recognition</p> <p>. The Levant Countries on And its impact Abbasiya Succession</p>				The strategy	
34. ° : Oral the test Course structure					
35. ° : Daily Preparation					
36. ١٠ : And reports Daily the exams					
37. ٢٠ : Monthly Exams					
38. degrees ٤٠ : Total					
39. degrees ٦٠ : Final the exam					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
40. Learning and teaching resources					
and questions answers	Discussion and dialogue	.	and Cognitive skillful	٢	the first second
oral test	Communicative	1-. on confirmation In Iraq date study different its stages like that Arabi Motherland And the world.	and Cognitive skillful	2	IV-III
First month exam	Discussion	2 - Confirmation Iraq date study on In its stages like that different Arabi Motherland And the world. . 6- knowledge	and Cognitive skillful	2	VI-V

	32	



and questions answers	and dialogue	Scientific methodology the With details Stages in study . different	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	4- You know some on requester Characters Islamic Historical	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	7- the some Eat I that problems Country faced Abbasiya from beginning Established And even Dropp off Country	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue		and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	8- to get to know the requester study from aim Islamic the date Abbasi	and Cognitive skillful		Fifteenth
	Discussion and dialogue	9- Identifying the most important countries that emerged in the Islamic Levant during the			

	33	
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	33	
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		period of weakness of the Abbasid Caliphate in Baghdad			
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٤١.

(....scientific journals, reports) references sources and

Hemid righteous son Ali • Islami-Al Orient date in Studies -

Qab son Muhammad .. Wusi-Al age in Islamic the East

Taha Sins the one Abdul • Islamic Orient And civilization date in studies

- Internet Sites.

## Course description form

<b>1. Course Name</b>
Philosophy of history
<b>2. Course Code</b>
<b>3. year / Semester</b>
٢٠٢٤ Sixth semester/
<b>4. Date this description was prepared</b>
٢٠٢٤-١٥-٣
<b>5. Available attendance forms</b>

	34	
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Classroom					
6. (Number of study hours (total)/number of units (total					
units ٢ / hours ٣.					
7. (mentioned Name of the course administrator (if more than one name is					
Soft student on Dr . M					
8. Course objectives					
<p>And the the date philosophy material And understand He turned you around - ١</p> <p>. Historical Events study in Employ it A state Philosophy That contents</p> <p>The first And the roots Historical Events analysis in Students skills Development -٢</p> <p>the events I explained that Theories And stand out Philosophy For your information</p> <p>. date</p> <p>. Historical Events industry in Heavenly Religions Impact -٣</p> <p>. the date in Influential factors Stand out -٤</p>					
9. learning strategies Teaching and					
<p>the date philosophy material And understand He turned you around - ١</p> <p>Events study in Employ it A state Philosophy That And the contents</p> <p>. Historical</p> <p>roots And the Historical Events analysis in Students skills Development -٢</p> <p>I that Theories And stand out Philosophy For your information The first</p> <p>. the date events explained</p> <p>. Historical Events industry in Heavenly Religions Impact - ٣</p> <p>. the date in Influential factors Stand out - ٤</p>					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
11. Course evaluation					
and questions	Discussion	Philosophy of	and Cognitive	٢	the first

	35	
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answers	and dialogue	history, the concept of the term its and development	skillful		second
oral test	Communicative	The motives and goals of the philosophy of history	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	Mythological history and the most prominent theories in history	and Cognitive skillful	2	VI-V
and questions answers	Communicative	Interpretation of the monotheistic -religions of Judeo Christian history	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Islam's interpretation of history and the aphical factorgeogr	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	Heroic worker ideal interpretation	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	Materialist interpretation and the most prominent theories in the	and Cognitive	2	Thirteenth - fourteenth

	36	



and questions answers	Discussion and dialogue	philosophy of history, Ibn Khalidun's theory	skillful		Fifteenth
		Vico's theory Spengler's theory	and Cognitive skillful		
	Discussion and dialogue	Toynbee's theory			

## 12. Course evaluation

- :Oral exam
- :Daily preparation
- :and reports Conducting experiments
- :Monthly exams
- Total: degree
- Final exam: marks

## 13. resources Learning and teaching

- ١- . Madbouly library , the date philosophy , The carpenter Musa Beautiful
- ٢- . Cash the date philosophy in studies , The carpenter Musa Beautiful
- ٣- . the date philosophy , Le Bon Gustav
- ٤- . the date philosophy in The joint , Navigator Yahya Hashem
- ٥- the date philosophy to entrance , Makhzoumi-Al Adel

(...scientific journals, reports) references sources and

	37	

## Course description form

42.	Course Name
	١٩١٤-١٩٣٤ History of modern Iraq
43.	Code Course
44.	year / Semester
	٢٠٢٤/semester Fourth
45.	Date this description was prepared
	٢٠٢٤-٧-٢٢
46.	Available attendance forms
	Classroom
47.	(Number of study hours (total)/number of units (total
	lonliness ٣٠ / hour ٦٠
48.	the course administrator (if more than one name is Name of (mentioned
	M. M. Ahlam Mohi Naoum
49.	Course objectives
	the modern history of Iraq and the foreign occupations and control it went Identifying through, presenting the most important events and administrative, political and identifying the most ١٩١٤ - ١٩٣٤ economic changes that occurred during the period organizations and the reasons for the Ottoman occupation of Iraq, important Ottoman and presenting the conditions of Iraq during the period before World War I and the .rule of the federalists
50.	Teaching and learning strategies
	The strategy

	38	



	38	



<p>10- Introducing students to the history of modern Iraq for the period the events that occurred therein and ١٩١٤-١٩٣٤</p> <p>11- Enabling students to understand and interpret the political events that took place in Iraq and analyze them scientifically and logically</p> <p>12- Identify the factors affecting Iraq's political, economic, and social conditions during the period of Ottoman rule in Iraq</p>					
<b>Course structure</b>					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers oral test	Discussion and dialogue	Regional competition over Iraq	The growth of colonial interests against Iraq	٤	the first second
First month exam	Discussion debate and	Ottoman control of ١٩٣٤ Iraq	Ottoman administration of Iraq	٤	IV-III
		Iraq's economic and political conditions	Professions crafts, trade and agriculture	٤	VI-V
		The general conditions of Iraq during Ottoman control	Conditions of Iraqi tribes, Bedouins and cities	٤	-Seventh eighth
			Colonial powers and their strategic goals in Iraq	٤	-Ninth tenth
and questions answers exam Daily	Communication and dialogue		Britain and France	٤	-Eleventh twelfth
Second month exam	Discussion and dialogue	Reforms and political		٤	

	39	
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oral test		administrative organizations in Iraq	General repairs	٢	Thirteenth - fourteenth
End of semester exam	Communication and discussion	Colonial competition over Iraq before World ١٩١٤ War	The impact of colonial competition on Iraq		Fifteenth
	Discussion and dialogue	Iraq in the shadow of The Federalists ruled	Conditions of ١٩١٤ Iraq		

#### 51. Course evaluation

- Oral exam
- Daily preparation
- Extracurricular activities:
- Attendance and participation:
- Monthly exams
- degree ٤ • Total:
- marks ٦ • Final exam:

#### 52. Learning and teaching resources

( books ) Main references

	40	
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Modern History of Iraq, Abdul Aziz Suleiman Nawar - ١  
 Enas Saadi Abdullah ١٩١٨-١٢٥٨ Modern History of Iraq - ٢  
 The Modern and Contemporary History of Iraq, Muhammad Suhail Taqoush- ٣  
 13- (....and references (scientific journals, reports sources

## Course description form

53.	Course Name
	١٣٢-٤١ Umayyad state History of the
54.	Course Code
55.	year / Semester
	٢٠٢٤/semester Fourth
56.	Date this description was prepared
	٢٠٢٤-٧-٢٢
57.	Available attendance forms
	Classroom
58.	(Number of study hours (total)/number of units (total
	lonliness ٣٠ / hour ٦٠
59.	Name of the course administrator (if more than one name is mentioned)
	M. M. Ahlam Mohi Naoum
60.	Course objectives
	the history of the Umayyad state and the political and administrative Identifying presenting the most important events and administrative, ,changes it brought about and learning ,١٣٢-٤١ political and economic changes that occurred during the period about the most important newly developed organizations and the causes of the fall of .equencethe Umayyad state and its cons

	41	
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61. Teaching and learning strategies					
14- Introducing students to the history of the Umayyad state and its events, revolutions, and conquests 15- Enabling students to understand and interpret the political events that Umayyad rule and analyze them scientifically and occurred during the logically 16- Identifying the factors affecting the situation of the Islamic countries in political, economic and social terms during the period of Umayyad rule and knowing the reasons for its fall					The strategy
structure Course					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	The emergence of the Umayyad state AH ٤١	Political and administrative transformations	٤	the first second
oral test	Discussion debate and	Characteristics of Umayyad rule	The capital moved from Kufa to Damascus	٤	IV-III
First month exam		Opposition to the Umayyad authority		٤	VI-V
and questions answers	Communication and discussion	Revolutions against the Umayyad state	The renaissance of Imam Hussein, peace be upon him	٤	-Seventh eighth
exam Daily	Communication and dialogue	The expansion of the Islamic state during the	The Kharijites, the Alawites, and the revolution	٤	-Ninth tenth

	42	



Second month exam	Discussion and dialogue	Umayyad era	of Abdullah Zubayr-bin Al	£	-Eleventh twelfth
oral test	Communication and discussion	The administrative and financial system in the Umayyad state	Expansion towards the East and West	£	Thirteenth - fourteenth
semester exam	Discussion and dialogue	Arabization of offices and coinage	General repairs	£	Fifteenth
	discussion	Reasons for the fall of the Umayyad dynasty	Economic and urban activity	£	
			Military fleet	£	

#### 62. Course evaluation

- :Oral exam
- :Daily preparation
- Extracurricular activities:
- Attendance and participation:
- ٢٠ :Monthly exams
- degree ٤٠ Total:
- marks ٦٠ Final exam:

	43	
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### 63. Learning and teaching resources

( books ) Main references

Nabrawi-Fathia Al .١٢٢-٤١ History of the Umayyad State – ١

History of the Umayyad State, Farouk Omar Fawzi -٢

History of the Umayyad State, Muhammad Suhail Taqoush -٣

17- (....scientific journals, reports) and references sources

## Course description form

### 1. Course Name

sustainable development

### 2. Course Code

### 3. year / Semester

٢٠٢٤ Sixth semester/

### 4. Date this description was prepared

٢٠٢٤-١٥-٣

### 5. Available attendance forms

Classroom

### 6. (Number of study hours (total)/number of units (total

units ٢ / hours ٣٠

### 7. (Name of the course administrator (if more than one name is mentioned

Khalif Salman narrated Dr . M

### 8. objectives Course

And its Sustainable Development material And understand He turned you around – ١

on Governorate from It is divided no part As Period That date importance

. energy And the environment Sustainability

And he didn't Sustainable Development With a substance mm requester makes –٢

. now to speak that Contemporary By events know  
current Generations on And its reflection Sustainable Development Understanding -۲  
Futurism And

#### 9. Teaching and learning strategies

Development material And understand around He turned you - ۱ It is divided no part As Period That date And its importance Sustainable . energy And the environment Sustainability on Governorate from And he Sustainable Development With a substance mm requester makes -۲ . now to speak that Contemporary By events know didn't on And its reflection Sustainable Development Understanding -۲ Futurism And current Generations	The strategy
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#### 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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#### 11. evaluation

and questions answers	Discussion and dialogue	Introduction to sustainable its -development definition	and Cognitive skillful	۲	the first second
oral test	Communicative	The emergence of sustainable development, the factors of basis and its formation	and Cognitive skillful	2	IV-III
First month exam	Discussion and		and Cognitive skillful	2	VI-V
				2	

	45	
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and questions answers	dialogue	The importance of sustainable development			-Seventh eighth
exam Daily	Communicative	Characteristics of sustainable development	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	The importance of sustainable development	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	Sustainable development goals	and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	Dimensions of sustainable development	and Cognitive skillful		Fifteenth
	Discussion and dialogue	ILLARS OFP SUSTAINABLE DEVELOPMENT	and Cognitive skillful		

## 12. The decision

	46	
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- :Oral exam
- :Daily preparation
- ١٠ :and reports Conducting experiments
- ٢٠ :Monthly exams
- degree ٤٠ Total:
- marks ٦٠ exam: Final

### 13. Learning and teaching resources

/ Renewable energy And Natural Resources to exploit in Sustainable Development Book - Labadi-Al Aouni Nizar

Othman / Planning Techniques And Her philosophy Sustainable Development A book -٢ A hoodie Abu Magda . Ghoneim Mohammed

(....scientific journals, reports) references sources and

## Course description form

64.	Course Name
Abbasiya Succession date	
65.	Course Code
66.	year / Semester
٢٠٢٤ / Sixth Academic the chapter	
67.	Date this description was prepared
٢٠٢٤-١٦-٣	
68.	Available attendance forms

	47	





Classroom	
69.(Number of study hours (total)/number of units (total	
units ٢ / hours ٤٥	
70. administrator (if more than one name is Name of the course (mentioned	
Hakim-Prof. Dr. Thamer Noman Al	
71. Course objectives	
<p>And its importance Abbasiya For succession Islamic the date Concept Knowledge - ١</p> <p>afternoon For an Islamic the date study from the aim requester You know -٢</p> <p>. Abbasiya Succession</p> <p>Arabi Motherland like that different In its stages Iraq date study on confirmation .-٣</p> <p>. And the world</p> <p>Abbasiya For succession And economic Political Situations study on Confirmation -٤</p> <p>. Get it done that Civilized Archaeology And delusional</p> <p>. different Stages in the study With details methodology Scientific Knowledge -٥</p> <p>the some Eat -٧ . Islamic Historical Characters some on requester You know -٦</p> <p>And even Established from beginning Abbasiya Country I faced that problems</p> <p>. Country Dropp off</p>	
72. Teaching and learning strategies	
<p>. Abbasiya Succession date With importance Students Definition -١</p> <p>Topics to understand from Students And empowerment Development -٢</p> <p>Orient Countries date on And get to know Abbasiya Succession date</p> <p>. The Islamic one the date in Importance from for him when Islamic Succession squeeze out in appeared that the problems on Recognition -٣</p> <p>Orient Countries on And its impact Abbasiya</p>	The strategy
73. ◦ : Oral the test Course structure	
74. ◦ : Daily Preparation	

	48	

75. ١٠ : And reports Daily the exams

76. ٢٠ : Monthly Exams

77. degrees ٤٠ : Total

78. degrees ٦٠ : Final the exam

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	.	and Cognitive skillful	٢	the first second
oral test	Communicative	1-. on confirmation In Iraq date study different its stages like that Arabi Motherland And the world.	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	2 - Confirmation Iraq date study on In its stages like that different Arabi Motherland And the world. .	and Cognitive skillful	2	VI-V
and questions answers	Communicative	18- knowledge Scientific methodology the With details Stages in study . different	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	4- You know some on requester Characters Islamic Historical	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	19- the some Eat I that problems			

	49	



oral test  and questions answers	Discussion and dialogue	Country faced Abbasiya from beginning Established And even Dropp off Country	and Cognitive skillful	2	-Eleventh twelfth
	Discussion and dialogue	20- to get to requester know from the aim the date study Abbasi Islamic	and Cognitive skillful	2	Thirteenth - fourteenth
	Discussion and dialogue	21- Identifying the most important countries that emerged in the Islamic Levant during the period of weakness of the Abbasid Caliphate in Baghdad	and Cognitive skillful		Fifteenth

	50	



	50	



(...scientific journals, reports) references sources and

Hemid righteous son Ali • Islami-Al Orient date in Studies -  
Qab son Muhammad .. Wusi-Al age in Islamic the East

Taha Sins the one Abdul • Islamic Orient And civilization date in studies  
- Internet Sites.

### Course description form

79.	Course Name
The era of the Message and the Rightly Guided Caliphate	
80.	Course Code
81.	year / Semester
٢٠٢٤/semester Fourth	
82.	Date this description was prepared
٢٠٢٤-١٥-٣	
83.	Available attendance forms
Classroom	
84.	(Number of study hours (total)/number of units (total)
units 2 / hours 30	
85.	Name of the course administrator (if more than one name is mentioned)
M. M. Muhammad Obaid Nasser. M. M. Anwar Abdel Atheeb	
86.	Course objectives
of the era of the Message and the Understand and understand the subject -١A Rightly Guided Caliphate, and the importance of the history of that period as it is an .Integral part of Islamic history of the era of the Message and the It makes the student familiar with the subject -٢ and familiar with the historical events that occurred in that .Rightly Guided Caliphate .period Understanding historical events and their reflection on the history of the Arabian -٣	

	51	
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<b>Peninsula</b>					
<b>87. Teaching and learning strategies</b>					
<b>22- Introducing students to the importance of the era of the Message and the Rightly Guided Caliphate</b> <b>23- enabling students to understand the topics of the era Developing and of the message and learn about the history of the Rightly Guided Caliphs because of its importance in the history of the Arabian Peninsula</b> <b>24- nd Identify the problems that emerged in the Arabian Peninsula a their impact on Islamic history</b>					<b>The strategy</b>
<b>88. Course structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
and questions answers	Discussion and dialogue	Introduction to sources for studying the Prophet's biography	and Cognitive skillful	1	the first second
oral test	Communicative	life The Prophet (PBUH) before his mission, his birth, his upbringing, his participation in public life, his work, his marriage, his judgment in placing the Black Stone	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue		and Cognitive skillful	2	VI-V
and questions answers	Communicative	The spiritual life of the Prophet (PBUH) and the revelation of revelation to him	and Cognitive skillful	2	-Seventh eighth
exam Daily		The secret of the call and the first	and Cognitive	2	-Ninth tenth

	52	
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	52	
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<b>Second month exam</b>  <b>oral test</b>  <b>and questions answers</b>	Communicative	teachings of Islam  The motives of Muslims in embracing Islam and the factors of polytheists' resistance to them  The migration of Muslims to Abyssinia	skillful	2	-Eleventh twelfth  Thirteenth - fourteenth  Fifteenth
	Discussion and dialogue	Economic and social boycott of Bani Hashem  Searching for a new home for the call and inviting the people of Taif	and Cognitive skillful	2	
	Discussion and dialogue	The first and second Aqaba sold  Migration to the city  Organizations of the Messenger (PBUH) in Medina)	and Cognitive skillful	2	
	Discussion and dialogue	The Treaty of Hudaibiyyah, the conquest of Mecca, and the Battle of Hunayn  The Prophet's policy towards the Jews	and Cognitive skillful	2	

	53	
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		The year of delegations, disavowal of polytheists, and the supremacy of Islam			
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#### 89. evaluation Course

°Oral exam:  
 °Daily preparation:  
 ١• Daily tests and reports:  
 ٢• Monthly exams:  
 degrees ٤• Total:  
 marks ٦• Final exam:

#### 90. Learning and teaching resources

(books ) Main references

Hassan Ibrahim Hassan

Jeel, -Dar Al .The History of Political, Religious, Cultural and Social Islam, Volume One  
 .Masryah Library, Cairo-Nahda Al-Beirut, Al

Millain, -Ilm Lil-Arab Before Islam, Beirut, Dar Al-Mufasssal fi Tarikh Al-Ali, Al-Jawad Al  
 .١٩٧٧

.١٩٦١ Zaim Press, -e Arabs in Islam, Baghdad, AlAli, History of th-Jawad Al

.١٩٥٥ Ali, Lectures on the History of the Arabs, Baghdad, -Saleh Ahmed Al

(....scientific journals, reports) references sources and

....scientific journals, reports) references sources and

Methodology books/auxiliary books

1- prescribed books Required

	54	
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Basic texts prepared by the subject teacher	2- (Main references (sources
Scientific reports and journals	Reference books, scientific journals and -A reports
(rnational Information Network (InternetInte	...Electronic references, Internet sites -B

### Course description form

91.	Course Name
	Contemporary history of Türkiye
92.	Course Code
93.	year / Semester
	٢٠٢٤ Sixth semester/
94.	Date this description was prepared
	٢٠٢٤-١٦-٣
95.	attendance forms Available
	Classroom
96.	(Number of study hours (total)/number of units (total
	units 2 / hours 30
97.	Name of the course administrator (if more than one name is (mentioned
	M. M . Nahla Shaker Salem
98.	Course objectives
	<p>The contemporary history of Turkey from World War I until the sixties Knowledge -١</p> <p>. of the twentieth century and its importance</p> <p>. And his knowledge of the contemporary history of Turkey requester Informing -٢</p> <p>Motherland like that entdiffer In its stages Türkiye date study on confirmation .-٢</p> <p>. And the world Arabi</p> <p>. For Turkey And economic Political Situations study on Confirmation -٤</p>

	55	





- . different Stages in the study With details methodology Scientific Knowledge -٥
- . Historical in Turkey Characters some on requester You know -٦

#### 99. Teaching and learning strategies

25- .Introducing students to the importance of Turkish history	The strategy
26- Identifying the problems that have emerged in Türkiye and their impact on neighboring countries	

#### 100. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	1-. on confirmation Türkiye date study In its stages like that different Arabi Motherland And the world.	and Cognitive skillful	٢	the first second
oral test	Communicative	2- You know some on requester Characters Turkish Historical	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	27- the some Eat I that problems Country faced Turkish	and Cognitive skillful	2	VI-V
and questions answers	Communicative	28- to get to requester know from the aim the date study Türkiye	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	29- Political and	and Cognitive skillful	2	-Ninth tenth

	56	
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oral test	Discussion and dialogue	economic conditions in Turkey	and Cognitive skillful	2	-Eleventh twelfth
and questions answers	Discussion and dialogue		and Cognitive skillful	2	Thirteenth - fourteenth
	Discussion and dialogue		and Cognitive skillful		Fifteenth

#### 101. Course evaluation

- °Oral exam:
- °Daily preparation:
- ١ • Daily tests and reports:
- ٢ • Monthly exams:
- degrees ٤ • Total:
- marks ٦ • Final exam:

#### 102. Learning and teaching resources

.Zubaidi, A Brief History of Modern Türkiye-Professor Dr. Karim Matar Hamza Al  
Hamid Bozerslan, Contemporary History of Türkiye  
- . Internet Sites

(....scientific journals, reports) references sources and

#### description form Course

103. Course Name
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	57	
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Modern and contemporary history of Africa					
104. Course Code					
105. year / Semester					
٢٠٢٤ Second semester/					
106. Date this description was prepared					
٢٠٢٤-١٥-٣					
107. Available attendance forms					
Classroom					
108. (hours (total)/number of units (total Number of study					
units 2 / hours 30					
109. Name of the course administrator (if more than one name is					
(mentioned					
Mamouri-A.M.D. Mahdi Hashem Al					
110. Course objectives					
<p>and . contemporary history of Africa This course aims to study the modern and to explain the importance of the Black Continent, its geography and historical legacy, the role of European discoveries and the effects of colonial companies ican peoples and in religious, political, economic and social terms on the Afr AD to reduce the impact of ١٨٨٥-١٨٨٦the impact of the Berlin Conference of competition and conflict between European powers starting from the western coasts. For the African continent, ending with its eastern coasts, especially the haran regions, from the occupation until independence, and explaining Sa-sub .its political, cultural, social and economic impact until after independence</p>					
111. Teaching and learning strategies					
30- Introducing students to the importance of African history 31- Developing and enabling students to understand the topics of African history and learn about the history of Africa in the nineteenth .century because of its importance in global history 32- Identify the problems that have emerged in Africa and their impact .global history on					The strategy
112. Course structure					
Evaluation	Learning	Name of the unit or	Required learning	hours	the week

	58	



	58	



method	method	topic	outcomes		
and questions answers	Discussion and dialogue	The role of the ancient Egyptians up to Muhammad Ali Pasha in revealing the secrets of the sources of the Nile	and Cognitive skillful	٢	the first second
				2	
		The role of Arab merchants in spreading Islamic principles and tolerant teachings among African tribal leaders and their peoples		2	
		Geographical discoveries and the role of foreign travelers in discovering the African continent and the arrival of missionaries and trying to attract groups and convert them to Christianity by various means		2	
oral test	Communicative	d means in an order to limit the spread of the Islamic religion throughout the African continent	and Cognitive skillful	2	IV-III
				2	

	59	
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First month exam		The role of European companies and taking licenses from African tribal leaders through concluding treaties and special agreements in prospecting and wealth extracting and paving the way for the European invasion and exploiting those wealth for their own interests without concern for the African peoples who own the land	and Cognitive skillful		VI-V
and questions answers					
exam Daily	Discussion and dialogue	The Portuguese role in setting out to explore the surroundings of the African continent from the west to the east, all the way to India via the Cape of Good Hope, in order to achieve the ambition of the capitalist powers	and Cognitive skillful		-Seventh eighth
Second month exam	Communicative		and Cognitive skillful		-Ninth tenth
oral test	Communicative		and Cognitive skillful		-Eleventh twelfth
					Thirteenth

	60	



and questions answers	Discussion and dialogue	to discover new routes for international trade away from the control and hegemony of the Ottoman Empire over the old ports	and Cognitive skillful	- fourteenth
	Discussion and dialogue	<p>Spreading the slave trade by supporting and assisting some African tribal leaders who were nicknamed the Jellaba in accordance with the principle of .divide and rule</p> <p>The international competition and struggle represented by Germany, Britain, France d Belgium an towards acquiring the lands of the African continent and dividing its regions after the</p>	and Cognitive skillful	Fifteenth

	61	
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	61	
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	Discussion and dialogue	<p><b>Berlin Conference 1884-1885</b></p> <p><b>The role of the King of Belgium, Leopold II, in annexing the Congo to his possessions and appointing Stanley as general-governor to implement his desires to plunder and plunder its wealth for his own interests and to use the most horrific methods to impose control over it</b></p> <p><b>The French colonies in the western regions of Africa and their role in imposing a direct rule on them</b></p> <p><b>ish The Brit colonies in the east of the African continent and the use of the system of indirect rule to impose their administration and revenues in order to meet</b></p>			
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	62	
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	62	
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		<p><b>their interests in accordance with the principle of divide and rule and sow a spirit of discord among the African peoples to ensure their dominance</b></p> <p><b>The launch of the national spirit after the end of World War II, the beginning of the Cold War, the Eastern and Western blocs, and the emergence of political leaders that drew lessons from the Arab liberation revolutions and their leaders, led mal by leader Ga Abdel Nasser, and his role in supporting those leaders in spreading the spirit of racial and national</b></p>			
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	63	
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		<p>affiliation to demand liberation and independence until the twentieth century was called a century. He resigned and established the Organization of African Unity in Africa to play its role in supporting the African peoples in gaining their independence and to take its role in representing them in international organizations, most notably the United Nations</p>			
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### 113. Course evaluation

- Oral exam:
- Daily preparation:
- Daily tests and reports:
- Monthly exams:
- degrees • Total:
- marks • exam: Final

### 114. Learning and teaching resources

( books ) Main references

- Modern and contemporary history of Africa
- Gamal-a . Dr.. Shawqi Atallah Al

	64	
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a . Dr . Abdullah Abdul Razzaq Ibrahim  
- Africa among European countries  
Din Muhammad-Safi Al

(....scientific journals, reports) references sources and

### Course description form

<b>1. Course Name</b>
Curricula and textbook
<b>2. Course Code</b>
<b>3. year / Semester</b>
٢٠٢٤ semester / Fifth
<b>4. Date this description was prepared</b>
٢٠٢٤-٦-٨
<b>5. forms Available attendance</b>
Classroom
<b>6. (Number of study hours (total)/number of units (total</b>
units 2 / hours 30
<b>7. (Name of the course administrator (if more than one name is mentioned</b>
:M . M . Enas Ali Jawi EmailBadrawi@uowasit.edu.iq .Enas
<b>8. Course objectives</b>
<p><b>student's familiarity with the concept of the curriculum in language, The - ١</b></p> <p><b>terminology, and comparison between the old and modern curriculum</b></p> <p><b>Introducing the student to the most important factors that helped in the - ٢</b></p> <p><b>development of the curriculum</b></p> <p><b>foundations based on which the curriculum was built Knowing the - ٣</b></p> <p><b>Introducing the student to the elements of the curriculum (objectives, teaching . ٤</b></p> <p><b>.( and educational methods . content and evaluation . methods</b></p> <p><b>csIdentify the types of curricula and their characteristi . ٥</b></p>
<b>9. Teaching and learning strategies</b>

	65	
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<b>Questioning strategy:</b> Asking students questions, receiving their answers, and discussing them <b>Cooperative learning strategy:</b> Distributing tasks among students as a cooperative work to goals to be achieved reach the <b>Discussion and dialogue strategy:</b> presenting the main ideas of the topic, receiving students' questions and answers, and explaining the details of the topic that are ambiguous to them	<b>The strategy</b>
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#### 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	learning Required outcomes	hours	the week
and questions answers	Discussion and dialogue	Definition of the curriculum linguistically and terminologically	and Cognitive skillful	1	the first second
oral test	Communicative	concept of The curriculum	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	Foundations of curriculum construction	and Cognitive skillful	2	VI-V
and questions answers	Communicative	Curriculum elements	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Types of curricula	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative		and Cognitive	2	-Eleventh twelfth

	66	
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	66	
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oral test  and questions answers	Discussion and dialogue	Methods of displaying data	skillful	2	Thirteenth - fourteenth
	Discussion and dialogue	Curriculum evaluation	and Cognitive skillful		Fifteenth
	Discussion and dialogue	Curriculum development  school book	and Cognitive skillful		

#### 11. Course evaluation

- ° Oral exam:
- ° Daily preparation:
- ١ • Daily tests and reports:
- ٢ • Monthly exams:
- degrees ٤ • Total:
- marks ٦ • Final exam:

#### 12. Learning and teaching resources

Curriculum and textbook  
Prof. Dr. Kazem Karim Al Jabri  
Modern curricula and teaching methods  
Prof. Dr. Ali Mohsen Attia

(....scientific journals, reports) references sources and

#### Course description form

<b>115. Course Name</b>
Educational statistics

	67	
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116.	Course Code				
117.	year / Semester				
	٢٠٢٤ / semester Fourth				
118.	Date this description was prepared				
	٢٠٢٤-١٥-٣				
119.	Available attendance forms				
	Classroom				
120.	(Number of study hours (total)/number of units (total)				
	units 2 / hours 30				
121.	Name of the course administrator (if more than one name is mentioned)				
	millimeter. Rich Hassan Trad				
122.	Course objectives				
	.The concept of statistics_ .The importance of statistics in educational and psychological sciences_ .Variables and measurement_ .Methods of displaying and organizing data_ .Measures of central tendency_ .Measures of dispersion_ .Hypotheses_				
123.	Teaching and learning strategies				
33-	.Introducing students to the concept of statistics				
34-	.Identify the goals of statistics				
35-	.Fields of statistics				
36-	.The relationship of statistics to other sciences				
	The strategy				
124.	structure Course				
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Giving a lecture and discussing	Concept of statistics	and Cognitive skillful	٢	the first second

	68	

oral test	the solution and conclusion	Branches of statistics	and Cognitive skillful	2	IV-III
First month exam	discussion	of Objectives statistics		2	VI-V
Daily exam	Discussion and dialogue	the first exam	and Cognitive skillful	2	-Seventh eighth
exam Daily	Explanation and representation by drawing	Classification of variables in psychological and educational sciences	and Cognitive skillful	2	-Ninth tenth
Daily exam		Ways to display and organize data	and Cognitive skillful	2	
Second month exam	Explanation of memorization	Graphical curves	and Cognitive skillful	2	-Eleventh twelfth
second The exam	Solve questions	Second exam	and Cognitive skillful		Thirteenth - fourteenth
					Fifteenth

	69	
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	69	
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<b>125. Course evaluation</b>					
°Oral exam: °Daily preparation: ١ • Daily tests and reports: ٢ • Monthly exams: degrees ٤ • Total: marks ٦ • Final exam:					
<b>126. Learning and teaching resources</b>					
( books ) Main references					
1. Principles of statistics 2. Statistics book Basics of					
(....scientific journals, reports) references sources and					
<b>127. Course Name</b>					
Measurement and evaluation					
<b>128. Course Code</b>					
<b>129. Semester/year</b>					
٢٠٢٤ Fourth semester/					
<b>130. Date this description was prepared</b>					
٢٠٢٤-١٥-٣					
<b>131. attendance forms Available</b>					
Classroom					
<b>132. (Number of study hours (total)/number of units (total</b>					
units ٢ hours / ٣٠					

	70	

133. (Name of the course administrator (if more than one name is mentioned
Jawad Hussein Zainab . millimeter
134. Course objectives
and the Understand and understand the subject of measurement and evaluation –١A of measurement, evaluation and tests importance It makes the student familiar with the subject of measurement and evaluation –٢ types, the concept of evaluation and its Understand the concept of measurement and its .types, and the concept of tests and their types 4_ Understanding requester Properties Psychometrics like Honesty And Constancy
135. Teaching and learning strategies

37- of measurement and evaluation	Introducing students to the importance	The strategy
38- topics related to the	Developing and enabling students to understand concept of measurement, the concept of evaluation, and the concept of tests	
39- the areas of difference and difference between	Recognizing Evaluation, tests, and the relationship between them . measurement	

136. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	Concept of measurement	and Cognitive skillful	٢	the first second
oral test	Communicative	The concept of calendar and its types	and Cognitive skillful	2	IV-III
First month exam	Discussion	The relationship	and Cognitive	2	VI-V

	71	
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and questions answers	and dialogue	between measurement, evaluation and tests	skillful	2	-Seventh eighth
exam Daily	Communicative	Tests and their types	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	Oral exams have advantages and disadvantages	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	Types of written tests, advantages and disadvantages	and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	Psychometric properties of the measurement	and Cognitive skillful	2	Fifteenth
	Discussion and dialogue	HERE ARE TYPES T AND CHARACTERISTICS OF HONESTY AND CONSISTENCY	and Cognitive skillful		

### 137. Course evaluation

- Oral exam:
- Daily preparation:
- ١ • Daily tests and reports:
- ٢ • Monthly exams:

	72	
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	72	
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degrees ٤ • Total: marks ٦ • Final exam:
138. Learning and teaching resources
books . ١٩٢٧

### Course description form

139. Course Name	
Modern history of the Arab countries	
140. Course Code	
141. year / Semester	
٢٠٢٤/semester Fourth	
142. Date this description was prepared	
٢٠٢٤-١٠-٣	
143. Available attendance forms	
Classroom	
144. (Number of study hours (total)/number of units (total)	
units 2 / hours 30	
145. Name of the course administrator (if more than one name is mentioned)	
M.M. Mortada Adnan Nasser	
146. Course objectives	
<p>modern Arab countries and the Understand and understand the subject of -١A importance of the history of that period as it is an integral part of the history of the . Arab world</p> <p>modern history of Arab It makes the student familiar with the subject of the -٢ events that occurred in that period and familiar with the historical countries</p> <p>Understanding historical events and their reflection on the modern history of Arab -٣ countries</p>	
147. Teaching and learning strategies	
40- Introducing students to the importance of the modern history of the .countries Arab	The strategy

	73	



41- Developing and enabling students to understand the topics of the modern history of Arab countries and learn about the most recent period .because of its importance in global history					
42- s Identify the problems that have emerged in modern Arab countrie .and their impact on global history					
148. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	The Ottoman administration in the Arab countries during the sixteenth century in Egypt and .Sudan	and Cognitive skillful	1	the first second
oral test	Communicative	The Ottoman administration in the Arab countries during the sixteenth century in the Levant, the Gulf, and the Arabian Peninsula	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	The Ottoman administration in the Arab countries during the sixteenth century in the Maghreb	and Cognitive skillful	2	VI-V
and questions answers	Communicative	-The Spanish Portuguese rivalry over the Arab countries between the seventeenth century and the nineteenth century	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative		and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative		and Cognitive	2	-Eleventh twelfth

	74	
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oral test  and questions answers	Discussion and dialogue	French -British strategy in the Arabian Gulf and the Arab region	skillful	2	Thirteenth - fourteenth
	Discussion and dialogue	The growth of Arab awareness and the influences of Islamic thought in the face of Western challenges	and Cognitive skillful		Fifteenth
	Discussion and dialogue	Reform trends and the movement for change in the Arab countries during the nineteenth century	and Cognitive skillful		
		The revolution of the unionists and the path of renewal in the Arab - ١٩٠٨ countries ١٩١٤			

#### 149. Course evaluation

- Oral exam:
- Daily preparation:
- ١٠ : Daily tests and reports
- ٢٠ Monthly exams:
- degrees ٤ : Total:
- marks ٦ : Final exam:

#### 150. Learning and teaching resources

( books ) Main references

Ghar Hira • the Modern Arab World Adhami, History of-Muhammad Muzaffar Al -١  
Publishing House

	75	





٢٠١٠. History of the Arabs, United Arab Company, Muhammad Orabi Nakhla, Modern -  
 43- ١٩٨٥. Arabi, -Nahda Al-Zahia Qaddoura, Modern History of the Arabs, Dar Al  
 (....scientific journals, reports) references sources and

### Course description form

151.	Course Name
	East History of the ancient Near
152.	Course Code
153.	year / Semester
	٢٠٢٤ Second semester/
154.	Date this description was prepared
	٢٠٢٤-١٥-٣
155.	Available attendance forms
	Classroom
156.	(Number of study hours (total)/number of units (total
	units 3 / hours 45
157.	course administrator (if more than one name is Name of the (mentioned
	M. Muhammad Shaalan Rahm
158.	Course objectives
	<p><b>First:</b> The aim of teaching this subject is to introduce the student to the most a important civilizations that have arisen in the Near East region since man to analyze and explain the and began to deal with his surrounding environment and economic developments that accompanied the history political, intellectual of the region at the local and regional levels and the extent of their impact on .the peoples of the region and the peoples. Neighboring</p> <p><b>Second:</b> Highlighting the most important contributions made by Near Eastern civilizations to global</p> <p><b>Introducing countries, important figures, military battles, and : Third .history .curred in the regioncivilizational developments that oc</b></p>
159.	Teaching and learning strategies

	76	

	76	

<ul style="list-style-type: none"> <li>• Nile valley For civilization Geography the background knowledge -١ Egyptian Civilization sources Most important on Recognition -٢               <ul style="list-style-type: none"> <li>• Egypt in civilization emergence Reasons analysis -٣</li> <li>• Stone Ages Appearances More important to understand -٤</li> </ul> </li> <li>• squeeze out Resurrection Under circumstances Students knowledge -٥ Pyramids And squeeze Old The kingdom</li> <li>• And Sham For a country Geography the background knowledge -٦ the old the date in Syria impact Sham Countries I stayed still that The island The peoples on Identify -٧</li> </ul>	The strategy
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#### 160. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	More important Civilized Vertigo And the ages It that Historical With it passed Civilization Egyptian	and Cognitive skillful	٢	the first second
oral test	Communicative	The kingdom And squeeze Old Pyramids	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	The squeeze out Central kingdom The And period second the dark	and Cognitive skillful	2	VI-V
and questions answers	Communicative	squeeze out Egyptian Empire	and Cognitive skillful	2	-Seventh eighth
exam Daily			and Cognitive		-Ninth tenth

	77	
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<b>Second month exam</b>	<b>Communicative</b>	<b>from aspects Civilization Old Egyptian</b>	<b>skillful</b>	<b>2</b>	
<b>oral test</b>	<b>Discussion and dialogue</b>	<b>the background For Geography civilization Sham Countries</b>	<b>and Cognitive skillful</b>	<b>2</b>	<b>-Eleventh twelfth</b>
<b>and questions answers</b>	<b>Discussion and dialogue</b>	<b>before what Ages date the Historical Ages</b>	<b>and Cognitive skillful</b>	<b>2</b>	<b>Thirteenth - fourteenth</b>
	<b>Discussion and dialogue</b>	<b>The The peoples island</b>	<b>and Cognitive skillful</b>		<b>Fifteenth</b>

#### 161. Course evaluation

° Oral exam:  
 ° Daily preparation:  
 ١ • Daily tests and reports:  
 ٢ • Monthly exams:  
 degrees ٤ • Total:  
 marks ٦ • Final exam:

#### 162. Learning and teaching resources

( books ) Main references

- (ancient civilization (Taha Baqir History of
- (Brief History of the Ancient Arab World. (Abdul Qadir Abdul Jabbar Al Sheikhli
- Lectures prepared by the subject professor
- Sites on the Internet

(....scientific journals, reports) references sources and

	78	
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	78	
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### description form Course

<b>163.</b>	<b>Course Name</b>	
	English	
<b>164.</b>	<b>Course Code</b>	
<b>165.</b>	<b>year / Semester</b>	
	٢٠٢٤ Sixth semester/	
<b>166.</b>	<b>Date this description was prepared</b>	
	٢٠٢٤-١٦-٢	
<b>167.</b>	<b>Available attendance forms</b>	
	Classroom	
<b>168.</b>	<b>(Number of study hours (total)/number of units (total</b>	
	units 2 / hours 30	
<b>169.</b>	<b>Name of the course administrator (if more than one name is</b>	
	(mentioned	
	Ataa Qasim is marginalized . M. M	
<b>170.</b>	<b>Course objectives</b>	
<b>44-</b>	<p>٢ Understand English grammar and apply it correctly in writing and speaking</p> <p>The -٢ Ability to read and understand historical and academic texts in English.</p> <p>ability to write research papers and historical reports in English in a systematic and</p> <p>Developing English listening and interaction skills in historical -٤r. logical manne</p> <p>The ability to communicate effectively and confidently in learning and -٥ contexts.</p> <p>Think critically and analytically in -٦ academic research environments in English.</p> <p>opinions in English expressing ideas and 7- Ability to use technology and digital</p> <p>resources to enhance their English language skills and expand their historical</p> <p>knowledge</p>	
<b>171.</b>	<b>Teaching and learning strategies</b>	
	language Introducing students to the importance of the English <sup>١</sup>	The strategy
<b>45-</b>	In presence Lectures throw	
<b>46-</b>	Progressive presentation + videos ) Modern Learning means use	



( In the form of files					
172. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	The alphabet	and Cognitive skillful	1	the first second
oral test	Communicative	Personal information	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	Negative positive	and Cognitive skillful	2	VI-V
and questions answers	Communicative	Countries and nationalities	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Numbers	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	Jobs	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	The simple present			Thirteenth -

	80	
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and questions answers	Discussion and dialogue		and Cognitive skillful	2	fourteenth
	Discussion and dialogue		and Cognitive skillful		Fifteenth

#### 173. Course evaluation

° Oral exam:  
 ° Daily preparation:  
 ١ • Daily tests and reports:  
 ٢ • Monthly exams:  
 degrees ٤ • Total:  
 marks ٦ • Final exam:

#### 174. Learning and teaching resources

New Headway Beginner –  
 – Subject .Mr Preparation Lectures –  
 Internet sites

(...scientific journals, reports) references sources and

#### Course description form

175.	Course Name
The era of the Message and the Rightly Guided Caliphate	
176.	Course Code
177.	year / Semester
٢٠٢٤/semester Fourth	
178.	Date this description was prepared

	81	
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٢٠٢٤-١٥-٣					
179. Available attendance forms					
Classroom					
180. (Number of study hours (total)/number of units (total					
units 2 / hours 30					
181. Name of the course administrator (if more than one name is					
(mentioned					
M. M. Muhammad Obaid Nasser. M. M. Anwar Abdel Atheeb					
182. Course objectives					
<p>of the era of the Message and the Understand and understand the subject -١A Rightly Guided Caliphate, and the importance of the history of that period as it is an .Integral part of Islamic history</p> <p>of the era of the Message and the It makes the student familiar with the subject -٢ and familiar with the historical events that occurred in that .Rightly Guided Caliphate .period</p> <p>their reflection on the history of the Arabian Understanding historical events and -٣ Peninsula</p>					
183. Teaching and learning strategies					
<p>47- Introducing students to the importance of the era of the Message and the Rightly Guided Caliphate</p> <p>48- topics of the era Developing and enabling students to understand the of the message and learn about the history of the Rightly Guided Caliphs because of its importance in the history of the Arabian .Peninsula</p> <p>49- Identify the problems that emerged in the Arabian Peninsula and .their impact on Islamic history</p>					The strategy
184. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	Introduction to sources for the studying Prophet's biography	and Cognitive skillful	٢	the first second

	82	

oral test		life		2	IV-III
First month exam	Communicative	The Prophet (PBUH) before his mission, his birth, his upbringing, his participation in public life, his work, his marriage, his judgment in placing the Black Stone	and Cognitive skillful	2	VI-V
and questions answers	Discussion and dialogue		and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	The spiritual life of the Prophet (PBUH) and the ) of revelation .revelation to him	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	The secret of the call and the first teachings of Islam	and Cognitive skillful	2	-Eleventh twelfth
oral test		The motives of Muslims in embracing Islam and the factors of polytheists' resistance to them	and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	The migration of Muslims to Abyssinia	and Cognitive skillful	2	Fifteenth
	Discussion and dialogue	Economic and social boycott of Bani Hashem			
		Searching for a new home for the call and inviting	and Cognitive skillful		

	83	
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	83	
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	Discussion and dialogue	<p>the people of Taif</p> <p>The first and second Aqaba sold</p> <p>Migration to the city</p> <p>Organizations of the Messenger (PBUH) in Medina)</p> <p>The Treaty of Hudaibiyyah, the conquest of Mecca, and the Battle of Hunayn</p> <p>het's The Prop policy towards the Jews</p> <p>The year of delegations, disavowal of polytheists, and the supremacy of Islam</p>			
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#### 185. Course evaluation

°Oral exam:

	84	
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◦ :Daily preparation

١ • Daily tests and reports:

٢ • Monthly exams:

degrees & • Total:

marks ٦ • Final exam:

#### 186. Learning and teaching resources

(books ) Main references

Hassan Ibrahim Hassan

Jeel, -Al Dar ,The History of Political, Religious, Cultural and Social Islam, Volume One

.Masryah Library, Cairo-Nahda Al-Beirut, Al

Millain, -Ilm Lil-Arab Before Islam, Beirut, Dar Al-Mufasssal fi Tarikh Al-Ali, Al-Jawad Al

.١٩٧٧

.١٩٦١ Zaim Press, -Ali, History of the Arabs in Islam, Baghdad, Al-Jawad Al

.١٩٥٥ the History of the Arabs, Baghdad, Ali, Lectures on-Saleh Ahmed Al

(....scientific journals, reports) references sources and

## The Introduction:

The educational program is considered a coordinated and organized package of academic courses that include procedures and experiences organized in the form of academic vocabulary, the main purpose of which 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 description of the academic program provides a brief summary of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is evident because it represents the cornerstone of obtaining program accreditation, and the scientific teaching staff participates in writing it under the supervision of committees in the scientific departments.

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous the educational system in Iraq, guide in light of the latest developments in which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies with regard to programs that adopt the Bologna Process as a basis for their work.

	86	

In this area, we can only emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth conduct of the educational process.

**Concepts and terminology**

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

**Course description:** Provides a necessary summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he has made the most of the available learning opportunities. It is derived from the program description.

An ambitious picture for the future of the academic program to be **Program Vision** is an advanced, inspiring, motivating, realistic and applicable programme.

It briefly explains the goals and activities necessary to **The program's mission** to achieve them, and also defines the program's development paths and directions.

These are statements that describe what the academic **Program objectives** are intended to achieve within a specific period of time and are measurable and observable.

All courses/study subjects included in the academic program **Curriculum structure** according to the approved learning system (semester, annual, Bologna track), university, college, or scientific department), whether it is a requirement (ministry, university) along with the number of study units.

A compatible set of knowledge, skills and values that the **Learning Outcomes** student has acquired after successfully completing the academic program. The learning outcomes for each course must be determined in a way that achieves the learning outcomes for the program objectives.

	87	



They are the strategies used by the faculty : **Teaching and learning strategies** member to develop the student’s teaching and learning, and they are plans that are ach the learning goals. That is, it describes all curricular and followed to re .extracurricular activities to achieve the learning outcomes of the programme

## Academic Program Description Form

University Name: Wasit University

Faculty/Institute: College of Basic Education

Scientific Department: History

Academic or Professional Program Name:

Final Certificate Name: Bachelor's Degree in History

Academic System: Courses/ 2<sup>nd</sup> Course

Description preparation date: 5-3-2023

File completion date: 3-2-2025

Signature:

Head of Department: Inst. Muhammad Shaalan  
Raham

Date: 3/2/2025



Prof - Dr  
Salah Abdulhadi Hulaihil  
Dean assistant of scientific  
affairs and graduate studies

Signature:

Scientific Associate: Asst. Prof. Salah Abdulhadi Hlihel

Date: 3/2/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department: Areej Fawzi

Date: 3/2/2025

Signature:

Assist Prof Dr.  
Approval of the Dean  
Abbas Fadel Obaid  
Dean  
Asst. Prof. Abbas Fadel Obaid (Ph.D.)

3/2/2025

## 1. program See the

The College of Basic Education / University of department seeks history the among has achieved a distinguished and prestigious position Wasit and Arab universities and Iraqi accredited in departments scientific t for teaching, effective learning and provides a distinguished environmen scientific research. It also seeks to develop itself through leadership and excellence in providing various community services at the local and national levels in a way that serves Comprehensive development o achieve the goals of sustainable development and green t purposes .education

## 2. Program message

its own responsibility to explain and History undertakes The Department of interpret the cultural values of society in its local, national and global ovide the community with distinguished graduates who to pr And .context possess the mental and physical skills to serve the community and The department provides .develop the environment surrounding them othat relate t historical disciplines comprehensive education in various Graduating students who are proficient in . ancient and modern history studies and are proficient in interacting with scientific and theoretical and produces students teaches various civil institutions. The department cumulated human knowledge and who understand and appreciate the ac culture of peoples, their civilization, beliefs and traditions in the past and helping students develop the necessary skills in As well as .present criticism, analysis, and creative work, which allows graduates to adapt to .various professions in changing labor market and achieve success the

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### 3. Program Goals

Through developing its study plan and the activity of its faculty members, the department aims to prepare the student for scientific research and the labor market by training the department's faculty members and their assistants in some specialized programs and scientific and training courses with the aim of providing them with more scientific experience. Participation in research projects that serve the community, such as the Qiyam heritage museum in the project, the labor market and Wasit courses in the faculties of historical and recreational and religious studies for University, and a project to develop the city of Aziziya to advance them and achieve academic excellence. Preparing students in Iraq tourism ( history ) better development of their skills between science and specialization. The student graduates with many mental and manual skills and the ability to use historical and produce various the computer and its modern programs to draw and scientific research skills and theoretical students with field maps that to community service and environmental development as a result of linking training program that the developing field training skills in accordance with the field to seek in the department to spread also each semester. We for program specifies in general, and the Arab world history of world historical knowledge culture and the and respect Arab values and Iraq in particular, and to respect local and values, culture and beliefs of others

### 4. Program accreditation

Does the program have program accreditation? both

### 5. Other external influences

	91	



Is there a sponsor for the program

Ministry of Higher Education and Scientific Research/Iraq

## 6. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
	Cultural materials = ١٤,٥٩٨ Educational materials = ٣١,٣٨٧ Specialized subjects = ٥٤,٠١٥	١٣٧	٥٩	Enterprise requirements
—	—	—	—	College requirements
—	—	—	—	Department requirements
—	—	—	—	summer training
—	—	—	—	Other

.Notes may include whether the course is core or elective \*

## 7. Program description

Credit hours		Name of the course or course	Course or course code	Year/level
practical	theoretical			٢٠٢٤

nothing	٢	Human rights and		The first stage
٢	١	democracy		first stage The
nothing	٣	uterthe comp		The first stage
nothing	٢	Basics of psychology		The first stage
nothing	٢	History of the Arabs		The first stage
nothing	٣	before Islam		The first stage
nothing	٢	History of ancient Iraq		The first stage
nothing	٢	General geography		The first stage
nothing	٢	Arabic		The first stage
nothing	٣	English		The first stage
nothing	٢	Fundamentals and		The first stage
nothing	٣	principles of basic		The first stage
nothing	٢	education		The first camp
nothing	٢	Islamic		
	٢	education/civilization		The first stage
		History of the ancient		
		Near East		
		History of the era of the		
		ssage and the Rightly Me		
		Guided Caliphate		
		History of Europe in the		
		Middle Ages		
nothing	٢	Arabic		The second
nothing	٢	English		phase
٢	١	the computer		The second
nothing	٣	Counseling and mental		phase
nothing	٣	health		ond The sec
nothing	٢	Modern history of the		phase
nothing	٢	Arab countries		The second
nothing	٢	History of Europe in the		phase
nothing	٢	Renaissance		The second
nothing	٣	Modern and contemporary		phase

nothing	۲	history of Asia		The second
nothing	۲	History of the Ottoman		phase
nothing	۲	Empire		The second
nothing	۲	Geography of Iraq		phase
nothing	۲	Human rights and		The second
nothing	۲	democracy		phase
nothing	۲	Educational statistics		The second
		Educational psychology		phase
		History of modern Iraq		The second
		(۱۵۳۴)		phase
		History of Europe in the		The second
		nineteenth century		phase
		Research party crimes		The second
		History of the Umayyad		phase
		state		The second
		Contemporary history of		phase
		the Arab countries		The second
		Historical research method		phase
				The second
				phase
				The second
				phase
				The second
				phase
				nd The seco
				phase

nothing	۳	General teaching methods		third level
nothing	۳	and applications		third level
nothing	۲	Educational research		third level
nothing	۲	methodology		third level
nothing	۲	History of the Abbasid		third level
nothing	۳	state		third level
nothing	۲	History of Islamic Morocco		third level
nothing	۲	Contemporary history of		third level
nothing	۲	Iran		third level
nothing	۲	Contemporary world		third level
nothing	۳	history		third level
nothing	۲	Philosophy of history		third level
nothing	۲	Arabic		third level
nothing	۲	English		third level
nothing	۲	Measurement and		third level
nothing	۲	evaluation		third level
		Curricula and textbooks		third level
		History of the Abbasid		
		state		
		History of Andalusia		
		The states of the Islamic		
		Levant		
		Contemporary history of		
		Iraq		
		History of Africa		
		able developmentsustain		



nothing	٢	Arabic		The fourth stage
nothing	٢	English		The fourth stage
nothing	٢	Professional ethics		The fourth stage
nothing	٢	Educational administration		The fourth stage
٢	nothing	and supervision		h stageThe fourt
nothing	٢	Practical education		The fourth stage
nothing	٢	(watching)		The fourth stage
nothing	٣	History of Islamic		The fourth stage
nothing	٢	civilization		The fourth stage
nothing	٢	aq's economic historylr		The fourth stage
othingn	٢	History of the United States of America Contemporary history of Türkiye Graduation research project Applied practical education		The fourth stage

8. Expected learning outcomes of the programme	
Knowledge	
Enabling students to .٢ understand and know broad historical concepts and the relationship of history to the .rest of the sciences ising the level of Ra .٤ preparation among students to suit the requirements of the labor market as university	Empowering students scientifically to advance .١ better development of their achieve them and .scientific and practical skills Acquiring students' theoretical historical .٣ ch skills and linking it to scientific resear community service, environmental development, .sustainable development, and green education

	96	

.teachers	
<b>Skills</b>	
Training students well on .٢ practical applications and the use of modern technologies computer systems such as to and remote sensing excavate antiquities and preserve heritage . manuscripts	Enabling them to formulate and write scientific .١ research and reports, how to search for sources, .alysiscollect data, and methods of an Training students on other applications related .٣ to computer science, statistics, heritage science, and archaeological excavation, using the latest .technologies and modern applications
<b>Value</b>	
Transferring what the student -٢ to serve history has acquired in society	Giving lectures and discussions with - ١ students, exchanging dialogue, and creating alogue on various groups for discussion and di topics
Rapid response to problems -٤ related to historical matters and the that damage to antiquities finding and ،country is exposed to the quick solutions, such as destruction our antiquities have been subjected to at the hands of ،saboteurs of civilization sustainable and ،antiquities .development	Strengthening scientific integrity -٣

## 9. Teaching and learning strategies

After which he opens the questions and The lecture is given by the professor, a –\ answers section, after which the discussion and expression of different opinions .about the scientific material and discussion of its validity

## 10. Evaluation methods

Monthly exams

Daily exams

Oral exams

ic reportsWriting scientif

Daily preparation and effectiveness in class

## 11. education institution

Faculty members

Preparing the teaching staff		requirements/skills (if any)		Specialization		Scientific rank
lecture	angel			private	general	
	√			History of the Abbasid Caliphate	Islamic history	Prof. Dr. Thamer Hakim–Noman Al
	√			Succession date Abbasiya	Islamic history	Prof. Dr. Nahida Mutair
	√			Modern American history	Recent history	Prof. Dr. Zainab Hashem Jaryan
	√			n and Moder	Recent	Prof. Dr. Salah

				contemporary history of Iraq	history	Abdel Hadi Hlehel
	√			History of ancient Iraq	old history	M. Muhammad Shaalan Rahm
	√			special law	Law	M.D. Roy Salman Khalif
	√			History of Africa	Recent history	M.D. Mahdi Hashim Muhammad
	√			History of the Islamic Maghreb	Islamic history	M.M. Atheer Saad Sabr
	√			History of Andalusia	Islamic history	M.M. Marwa Musa Ali
	√			History of the Arab world	Recent history	M.M. Mortada Adnan Nasser
	√			History of America	Recent history	M. M. Aladdin Abdul Hussein
	√			History of the Abbasid Caliphate	Islamic history	man Hani Hak M . M Zidane
	√			Educational guidance	Educational guidance	Zainab Jawad M . M Hussein
	√			Methods of teaching social (studies (history	Methods of teaching social studies	M. M. Enas Ali Jawi
	√			History of Europe in the Renaissance	Recent history	I Hassan M.M. Rafa Obaid



	√			Abbasid history	date	M. M. Anwar Abdel Atheeb
	√			Recent history	date	M.M. Abdullah Hamza Jarrah
	√			Islamic thought	Islamic doctrine and thought	M. M. Enas Salem Ali
	√			History of ancient Iraq	old history	i Talib MoneimDr. Al
	√			Modern and contemporary history of Iraq	Recent history	M.M. Ahlam Mohi Naoum
	√			English Literature	English	M.M. Ataa Qasim Tahmish
	√			General teaching methods curricula	Psychological educational sciences	M.M. Tears of Fakhri Hassan
	√			Modern history of Europe	Recent history	M. M. Nahla Shaker Salem
	√			History of the Mughals	Islamic history	M. M. Muhammad Obaid Nasser
	√			History of the Abbasid era	Islamic history	M.M. Sarah Najah Jabr
√				Islamic science	Islamic science	M. M. Safa Jaber
√				Kindergarten	Kinderg	M.M. Ghaniya

	100	

					arten	–Hassan Trad Al Dulaimi
√				Kindergarten	Kinderg arten	M.M. Zahraa Bahjat Ezzat
	√			special law	Law	M, M Dina Nazem Shamkhi

Professional development
Orienting new faculty members
<p>Developing and developing the technical, professional and administrative .١ capabilities and skills of new faculty members in the field of specialization</p> <p>vice to the Include them in scientific activities, donation campaigns, and se .٢ institution and society</p> <p>Include them in the various committees in the department .٣</p> <p>Allocate a training program and introduce them to training courses for the purpose .٤ of strengthening their professional, scientific and administrative skills</p>
Professional development for faculty members
<p>Annual evaluation of faculty members, which includes teaching, scientific and .١ research activity, and the educational and administrative aspects</p> <p>committee, the student The teaching activities are gathered, and the scientific .٢ opinion questionnaire, and the Quality Assurance and University Performance Division .at the college and university meet in his evaluation</p>

12. Acceptance standard
<p>the laws Admission requirements for students are approved in accordance with .١ (of the Ministry of Higher Education and Scientific Research (central admission</p> <p>The student must pass the personal interview prepared by the department .٢</p>

	101	

council

He must be medically fit for the specialty he is applying for .٣

s absorptive capacity and focus on quality, not quantity, and The department' .٤  
the market's need for the required numbers

### 13. The most important sources of information about the program

Methodical books

1. ught in In addition to several sources related to the topics of each subject ta  
the department, provided that they are modern and keep pace with the  
.development of curricula and new terminology

### 14. Program development plan

1. Forming an improvement plan committee, as the plan relates to reviewing  
hand, and reviewing activity related to and updating curricula on the one  
scientific research and teaching for teachers in the department on the other  
.hand
2. A questionnaire about students' opinions at the end of each semester  
about the academic program
3. opinions at the end of each semester A questionnaire of faculty members'  
for the purpose of developing the curriculum and courses
4. Coordination with the Quality Assurance and University Performance  
Division and implementing the prepared academic program effectively and  
effectively
2. a comprehensive review of the curriculum in the event of any Conduct .٥  
new developments regarding the program, such as changing some topics  
.or adding others, and updating them periodically

Program skills chart															
Learning outcomes required from the programme															
Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	/ rYea level
1C	2C	3C	4C	1B	2B	3B	4B	1A	2A	3A	4A				
			•				•				•	Basic	Human rights and democracy		first/2, 3 and fourth
			•				•				•	Basic	the computer		
			•				•				•	Basic	Basics of psychology		
			•				•				•	Basic	History of ancient Iraq		
			•				•				•	Basic	History of Arabs before Islam		
			•				•				•	Basic	General geography		
			•				•				•	Basic	Arabic		
			•				•				•	Basic	English		
			•				•				•	Basic	Origins education The basic And its principles		



			•				•				•	Basic	Islamic education/ civilization		
			•				•				•	Basic	the date The East the lowest old		
			•				•				•	Basic	History of the era of the message and the caliphate		
			•				•				•	Basic	date in Europe Ages Central		
			•				•				•	Basic	Arabic		
			•				•				•	Basic	English		
		•				•				•		Basic	the computer		
		•				•				•		Basic	Guidance And health Mental		
		•				•				•		Basic	Modern history of the Arab countries		
		•				•				•		Basic	date		



		•				•				•		Basic	date in Europe Century ten Ninth		
		•				•				•		Basic	History of the Umayyad state		
		•				•				•		Basic	The date country Arabic Contempo rary		
		•				•				•		Basic	Historical research method		
	•					•				•		Basic	Methods Teaching the public And its application s		
	•					•				•		Basic	Iran date Contempo rary		
	•					•				•		Basic	History of the Abbasid state		
	•					•				•		Basic	History of Islamic Morocco		
	•					•				•		Basic	the date world Contempo rary		
	•					•				•		Basic	philosophy the date		
	•					•				•		Basic	Arabic		

	•				•				•			Basic	English		
	•				•				•			Basic	Measurement and evaluation		
	•				•				•			Basic	Curricula And books school		
	•				•				•			Basic	History of the Abbasid state		
	•				•				•			Basic	History of Andalusia		
	•				•				•			Basic	The states of the Islamic Levant		
	•				•				•			Basic	Iraq date Contemporary		
	•				•				•			Basic	History of Africa		
	•				•				•			Basic	Ethics Occupation		
•					•				•			Basic	Arabic		
•					•				•			Basic	English		
•					•				•			Basic	Administration supervision Educational		
•					•				•			Basic	Practical education observati (on		
•					•				•			Basic	date Civilizatio Islamic n		
•					•				•			Basic	Iraq's		

														economic history		
•				•				•					Basic	the date states United American		
•				•				•					Basic	Contemporary history of Türkiye		
•				•				•					Basic	project research Graduation		
•				•				•					Basic	Applied practical education		
•				•				•					Basic			
•				•				•					Basic			
•				•				•					Basic			

● individual learning outcomes from Please check the boxes corresponding to the in the program subject to evaluation



## Course description form

1. Course Name	
Contemporary History of Iraq (1914–1963)	
2. Course Code	
3. year / Semester	
٢٠٢٤/semester Fourth	
4. Date this description was prepared	
٢٠٢٤-١٠-٣	
5. Available attendance forms	
Classroom	
6. (Number of study hours (total)/number of units (total	
units 2 / hours 30	
7. (Name of the course administrator (if more than one name is mentioned	
M.M. Ahlam Mohi Naoum	
8. Course objectives	
<p>1– Realize, understand and define what is meant by the period of contemporary Iraqi history.</p> <p>2– Make the student familiar with the subject of contemporary Iraqi history and familiar with its events and linking them to contemporary events that are happening now.</p> <p>3– Understand the contemporary history of Iraq, its events, developments and its impact on current and future generations.</p>	
9. Teaching and learning strategies	
<p>1- Introducing students to the importance of contemporary history of Iraq (1963-19914).</p> <p>2- Developing and enabling students to understand historical topics and identify their most important topics at the present time due to their importance in keeping pace with global development.</p>	The strategy

3- Identifying the problems that have emerged in contemporary Iraqi history and their impact on reality.

#### 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	Introduction A brief history of Iraq in the late Ottoman era	Cognitive and skillful	٢	the first second
oral test	Communicative	A brief idea about World War I and the ambitions of the major powers in the war	Cognitive and skillful	2	IV-III
First month exam	Discussion and dialogue	The entry of the Ottoman Empire into the war, the early resistance of the Iraqis to the British occupation	Cognitive and skillful	2	VI-V
and questions answers	Communicative	Iraq in the years of the British Mandate 1920-1932: Declaration of the Mandate and the outbreak of the 1920 Revolution, the establishment of the interim government	Cognitive and skillful	2	-Seventh eighth
exam Daily	Communicative	Cairo Conference and the coronation of Faisal as King of Iraq, Iraqi-	Cognitive and skillful	2	-Ninth tenth

Second month exam	Discussion and dialogue	British treaties during the Mandate era  Iraq in the first stage of independence 1932-1939) The most important events in the last stage of King Faisal's rule, the Assyrian problem.	Cognitive and skillful	2	-Eleventh fthtwel
oral test	Discussion and dialogue	Iraq in the reign of King Ghazi: The escalation of political conflict and	Cognitive and Ilfulski	2	Thirteenth - fourteenth
and questions answers	ussion Disc and dialogue	tribal movements, Bakr Sidqi's coup, Iraq's foreign policy in the reign of King Ghazi	Cognitive and skillful	2	Fifteenth

#### 11. Course evaluation

◦Oral exam:

◦Daily preparation:

١ • eports: Daily tests and r

٢ • Monthly exams:

degrees ٤ • Total:

marks ٦ • Final exam :

#### 12. Learning and teaching resources

( books ) Main references

1– (The System of Government in Iraq) by Majid Khadduri

2– (Modern Political History of Iraq) by Abdul Razzaq Al-Hasani

3– (Introduction to the Study of Contemporary Iraq) by Zaki Saleh

(....scientific journals, reports) references sources and

Course description form

	111	

13. Course Name					
Fundamentals and principles of basic education					
14. Course Code					
15. year / Semester					
٢٠٢٤ / Second Semester					
16. Date this description was prepared					
٢٠٢٤-٦-٨					
17. Available attendance forms					
Classroom					
18. (Number of study hours (total)/number of units (total					
units 2 / hours 30					
19. Name of the course administrator (if more than one name is (ionedment					
. : Amil-M . M. Tears of Fakhri Hassan Aldumoafikhrial@gmail0com					
20. Course objectives					
<p>Understanding the general meaning of education, its importance, its goals, and -١</p> <p>.the principles of general education</p> <p>ational institutions and their relationship Understanding the various relevant educ -٢A</p> <p>.to the educational process</p> <p>.Mentions the various philosophical theories related to human nature -٣</p>					
21. Teaching and learning strategies					
<p>eir answers, and discussing Questioning strategy: Asking students questions, receiving th .١</p> <p>them</p> <p>Cooperative learning strategy: Distributing tasks among students as a cooperative work to .</p> <p>reach the goals to be achieved</p> <p>Discussion and dialogue strategy: presenting the main ideas of the topic, receiving students'</p> <p>.estions and answers, and explaining the details of the topic that are ambiguous to themqu</p>					The strategy
22. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	For general education	and Cognitive skillful	٢	the first second

oral test	Communicative	Introduction to basic education	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue		and Cognitive skillful	2	VI-V
and questions answers		The concept of basic education and its principles	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Basic education plans	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative			2	-Eleventh twelfth
oral test	Discussion and dialogue	Basic education outcomes	and Cognitive fulskill	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	Basic Education Administration	and Cognitive skillful	2	Fifteenth
			and Cognitive		



	Discussion and dialogue	a	skillful		
--	-------------------------------	---	----------	--	--

### 23. Course evaluation

°Oral exam:

°Daily preparation:

١•Daily tests and reports:

٢•Monthly exams:

degrees ٤•Total:

marks ٦•exam: Final

### 24. Learning and teaching resources

(....scientific journals, reports) references sources and

Methodology books/auxiliary books	1- Required prescribed books
Basic texts prepared by the subject teacher	2- (Main references (sources
Scientific reports and journals	books, scientific journals Reference -A and reports
(International Information Network (Internet	...Electronic references, Internet sites -B

## Course description form

### 25. Course Name

History of the ancient Near East

### 26. Course Code

### 27. year / Semester

٢٠٢٤Second semester/

### 28. Date this description was prepared

٢٠٢٤-١٥-٣

### 29. Available attendance forms

Classroom

	114	

30.(Number of study hours (total)/number of units (total units 3 / hours 45					
31. f more than one name is Name of the course administrator (i (mentioned M. Muhammad Shaalan Rahm					
32. Course objectives					
<p><b>First: The aim of teaching this subject is to introduce the student to the most a important civilizations that arose in the Near East region since man began to analyze and explain the and urrounding environmentdealing with his s political, intellectual and economic developments that accompanied the history of the region at the local and regional levels and the extent of their impact on .Neighboring .the peoples of the region and the peoples</b></p> <p><b>Second: Highlighting the most important contributions made by Near Eastern civilizations to global important figures, military battles, and .Introducing countries : Third .history .civilizational developments that occurred in the region</b></p>					
33. Teaching and learning strategies					
<ul style="list-style-type: none"> <li>• Nile valley For civilization Geography the background knowledge -١ Egyptian Civilization sources Most important on Recognition -٢ <ul style="list-style-type: none"> <li>• Egypt in civilization emergence Reasons analysis -٣</li> <li>• Stone Ages Appearances Most important to understand -٤</li> </ul> </li> <li>• squeeze out Resurrection Under circumstances Students knowledge -٥ Pyramids And squeeze Old The kingdom</li> <li>• And Sham For a country Geography oundthe backgr knowledge -٦ the old the date in Syria impact</li> </ul> <p>Sham Countries I stayed still that The island The peoples on Identify -٧</p>					The strategy
34. Course structure					
tion Evalua method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	<b>Most important Civilized Vertigo And the ages</b>	and Cognitive skillful	٢	the first second

	115	

oral test	Communicative	<b>It that Historical With it passed Civilization Egyptian</b>	and Cognitive skillful	2	IV-III
First month xame	Discussion and dialogue	<b>The kingdom And squeeze Old Pyramids</b>	and Cognitive skillful	2	VI-V
and questions answers		<b>The squeeze out Central kingdom The And period the second dark</b>	dan Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	<b>squeeze out Egyptian Empire</b>	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	<b>from aspects Civilization Old Egyptian</b>	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	<b>the background For Geography civilization Sham Countries</b>	and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	<b>before what Ages date the Historical Ages</b>	and Cognitive skillful	2	Fifteenth

	Discussion and dialogue	The e peoplesTh island	and Cognitive skillful		
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### 35. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١ • Daily tests and reports:  
 ٢ • Monthly exams:  
 degrees ٤ • Total:  
 marks ٦ • Final exam:

### 36. teaching resources Learning and

( books ) Main references

- (History of ancient civilization (Taha Baqir
- (Brief History of the Ancient Arab World. (Abdul Qadir Abdul Jabbar Al Sheikhli
- Lectures prepared by the subject professor
- Sites on the Internet

(....scientific journals, reports) cesreferen sources and

## Course description form

### 37. Course Name

The era of the message And the succession The adult

### 38. Course Code

### 39. year / Semester

٢٠٢٤/semester Fourth

### 40. Date this description was prepared

٢٠٢٤-١٥-٣

### 41. Available attendance forms

Classroom

### 42. (Number of study hours (total)/number of units (total

units 2 / hours 30

### 43. Name of the course administrator (if more than one name is (mentioned

## 44. Objectives Course obj

the message era And the succession Understand and understand the material of –١A  
Rashidah R. and the importance of the history of that period as an integral part of –Al  
Islamic history

e era And the the messag It makes the student familiar with the subject of –٢  
familiar with the historical events that occurred in that Rashidah is–succession Al  
period

Understanding historical events and their reflection on the history of the Arabian –٣  
Peninsula

## 45. Teaching and learning strategies

1- to the importance of the message era And the cing studentsIntrodu succession The adult	The strategy
2- the Developing and enabling students to understand the topics of Messenger Age and learn about the history of the Rightly Guided tory of the Arabian Caliphs because of their importance in the his .Peninsula	
3- Identify the problems that emerged in the Arabian Peninsula and their .impact on Islamic history	

## 46. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	study sources Curriculum Prophetic life	and Cognitive skillful	٢	rst the fi second
oral test	Communic ative	The Prophet PBUH) before his ) mission, his birth, his upbringing, his participation in public life, his work, his his ‘marriage	and Cognitive skillful	2	IV-III
First month				2	VI-V



exam	Discussion and dialogue	judgment in placing the Black .Stone	and Cognitive skillful	2	-Seventh eighth
and questions answers		The spiritual life of the Prophet PBUH) and the ) revelation of .revelation to him	and Cognitive skillful	2	
exam Daily	Communicative	The secret of the call and the first teachings of Islam	and Cognitive skillful	2	-Ninth tenth
and Sec month exam	Communicative	The motives of Muslims in embracing Islam and the factors of polytheists' resistance to them	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	The migration of Muslims to Abyssinia	and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	Boycott Economic and social issues for Bani Hashim	and Cognitive skillful	2	Fifteenth
	Discussion and dialogue	Searching for a new home for the call and inviting the people of Taif	and Cognitive skillful		
	Discussion and dialogue	The first and sold second Aqaba Migration to the city			
		Organizations of			

		<p>Messenger the PBUH) in Medina)</p> <p>The Treaty of Hdaybiyyah , the conquest of Mecca and the Battle of ‘ Hunayn</p> <p>The Prophet’s policy towards the Jews</p> <p>The year of delegations, disavowal of polytheists, and the supremacy of Islam</p>			
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#### 47. Course evaluation

°Oral exam:  
°Daily preparation:  
١ • Daily tests and reports:  
٢ • Monthly exams:  
degrees ٤ • Total:  
marks ٦ • Final exam:

#### 48. Learning and teaching resources

(books ) Main references  
an Ibrahim HassanHass

	120	

Jeel, Beirut–History of Political, Religious, Cultural and Social Islam, Volume One, Dar Al Nahda Library Egyptian Cairo-Al  
 Millain, -Ilm Lil-Arab Before Islam, Beirut, Dar Al-Mufasssal fi Tarikh Al-Ali, Al-Jawad Al .١٩٧٧  
 .١٩٦١ Zaim Press, -tory of the Arabs in Islam, Baghdad, AlAli, His-Jawad Al  
 .١٩٥٥ Ali, Lectures on the History of the Arabs, Baghdad, -Saleh Ahmed Al

(....scientific journals, reports) references sources and

### Course description form

49.	Course Name	
	the Middle Ages History of Europe in	
50.	Course Code	
51.	year / Semester	
	٢٠٢٤ Second semester	
52.	Date this description was prepared	
	٢٠٢٤-١٥-٣	
53.	Available attendance forms	
	Classroom	
54.	(Number of study hours (total)/number of units (total	
	units 2 / hours 30	
55.	ame of the course administrator (if more than one name is N (mentioned	
	M . M. Aladdin Abdul Hussein and M.M. Rafal Hassan Obaid	
56.	Course objectives	
	<p>This course aims to study the history of Europe in the Middle Ages, and to explain played in the Middle Ages since the establishment of the the great role that Europe Roman Empire until its fall in that long historical era, and to clarify the real role in the spread of the Christian religion, and its recognition as an official religion after the AD. Its spread during the fourth and fifth centuries, ٣١٣the year Edict of Milan in .and the persecution that accompanied it in that era</p>	
57.	Teaching and learning strategies	
4-	Introducing students to the importance of European history in the .Middle Ages	The strategy

5- ng and enabling students to understand the topics of European Developi history and learn about the history of Europe in the Middle Ages .because of its importance at the beginning of the Middle Ages	
6- ges Identify the problems that appeared in the history of the Middle A .and their impact on an important historical era	

#### 58. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	Introduction to the factors of the weakness and fall of the Roman Empire in the West	and Cognitive skillful	۲	the first second
oral test	Communicative	Christianity: its emergence, spread, and relations with Roman authority	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	The Western Ghouts and their kingdom	and Cognitive skillful	2	VI-V
and questions answers	Communicative	The most important Germanic tribes and the a transformations that occurred in them	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative		and Cognitive skillful	2	-Ninth tenth
oral test	Communicative	Transformations that occurred	and Cognitive	2	-Eleventh

and questions answers	Discussion and dialogue	among the Germanic tribes in the new surroundings	skillful		elfthtw
Second month exam	ssion Discu and dialogue	Merovingians The -Carolingians Charlemagne and the formation of its -the empire decline and the demise of the Carolingian reEmpi	and Cognitive skillful	2	Thirteenth - fourteenth
	Discussion and dialogue	The end of the rule of the Merovingians and the assumption of power by the Carolingians among the Caesars	and nitiveCog skillful		Fifteenth

59. Course evaluation

	123	



°Oral exam: °Daily preparation: ١٠ly tests and reports: Dai ٢٠Monthly exams: degrees ٤٠Total: marks ٦٠Final exam:
60. Learning and teaching resources
( books ) Main references History of Europe in the Middle Ages (Abdul Amir Muhammad Amin and - ١ . (Muhammad Tawfiq Hussein are by the subject professorLectures prep -٢ (...scientific journals, reports) references sources and

### Course description form

1. Course Name	
English language	
2. Course Code	
3. year / Semester	
٢٠٢٤Second semester	
4. Date this description was prepared	
٢٠٢٤-١٥-٣	
5. Available attendance forms	
Classroom	
6. (Number of study hours (total)/number of units (total	
units 2 / hours 30	
7. (Name of the course administrator (if more than one name is mentioned	
M.M. Atta Qasim Tahimish	
8. Course objectives	
9. ing and learning strategiesTeach	
Understand and apply English grammar correctly in writing and speaking -2 The ability to read and understand historical and academic texts in English. -3 The ability to write research papers and historical reports in English in a systematic and logical manner. -4 Develop	The strategy

listening and interaction skills in English in historical contexts. -5 The ability to communicate effectively and confidently in learning and academic research environments in English. -6 Think critically and analytically in expressing ideas and opinions in English -7 The ability to use technology and digital resources to enhance their English language skills and expand their historical knowledge	
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## 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning tcomesou	hours	the week
and questions answers	Discussion and dialogue	The alphabet .	and Cognitive skillful	۲	the first second
oral test	Communicative	in Personal formation	and tiveCogni skillful	2	IV-III
First month exam	Discussion and dialogue	Negative	and Cognitive skillful	2	VI-V
and questions answers	Communicative	possessive	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Countries and nationalities	and Cognitive skillful	2	-Ninth tenth
oral test	Communicative				

and questions answers	Discussion and dialogue	Numbers	and Cognitive skillful	2	-Eleventh twelfth
		Jobs		2	Thirteenth - fourteenth
	Discussion and dialogue	The Simple present	and Cognitive skillful		Fifteenth
Second month exam	Discussion and dialogue		and Cognitive skillful		

#### 11. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١ ° Daily tests and reports:  
 ٢ ° Monthly exams:  
 degrees ٤ ° Total:  
 marks ٦ ° :Final exam

#### 12. Learning and teaching resources

New Headway Beginner–

– محاضرات اعداد استاذ المادة

مواقع الانترنت

(....scientific journals, reports) references sources and

### Course description form

61. Course Name

Educational statistics

62. Course Code					
63. year / Semester					
٢٠٢٤/semester Fourth					
64. Date this description was prepared					
٢٠٢٤-١٥-٣					
65. Available attendance forms					
Classroom					
66. (Number of study hours (total)/number of units (total					
units 2 / hours 30					
67. if more than one name is ) Name of the course administrator (mentioned					
millimeter. Rich Hassan Trad					
68. Course objectives					
.The concept of statistics_ .The importance of statistics in educational and psychological sciences_ .Variables and measurement_ .taMethods of displaying and organizing da_ .Measures of central tendency_ .Measures of dispersion_ .Hypotheses_					
69. Teaching and learning strategies					
7- .Introducing students to the concept of statistics 8- .Identify the goals of statistics 9- .Fields of statistics 10- .cs to other sciencesThe relationship of statisti					The strategy
70. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Giving a lecture and discussing	Concept of statistics	and Cognitive skillful	٢	the first second

oral test	the solution and discussion	branches of Br statistics	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	<b>Objectives of statistics</b>	and Cognitive skillful	2	VI-V
Daily exam		the first exam		2	-Seventh eighth
exam Daily	Explanation and representati on by drawing	Classification of variables in psychological and educational sciences	and Cognitive skillful	2	-Ninth tenth
Daily exam		Ways to display and organize data	and Cognitive skillful	2	
cond Se month exam	Explanation of memorizati on	Graphical curves	and Cognitive skillful	2	-Eleventh twelfth
The second exam	Solve questions	Second exam	and Cognitive skillful		Thirteenth - fourteenth
					Fifteenth



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## 71. Course evaluation

°Oral exam:

°Daily preparation:

١ • Daily tests and reports:

٢ • Monthly exams:

degrees ٤ • Total:

marks ٦ • Final exam:

## 72. Learning and teaching resources

( books ) Main references

1. isticsPrinciples of stat

2. Basics of Statistics book

(....scientific journals, reports) references sources and

## Course description form

1. Course Name
M.M. Ahlam Mohie Naoum Marji
2. Course Code
3. year / Semester
٢٠٢٤/semester Fourth
4. on was preparedDate this descripti
٢٠٢٤-١٥-٣
5. Available attendance forms
Classroom
6. (Number of study hours (total)/number of units (total
units 2 / hours 30
7. (Name of the course administrator (if more than one name is mentioned

## 8. se objectivesCour

- 1– Identify the history of the Umayyad state and the political and administrative changes in it and their importance.
- 2– Informing students and their knowledge of the history of the administrative and institutional organizations that the Umayyad state created and its historical characteristics.
- 3– Introducing students to the most prominent factors in the emergence of the Umayyad state and the reasons for its fall.
- 4– Emphasizing the study of the political, economic and social conditions of the population during the Umayyad rule.
- 5– Scientific and systematic knowledge of the details of the study in the different stages of the history of the Umayyad state.
- 6– Introducing students to some historical figures in the Umayyad state and their political activity.

## 9. Teaching and learning strategies

1- Introducing students to the importance of the history of the Umayyad state and its historical characteristics. 2- Identifying the internal and external problems and situations that affected the activity of the Umayyad state.

The strategy

## 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Giving a lecture and discussing the solution and conclusion	Political and administrative transformations after the emergence of the Umayyad state 41	and Cognitive skillful	٢	the first second
oral test			and Cognitive	2	IV-III

First month exam	discussion	Moving the capital from Kufa to Damascus and the characteristics of the Umayyad rule	skillful	2	VI-V
Daily exam	Discussion and dialogue	Opposition to the Umayyad authority and the rise of Imam Hussein, peace be upon him	and Cognitive skillful	2	-Seventh eighth
exam Daily	Explanation and representation by drawing	Revolutions against the Umayyads and the Kharijites and the activity of the Alawites	and Cognitive skillful	2	-Ninth tenth
Daily exam			and Cognitive skillful	2	
Second month exam	Explanation of memorization	Umayyad expansion towards the east and west and the expansion of the state	and Cognitive skillful	2	-Eleventh twelfth
The second exam	Solve questions	General reforms and the new administrative system	and Cognitive skillful		Thirteenth - fourteenth
		Arabization of the offices, minting of currency and economic activity			Fifteenth

		Reasons for the fall of the Umayyad state 132			
11. Course evaluation					
°Oral exam: °Daily preparation: ١•Daily tests and reports: ٢•Monthly exams: degrees ٤•l: Tota marks ٦•Final exam:					
12. Learning and teaching resources					
-١History of the Umayyad State / Muhammad Suhail Taqush -٢History of the Umayyad State / Farouk Omar Fawzi -٣History of the Umayyad State 41-132 / Fathia Al-Nabrawi					
(....scientific journals, reports) encesrefer sources and					

### Course description form

73.	Course Name
Modern History of Iraq 1534-1914	
74.	Course Code
75.	year / Semester
٢٠٢٤/semester Fourth	
76.	Date this description was prepared
٢٠٢٤-١٥-٣	
77.	ance formsAvailable attend
Classroom	
78.	(Number of study hours (total)/number of units (total
units 2 / hours 30	
79.	Name of the course administrator (if more than one name is (mentioned
Prof. Dr. Salah Abdel Hadi Hlehel	

## 80. Course objectives

- ١- – **Knowing the history of modern Iraq since the Ottoman occupation of Iraq until the beginning of World War I and its importance.**
- ٢- **The student's knowledge and awareness of the history of modern Iraq and its historical characteristics.**
- ٣- **Emphasizing the study of the history of modern Iraq in its various stages as well as its relations with the Arab world and the world.**
- ٤- **Emphasizing the study of the political, economic and social conditions of modern Iraq.**
- ٥- **Scientific and systematic knowledge of the details of the study in the various stages.**
- ٦- **The student gets to know some historical figures in modern Iraq and their political activity.**

## 81. Teaching and learning strategies

11- Introducing students to the importance of modern Iraqi history and its historical characteristics.	The strategy
12- Identifying the problems that emerged in modern Iraq and their impact on neighboring countries.	

## 82. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	The growth of colonial interests against Iraq before 1534	and Cognitive skillful	٢	the first second
oral test	Communicative	Ottoman control over Iraq in 1534	and Cognitive skillful	2	IV-III
		Economic, political		2	



First month exam	Discussion and dialogue	and social conditions of Iraq during Ottoman control	and Cognitive skillful	2	VI-V
and questions answers	Communicative	General conditions of Iraq and the conditions of Iraqi tribes, cities and the desert	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Administrative and political reforms and regulations in Iraq during Ottoman rule	and Cognitive skillful	2	-Ninth tenth
Second month exam	Discussion and dialogue	Colonial competition over Iraq before World War I 1914	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	Iraq under the rule of the federalists 1908 until the beginning of World War I	and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	Britain and France's competition over Iraq 1914	and Cognitive skillful		Fifteenth

### 83. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١•Daily tests and reports:  
 ٢•Monthly exams:  
 sdegree ٤•Total:  
 marks ٦•Final exam :

### 84. Learning and teaching resources

( books ) Main references

- 1) Modern and Contemporary History of Iraq / Muhammad Suhail Taqoush
- 2) Modern History of Iraq ١٩١٨-١٢٥٨/ Enas Saadi Abdullah
- 3) Modern History of Iraq / Abdul Aziz Suleiman Nawar

(....scientific journals, reports) references sources and

### Course description form

#### 85. Course Name

History of Europe in the nineteenth century

#### 86. Course Code

#### 87. year / Semester

٢٠٢٤/semester Fourth

#### 88. Date this description was prepared

٢٠٢٤-١٥-٣

#### 89. Available attendance forms

Classroom

#### 90.(Number of study hours (total)/number of units (total

units 2 / hours 30

#### 91. Name of the course administrator (if more than one name is (mentioned

Prof. Dr. Zainab Hashem Jaryan

#### 92. Course objectives

1- Understand and comprehend the subject of Europe in the nineteenth century and the importance of the history of that period as an integral part of the history of Europe.

- 2- Make the student familiar with the subject of the history of Europe in the nineteenth century and familiar with the historical events that occurred in that period
- 3- Understand historical events and their reflection on the history of Europe in the nineteenth century

### 93. Teaching and learning strategies

- |   |              |
|---|--------------|
| 1- Introducing students to the importance of European history.<br>2- Developing and enabling students to understand the topics of European history and learn about the history of Europe in the nineteenth century due to its importance in world history.<br>3- Identifying the problems that emerged in Europe and their impact on world history. | The strategy |
|---|--------------|

### 94. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	France from the Revolution to the Coronation of Napoleon/Napoleonic Wars and Their Results 1805-1815	Cognitive and skillful	۲	the first second
oral test	Communicative	Russia from the reign of Alexander I to the end of the reign of Alexander III 1801-1894/Austrian foreign policy	Cognitive and skillful	2	IV-III
First month exam	Discussion and dialogue	The second stage of the industrial revolution and its results /European revolutions during the period 1830-1848	Cognitive and skillful	2	VI-V

and questions answers	Communicative	General conditions in Britain during the Victorian era/The Irish question 1801-1916	Cognitive and skillful	2	-Seventh eighth
exam Daily	Communicative	British policy towards India 1857-1914/Russian-Ottoman relations since the outbreak of the war	Cognitive and skillful	2	-Ninth tenth
Second month exam	Discussion and dialogue	Italy from the Vienna Conference until the achievement of unity 1815-1870/The role of Prussia in achieving German unity 1862-1871	Cognitive and skillful	2	-h Eleventh twelfth
oral test	Discussion and dialogue	France from the declaration of the Third Republic until the outbreak of World War I/Balkan countries from revolution to independence	Cognitive and skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	Alliances between the major European countries and their results 1872-	Cognitive and skillful	2	Fifteenth

95. Course evaluation					
°Oral exam: °Daily preparation: ١ • Daily tests and reports: ٢ • Monthly exams: degrees ٤ • Total: marks ٦ • Final exam :					
96. Learning and teaching resources					
( books ) Main references 4) Muhammad Muzaffar Al-Adhami, History of Europe in the Nineteenth Century, printed at the expense of the Ministry of Education and Scientific Research. 5) Walid Khalid Youssef, Modern History of Europe 1789–1914, 1st ed., Dar Al-Kutub Al-Wal-Watha'iq, Baghdad, 2015. 6) Muhammad Qasim, History of Europe in the Nineteenth Century, Dar Al-Kutub Al-Masryia Press, Cairo, 1927.					
(....scientific journals, reports) references sources and					

### Course description form

1.	: Course Name	
	Educational psychology	
2.	: Course Code	
3.	:Semester/Year	
	second/٢٠٢٤/٢٠٢٣	
4.	:Description preparation date	
	٢٠٢٤/٢٢/٣	
5.	availableAttendance forms a	
	Study hall	



6. (Number of credit hours (total) / number of units (total units) hours / 30

7. (Name of the rapporteur (mention all if there is more than one name millimete r . Zahraa Bahjat Ezzat

8. :Course objectives

<b>Basics of educational psychology</b>	Objectiv study :
Motivation in learning	
Memory and forgetting	
Transfer effect of training	
Feedback	
Learning	

9. :Teaching and learning strategies

the term educational psychology Introducing students to  
 . psychology Identifying the goals of educational -  
 . Fields of psychology -  
 •The relationship of psychology with other sciences -

10. Course structure

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours
Oral -Written	-Diction memorizat ion	<b>Basics of ional educat psychology</b>	Cognitive	2
Oral -Written	Discussio -n Deliveranc -e Memorizat	<b>Educational functions of motivation</b>	Cognitive	2

	ion				
Oral -Written	Interrogati Save -on	<b>The concept of forgetting</b>	Cognitive		2
- oral -Written first semester exam	Discussio delivery-n	<b>Transfer effect of training</b>	Cognitive		2
Oral -Written	Discussio Save-n	<b>Feedback</b>	Cognitive		2
Oral -Written	Discussio Save - n	<b>Learning</b>	Cognitive		2
- oral -Written second semester exam	erancDeliv -e discussion	<b>Learning theories and laws</b>	Cognitive		2
Oral -Written	Discussio Save -n	<b>Gestalt theory</b>	Cognitive		2

#### 11. :Course evaluation

Second exam 1. First exam = 2. Reports = 3. Daily tests = 4. Attendance = 5. Activities  
1. =

1. exam = Final 2. Endeavor score =

#### 12. :Learning and teaching resources

	Educational psychology book	
	Lectures prepared by the subject professor	
	Sites on the Internet	

### Course description form

97.	Course Name
Historical research method	
98.	Course Code

	140	

99. ryea / Semester					
۲۰۲۴/semester Fourth					
100. Date this description was prepared					
۲۰۲۴-۱۵-۳					
101. Available attendance forms					
Classroom					
102. (Number of study hours (total)/number of units (total					
units 2 / hours 30					
103. e is Name of the course administrator (if more than one nam					
(mentioned					
Dr. Ali Talib Munim					
104. Course objectives					
1- Introducing students to historical research methods.					
2- Developing students' skills in analyzing historical events, their early roots, and the most prominent theories that interpreted historical events.					
3- Following the accurate historical scientific method in writing historical events.					
4- The importance and types of historical sources and verifying their accuracy.					
105. Teaching and learning strategies					
1- Introducing students to the importance of the historical research method.					The strategy
2- Introducing students to the characteristics of a true historian and the mechanism for analyzing historical events.					
3- Introducing students to how to write historical research					
106. Course structure					
Evaluation method	Learning method	Name of the unit or topic	uired learning Req outcomes	hours	the week
and questions answers	Discussion and dialogue	Definition of history, language and terminology, and the importance of history, characteristics of the historian	and eCognitiv skillful	۲	the first second
				2	

oral test	Communicative	The emergence of the science of history, auxiliary sciences for the science of history, history, language and terminology, is history a science?	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue		and Cognitive skillful	2	VI-V
and questions answers	Communicative	Historical documentation. The importance of the document in the study of history.	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Historical analysis, mythical and legendary interpretation of history	and Cognitive skillful	2	-Ninth tenth
Second month exam	Discussion and dialogue	The difference between the source and the reference in the field of history, historical quotation, its types and controls	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue	Choosing the supervisor, choosing the topic, reviewing previous studies	and Cognitive skillful	2	Thirteenth - fourteenth

and questions answers	Discussion and dialogue	<p>Writing the research, the researcher's honesty, his integrity, interpretation of incidents, methods of writing footnotes</p> <p>How to write the introduction, introduction, conclusion, conclusions, preparing a list of sources, writing references and a table of contents</p>	and Cognitive skillful		Fifteenth
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#### 107. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١ • Daily tests and reports:  
 ٢ • Monthly exams:  
 sdegree ٤ • Total:  
 marks ٦ • Final exam :

#### 108. Learning and teaching resources

##### Main References (Books)

- 1– Fadhel Jaber Dahi, Historical Research Methodology.
- 2– Hassan Othman, Historical Research Methodology.
- 3– Murtada Al-Naqeeb, The Beginner Historian.

(....scientific journals, reports) sreference sources and

## Course description form

109.	Course Name	
	Modern and contemporary history of Africa	
110.	Course Code	
111.	year / Semester	
	٢٠٢٤/Second semester	
112.	Date this description was prepared	
	٢٠٢٤-١٥-٣	
113.	Attendance forms Available at	
	Classroom	
114.	(Number of study hours (total)/number of units (total)	
	units 2 / hours 30	
115.	Name of the course administrator (if more than one name is mentioned)	
	Mamouri-A.M.D. Mahdi Hashem Al	
116.	Course objectives	
	<p><b>and , contemporary history of Africa the modern and This course aims to study to explain the importance of the Black Continent, its geography and historical legacy, the role of European discoveries and the effects of colonial companies terms on the African peoples and in religious, political, economic and social t AD to limit the impact of ١٨٨٥-١٨٨٤the impact of the Berlin Conference of competition and conflict between European powers starting from the western lly the coasts. For the African continent, ending with its eastern coasts, especia Saharan regions, from the occupation until independence, and explaining –sub .its political, cultural, social and economic impact until after independence</b></p>	
117.	Teaching and learning strategies	
13-	can historyto the importance of Afri Introducing students	The strategy
14-	Developing and enabling students to understand the topics of of Africa in the nineteenth African history and learn about the history .century because of its importance in global history	
15-	r impact Identify the problems that have emerged in Africa and thei	



on global history

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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and questions answers	Discussion and dialogue	<p><b>The role of the ancient Egyptians up to Muhammad Ali Pasha in revealing the secrets of the sources of the Nile</b></p> <p><b>The role of Arab merchants in spreading Islamic principles and chings tolerant tea among African tribal leaders and their peoples</b></p> <p><b>Geographical discoveries and the role of foreign travelers in discovering the African continent and the arrival of missionaries and trying to attract groups and convert them to Christianity by eans various m and means in order to limit the spread of the Islamic religion throughout the</b></p>	and Cognitive skillful	<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	the first second
oral test	Communicative		and Cognitive skillful	IV-III	

First month exam		.African continent		2	VI-V
and questions answers		<b>The role of European companies and taking licenses from African tribal leaders through concluding special treaties and agreements in prospecting and racting wealth ext and paving the way for the European invasion and exploiting those wealth for their own interests without concern for the African peoples who own .the land</b>	and Cognitive skillful		
exam Daily	Discussion and dialogue	<b>The Portuguese role in setting out to explore the surroundings of the African nt from contine the west to the east, all the way to India via the Cape of Good Hope, in order to</b>	and Cognitive skillful		-Seventh eighth
Second month exam					-Ninth tenth
oral test	Communicative		and Cognitive skillful		- Eleventh twelfth

and questions answers	Communicative	achieve the ambition of the capitalist powers in discovering new routes for international trade away from the control and hegemony of the Ottoman Empire .ports over the old	and tiveCogni skillful	Thirteenth - fourteenth
	Discussion and dialogue		and Cognitive skillful	
	Discussion and dialogue	Spreading the slave trade by supporting and aiding some African tribal leaders who were nicknamed the Jellaba in accordance with the principle of .divide and rule	and Cognitive skillful	
		international The competition and struggle represented by Germany , rance Britain, F and Belgium towards acquiring the lands of the		Fifteenth

	Discussion and edialogu	<p><b>African continent and dividing its regions after the Berlin Conference .١٨٨٥-١٨٨٤</b></p> <p><b>The role of the King of Belgium, Leopold II, in annexing the Congo to his possessions and appointing Stanley as general -governor over it to implement his desires to plunder and plunder its wealth for his own interests and to use the ugliest methods to impose control .over it</b></p> <p><b>The French colonies in the western regions of Africa and their role in imposing a system of direct .le on themru</b></p> <p><b>The British colonies in the east of the African continent and the use of the system of indirect rule to impose</b></p>			
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**their  
administration  
and revenues in  
order to meet  
their interests in  
accordance with  
the principle of  
divide and rule  
it of and sow a spir  
discord among  
the African  
peoples to ensure  
.their dominance**

**The launch of the  
national spirit  
after the end of  
World War II, the  
beginning of the  
Cold War, the  
Eastern and  
Western blocs,  
and the  
emergence of  
political leaders  
that drew lessons  
rom the Arab f  
liberation  
revolutions and  
their leaders, led  
by leader Gamal  
Abdel Nasser, and  
his role in  
supporting those**

		<p>leaders in spreading the spirit of racial and national affiliation to demand liberation and independence until the twentieth as century w called a century. He resigned and established the Organization of African Unity in AD to play ١٩٦٥ its role in supporting the African peoples in gaining their independence and to take its role in representing them in international organizations, tably the most no .United Nations</p>			
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### 119. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١ °eports: Daily tests and r  
 ٢ °Monthly exams:  
 degrees ٤ °Total:  
 marks ٦ °Final exam:



## 120. Learning and teaching resources

( books ) Main references

– Modern and contemporary history of Africa

Gamal-a . Dr.. Shawqi Atallah Al

a . Dr . Abdullah Abdul Razzaq Ibrahim

– uropean countriesAfrica among E

Din Muhammad-Safi Al

(....scientific journals, reports) references sources and

## Course description form

121. Course Name

History of Andalusia

122. Course Code

123. year / Semester

٢٠٢٤ Sixth semester/2025

124. on was preparedDate this descripti

٢٠٢٤-١٠-٨

125. Available attendance forms

Classroom

126. (Number of study hours (total)/number of units (total

5 units 3 / hours 4

127. Name of the course administrator (if more than one name is  
(mentioned

M. M. Marwa Musa Ali Jawad

128. ectivesCourse obj

the history of Andalusia and the Understand and understand the subject of -١A

. importance of the history of that period as it is an integral part of Islamic history

the and the history of Andalusia It makes the student familiar with the subject of -٢

historical events that occurred in that period

Understanding historical events and their reflection on Islamic history -٣

## 129. Teaching and learning strategies

16- .to the importance of the history of Andalusia	Introducing students	The strategy
17- d enabling students to understand the topics of the	Developing an	
18- Identifying the problems that arose in Andalusia and how the Arabs	it reached it and ruled	

## 130. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	<b>Sources of the history of Andalusia</b>	and Cognitive Skillful	2	the first second
oral test	Communicative	<b>The era of the Islamic conquest of Andalusia (the plan and stages of the Islamic conquest)</b>	and Cognitive Skillful	2	IV-III
First month exam	Discussion and dialogue	<b>The era of governors</b>	and Cognitive Skillful	2	VI-V
and questions answers	Communicative	<b>The Umayyad dynasty in Andalusia (Emirate era)</b>	and Cognitive Skillful	2	-Seventh eighth
exam Daily	Communicative	<b>The era of the Umayyad</b>	And Cognitive skill	2	-Ninth tenth
Second month exam	Communicative				-Eleventh

oral test  and questions answers	Discussion and dialogue	<b>Caliphate</b>  <b>The era of the Taifa Kings</b>	and Cognitive Skillful	2	twelfth  Thirteenth - fourteenth
	Discussion and dialogue	<b>of the The era Almoravids and Almohads</b>	and Cognitive Skillful	2	Fifteenth
	Discussion and dialogue	<b>The Kingdom of Granada and the fall of Andalusia</b>	and Cognitive Skillful		

### 131. Course evaluation

◦Oral exam:

◦Daily preparation:

١ • Daily tests and reports:

٢ •ams: Monthly ex

degrees ٤ • Total:

marks ٦ • Final exam:

### 132. Learning and teaching resources

History of Andalusia and Morocco -Amiri -Dr. Muhammad Bashir Hassan Al -  
in the history of Andalusia and - Khuzai-Reda Hadi Abbas and Dr. Karim Ati Al ..Dr  
Morocco .

Muhammad Abdullah Annan... the book The Islamic : ng sources and referencesSupporti  
State in Andalusia

### Course description form

133. Course Name

	153	

The states of the Islamic Levant	
134. Course Code	
135. year / Semester	٢٠٢٤ Sixth semester/
136. Option was prepared	Date this descri
٢٠٢٤-١٦-٣	
137. Available attendance forms	Classroom
138. (Number of study hours (total)/number of units (total	units 2 / hours 30
139. Name of the course administrator (if more than one name is (mentioned	Mr. Dr . Nahida Mutair
140. objectives Course	<p>And its importance Islamic Orient For states Islamic the date Concept Knowledge -١ .</p> <p>states-The mini For this Islamic the date study from the aim requester You know -٢ . Abbasi-Al age in was established that</p> <p>Arabi Motherland like that different In its stages Iraq date study on confirmation .-٣ . And the world</p> <p>Abbasiya For succession And economic Political Situations study on Confirmation -٤ . Get it done that Civilized Archaeology And delusional</p> <p>. different Stages in he studyt With details methodology Scientific Knowledge -٥</p> <p>the some Eat -٧ . Islamic Historical Characters some on requester You know -٦</p> <p>And even Established from beginning Abbasiya Country I faced that problems . Country Dropp off</p>
141. Teaching and learning strategies	
19- ntroducing students to the importance of the history of the countries I .of the Islamic Levant	The strategy
20- Developing and enabling students to understand the topics of the history of the Abbasid Caliphate and learn about the history of the because of its importance in Islamic countries of the Islamic East	

.history 21- Identifying the problems that emerged during the era of the Abbasid .Caliphate and their impact on the countries of the Levant	
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#### 142. Course structure

Evaluation method	Learning method	Name of the unit or picto	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	.	and Cognitive skillful	٢	the first second
oral test	Communicative	1-. on confirmation In Iraq date study different its stages like that Arabi Motherland And the world.	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	2 - ationConfirm Iraq date study on In its stages like that different Arabi Motherland And the world. .	and Cognitive skillful	2	VI-V
and questions answers	Communicative	22- knowledge Scientific methodology the With details Stages in study . different	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	4- You know some on requester Characters Islamic Historical	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	23- the some Eat I that problems Country faced Abbasiya	and Cognitive skillful	2	-Eleventh twelfth
oral test	Discussion				

and questions answers	and dialogue	from beginning Established And even Dropp off Country	and Cognitive skillful	2	Thirteenth - fourteenth
	Discussion and dialogue	24- to get to requester know from the aim the date study Abbasi Islamic	and Cognitive skillful		Fifteenth
	Discussion and dialogue	25- Identifying the most important countries that emerged in the Islamic Levant during the period of weakness of the Abbasid Caliphate in Baghdad			

#### 143. Course evaluation

◦Oral exam:

◦Daily preparation:

◦Daily tests and reports:

	156	



٢٠ Monthly exams:  
degrees ٤٠ Total:  
marks ٦٠ am: Final ex

#### 144. Learning and teaching resources

- Hemid righteous son Ali ، Islami-Al Orient date in Studies
- Qab son Muhammad .. Wusi-Al age in Islamic the East
- Taha Sins the one Abdul ، Islamic Orient And civilization date in Studies
- . Internet Sites

(....scientific journals, reports) references sources and

### Course description form

#### 145. Course Name

History of the Abbasid Caliphate

#### 146. Course Code

#### 147. year / Semester

٢٠٢٤ Sixth semester/2025

#### 148. Date this description was prepared

٢٠٢٤-١٠-٥

#### 149. Available attendance forms

Classroom

#### 150. (Number of study hours (total)/number of units (total

units 2 / hours 30

#### 151. Name of the course administrator (if more than one name is (mentioned

Hakim-Mr. Dr . Thamer Noman Al

#### 152. Course objectives

And its importance of the Abbasid Caliphate Islamic the date Concept geKnowled -١  
.  
The era of the Abbasid Islamic the date study from the aim requester You know -٢  
. Caliphate  
Arabi Motherland like that different In its stages Iraq date study on confirmation .-٣  
. d the worldAn

Abbasiya For succession And economic Political Situations study on Confirmation – ٤  
 . Get it done that Civilized Archaeology And delusional  
 . different Stages in the study With details methodology Scientific Knowledge – ٥  
 the some Eat – ٧ . Islamic Historical Characters some on requester You know – ٦  
 And even Established from beginning Abbasiya Country I faced that problems  
 . Country Dropp off

### 153. Teaching and learning strategies

26- the Abbasid of Introducing students to the importance of the history .Caliphate	The strategy
27- Developing and enabling students to understand the topics of the history of the Abbasid Caliphate and learn about the history of the countries of the Islamic East because of its importance in Islamic .history	
28- ems that emerged during the era of the Abbasid Identifying the probl .Caliphate and their impact on the countries of the Levant	

### 154. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and aloguedi	. 1-. on confirmation In Iraq date study different its stages like that Arabi Motherland And the world.	and Cognitive skillful	٢	the first second
oral test	Communicative	2 - Confirmation Iraq date study on In its stages like that different Arabi ndMotherla And the world. .	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	29- knowledge Scientific methodology	and Cognitive skillful	2	VI-V
and questions				2	-Seventh

answers		the With details Stages in study . different	and Cognitive skillful	2	eighth
mexa Daily	Communicative	4- You know some on requester Characters Islamic Historical	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	30- the some Eat I that problems Country faced Abbasiya from beginning Established enAnd ev Dropp off Country	and ognitiveC skillful	2	-Eleventh twelfth
oral test	Discussion and dialogue		and Cognitive skillful	2	Thirteenth - fourteenth
and questions answers	Discussion and dialogue	31- to get to requester know from the aim the date study Abbasi Islamic	and Cognitive skillful		Fifteenth
	Discussion and dialogue	32- Identifying the most important countries that emerged in the Islamic Levant during the period of weakness of the Abbasid			

		Caliphate in Baghdad			
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#### 155. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١ • Daily tests and reports:  
 ٢ • Monthly exams:  
 degrees ٤ • Total:  
 marks ٦ • Final exam:

#### 156. Learning and teaching resources

- Hemid righteous son Ali ، Islami–Al ientOr date in Studies
- Qab son Muhammad .. Wusi–Al age in Islamic the East
- Taha Sins the one Abdul ، Islamic Orient And civilization date in Studies
- . Internet Sites

(....scientific journals, reports) references sources and

## Course Description Form

1. Course Name:	Sustainable development
2. Course Code:	
3. Semester / Year:	Fourth semester / 2025
4. Description Preparation Date:	27-1-2025
5. Available Attendance Forms:	Classroom

	160	

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

28 Hours/ 2 Units

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

Name: ali sami  
Email: alisami92ali@gmail.com

**8. Course Objectives**

references related to the lesson material

Inductive thinking skills to reach correct hypotheses about the material

Extracting scientific material from the textbook and external sources

Deductive thinking skills to develop subject- specific conclusions

Value

Statement of learning outcomes 4

How to lecture, discuss, and debate, and encourage students to

Expressing their opinions during the lecture

**9. Teaching and Learning Strategies****Strategy**

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

10. Course Structure					
1. Course Evaluation					
Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
			name	method	
		Outcomes			method
1-2	4	Sustainable development	afhum liltanmiat almustadama	Discussion	questions and answers
3-4	4	Sustainable development	aihdaif altanmiat almustadama	Communicative	Oral Test
5-6	4	Sustainable development	rakayiz altanmiat almustadamat	Discussion	First monthly exam
7-8	4	Sustainable development	alaimtihan al'awal	Communicative	Discussion
9-10	4	Sustainable development	aibead altanmiat almustadama	Communicative	Daily exam
11-12	4	Sustainable development	mutatalabat altanmiat almustadama	Discussion	Second month exam
13-14	4	Sustainable development	altanmiat almustadamat fi aleiraq	Discussion	Oral test
15	4		alaimtihan althaani		End of semester exam



Oral exam: 5  
 Daily preparation: 5  
 Conducting experiments and reports : 10  
 Monthly exams: 20  
 Total: 40 degrees  
 Final exam: 60 marks

## 2. Learning and teaching resources

### Main references (books)

-The book on sustainable development in the exploitation of natural resources and renewable energy Nizar Awni Al

Main references (sources) Websites of libraries accredited in human developm ent

Recommended books and references (scientific journals, reports...) Labadi  
 Sustainable development, its philosophy and planning methods Othman  
 Muhammad Ghoneim Magda Abu Zant  
 Electronic References, Websites

Electronic patches

## Course description form

157.	Course Name
	Measurement and evaluation
158.	Course Code
159.	year / Semester
	٢٠٢٤/semester urthFo
160.	Date this description was prepared
	٢٠٢٤-١٥-٣
161.	Available attendance forms
	Classroom
162.	(Number of study hours (total)/number of units (total
	units 2 / hours 30

	163	

163. Name of the course administrator (if more than one name is mentioned)

Jawad Hussein Zainab . millimeter

164. Course objectives

and the Understand and understand the subject of measurement and evaluation –1A  
of measurement, evaluation and tests importance

evaluation with the subject of measurement and It makes the student familiar –2

Understand the concept of measurement and its types, the concept of evaluation –3  
.and its types, and the concept of tests and their types

4\_ Understanding requester Properties Psychometrics like Honesty And Consistency

165. strategies Teaching and learning

33- of measurement and . evaluation	Introducing students to the importance	The strategy
34- topics related to the concept of measurement, the concept of evaluation, and the concept of tests	Developing and enabling students to understand	
35- areas of difference and difference between the Evaluation, tests, and the relationship between them . measurement	Recognizing	

166. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	Concept of measurement	and Cognitive skillful	2	the first second
oral test	Communicative	The concept of calendar and its types	and Cognitive skillful	2	IV-III
First month exam	Discussion	The relationship	and Cognitive	2	VI-V

	164	

and questions answers	and dialogue	between measurement, evaluation and tests	skillful	2	-Seventh eighth
exam Daily	unicComm ative	Tests and their types	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative	Oral exams have and advantages disadvantages	and Cognitive skillfu	2	-Eleventh twelfth
oral test	Discussion and dialogue	Types of written tests, advantages and disadvantages	and Cognitive skillful	2	Thirteenth - fourteenth
and questions ersansw	Discussion and dialogue	Psychometric properties of the measurement	and Cognitive skillful	2	Fifteenth
	Discussion and dialogue	HERE ARE TYPES T AND CHARACTERISTICS OF HONESTY AND CONSISTENCY	and Cognitive skillful		

#### 167. Course evaluation

°Oral exam:

°Daily preparation:

١ • Daily tests and reports:

٢ • Monthly exams:

	165	

degrees ٤ • Total: marks ٦ • Final exam:
168. Learning and teaching resources
books . ١٩٢٧

### Course description form

1. Course Name	
ookCurricula and textb	
2. Course Code	
3. year / Semester	
٢٠٢٤ semester / Fifth	
4. Date this description was prepared	
٢٠٢٤-٦-٨	
5. Available attendance forms	
Classroom	
6. (Number of study hours (total)/number of units (total	
units 2 / hours 30	
7. (urse administrator (if more than one name is mentionedName of the co	
: M . M . Enas Ali Jawi      EmailBadrawi@uowasit.edu.iq .Enas	
8. Course objectives	
<p><b>The student's familiarity with the concept of the curriculum in language, - ١</b></p> <p><b>ween the old and modern curriculumterminology, and comparison bet</b></p> <p><b>Introducing the student to the most important factors that helped in the - ٢</b></p> <p><b>development of the curriculum</b></p> <p><b>Knowing the foundations based on which the curriculum was built - ٣</b></p> <p><b>e curriculum (objectives, teaching Introducing the student to the elements of th . ٤</b></p> <p><b>.( and educational methods , content and evaluation , methods</b></p> <p><b>Identify the types of curricula and their characteristics . ٥</b></p>	
9. Teaching and learning strategies	
s, receiving their answers, and discussing Questioning strategy: Asking students question . ١ them	The strategy
Cooperative learning strategy: Distributing tasks among students as a cooperative work to .	

reach the goals to be achieved ng students' Discussion and dialogue strategy: presenting the main ideas of the topic, receiving questions and answers, and explaining the details of the topic that are ambiguous to them	
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10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
and questions answers	Discussion and dialogue	Definition of the curriculum in language and terminology	and Cognitive skillful	۲	the first second
oral test	Communicative	The concept of curriculum	and Cognitive skillful	2	IV-III
First month exam	Discussion and dialogue	Foundations of curriculum construction	and Cognitive skillful	2	VI-V
and questions answers	Communicative	Curriculum elements	and Cognitive skillful	2	-Seventh eighth
exam Daily	Communicative	Types of curricula	and Cognitive skillful	2	-Ninth tenth
Second month exam	Communicative			2	-Eleventh twelfth
oral test	Discussion	Methods of	and itiveCogn skillful	2	Thirteenth

and questions answers	and dialogue  Discussion and dialogue  Discussion and edialogu	splaying datadi  Curriculum evaluation  Curriculum development  school book	and Cognitive skillful  and Cognitive skillful	2	- fourteenth  Fifteenth
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#### 11. Course evaluation

°Oral exam:  
 °Daily preparation:  
 ١ • Daily tests and reports:  
 ٢ • Monthly exams:  
 degrees ٤ • Total:  
 marks ٦ • exam: Final

#### 12. Learning and teaching resources

Curriculum and textbook  
 Prof. Dr. Kazem Karim Al Jabri  
 Modern curricula and teaching methods  
 Prof. Dr. Ali Mohsen Attia

(....scientific journals, reports) references sources and

## Course Description Form

1. Course Name:

Contemporary History of Arab Countries

	168	



2. Course Code:	
3. Semester / Year:	
Fourth semester / 2025	
4. Description Preparation Date:	
27-1-2025	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
28 Hours/ 2 Units	
7. Course administrator's name (mention all, if more than one name)	
M.M. Murtada Adnan Nasser	
8. Course Objectives	
<p>This course aims to study the history of contemporary Arab countries, and to demonstrate the civilizational role played by contemporary Arab entities, whether in Eastern Arabia (Iraq) or in other regions of the Arabian Peninsula, the Arabian Gulf, and the Maghreb in Algeria and Tunisia... The focus will be on the political, economic, social, and religious conditions of the countries after the outbreak of .World War I in 1914 until the end of the Cold War in 1991</p>	
9. Teaching and Learning Strategies	
Strategy	1- Delivering lectures in person 2- Using modern learning methods (videos, presentation, PDF files,)

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-2	4	Sustainable development	Federalist policy and its impact on the Arab countries. The First Arab Conference in Paris 191 <sup>9</sup>	Discussion	questions and answers
3-4	4	Sustainable development	Sharif Hussein-McMahon negotiations The Arab Revolt of 1916	Communicative	Oral Test
5-6	4	Sustainable development	Sykes-Picot Agreement Balfour Declaration Interrogation	Discussion	First monthly exam
7-8	4	Sustainable development	The Arab Question in Public Pledges First Month Exam	Communicative	Discussion
9-10	4	Sustainable development	The Arabs and the Paris Peace Conference  The 1919 Revolution in Egypt	Communicative	Daily exam
11-12	4	Sustainable development	The 1924 Revolution in Sudan  The 1925 Revolution in Syria	Discussion	Second month exam

			The 1932 Revolution in Tunisia		
13-14	4	Sustainable development	The 1936 Revolution in Palestine Interrogation The 1954 Revolution in Algeria	Discussion	Oral test
15	4		The Second Month Exam		End of semester exam

### 1. Course Evaluation

Oral exam: 5  
Daily preparation: 5  
Conducting experiments and reports : 10  
Monthly exams: 20  
Total: 40 degrees  
Final exam: 60 marks

### 2. Learning and teaching resources

Main references (books  
Contemporary History of Arab Countries (Ibrahim Khalil Ahmed)  
Lectures prepared by the subject professor  
Websites on the Internet

Electronic patches

	171	

## Course Description Form

1. Course Name:	
computer	
2. Course Code:	
3. Semester / Year:	
Fourth semester / 2024	
4. Description Preparation Date:	
8-3-2024	
5. Available Attendance Forms:	
Classroom + laboratory	
6. Number of Credit Hours (Total) / Number of Units (Total)	
70 Hours/ 4 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Sara khlaf joad	
8. Course Objectives	
<p>Getting to know the concept of computers networks, what is the Artificial intelligent , and what are the advantage of its study ,getting to know of this study in most of fields</p>	
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>A1- Historically, knowledge of the development of the computer networks.</p> <p>A2-Learning about Artificial intelligent</p> <p>A3- Know how to use it</p> <p>A4- Get to know about Artificial intelligent in learning</p> <p>A5- Get to know about Artificial intelligent in health field</p> <p>A6- Get to know about Artificial intelligent in transport</p>
10. Course Structure	

	172	

Week	Hours	Required Learning	Unit or subject	Learning	Evaluation
1. Course Evaluation			name	method	
		Outcomes			method
1-2	5	Static electricity	Static electricity	Discussion	questions and answers
3-4	5	background	Introduction to computers and network	Discussion and questioning	Oral Test
5-6	5	Hardware & software	Artificial intelligent with learning	Discussion + Practical laboratory	First monthly exam
7-8	5	Output devices	Artificial intelligent in health field	Communicative + Practical laboratory	Discussion
9-10	5	How to use it	Artificial intelligent in transports	Communicative + Practical laboratory	Daily exam
11-12	5	Computers interrupts	Some of errors of computers and how to fix it	Discussion + Practical laboratory	Second month exam
13-14	5	How to use it	Artificial intelligent with mobile	Discussion + Practical laboratory	Oral test
15	5	How to use it	Artificial intelligent in health		Oral test

1. Theoretical exam 2- Requesting reports from students to learn how to research 3- Practical exam

## 2. Learning and teaching resources

The textbook is computer basics and its office applications

## Course description form

1. Course name
Baath Party crimes
2. Course code
3. Semester/year
Third semester/2020
4. The date this description was prepared
2020/9/3
5. Attendance forms are available
Classroom
6. Number of study hours (total)/number of units (total)

	174	



34 hours / 2 units

## 7. Name of the course administrator

M. M. Murtadha Adnan Nasser

## 8. Course objectives

1. Introducing students to the most important events and crimes committed by the Baath regime in Iraq during its rule of Iraq
2. Identify the types of crimes and violations against humanity
3. Study and learn about the penalties and decisions that were issued by the Iraqi Supreme Criminal Court against criminals who were members of the Baath Party and its cronies
4. Identify the most important crimes and violations committed by Students' knowledge of the members of the Baath regime, the number of victims, and their burial places in mass graves and prisons
5. Knowing the penalties and decisions issued by the Iraqi Supreme Criminal Court and prison terms and penalties against every accused who participated in the killing and the torture of the Iraqi people, each according to his role in these crimes

## 9. Teaching and learning strategies

1. Explaining, defining and understanding the crimes of the Baath regime in Iraq
2. Knowing the reasons and motives for these crimes that were committed against the Iraqi people, regardless of their various minorities, components, and nationalities
3. Teaching female students how to employ and understand the most prominent definitions of crimes in language and terminology according to each science, legally, psychologically, socially, and Sharia

## 10. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	week
Daily exam	Discussion and dialogue	The concept of crimes and their types	Cognitive and skillful	2	First
		Introduction to the types of international		2	second

viva voce	Interrogation method	crimes	Cognitive and skillful	۲	Third fourth
First month exam	Discussion and dialogue	Decisions issued by me the Iraqi Supreme Criminal Court ۲۰۰۵	Cognitive and skillful	۲	Fifth sixth
discussion	Interrogation method	Psychological and social crimes, their effects, and violations of the Baathist regime in Iraq	Cognitive and skillful	۲	Sevent h-
Daily exam	Experimental	Militarization of society and violations of Iraqi laws	Cognitive and skillful	۲	eighth
	Discussion and dialogue	Environmental crimes and prison locations of the Baathist regime in Iraq	Cognitive and skillful	۲	Ninth-
Second month exam	Discussion and dialogue	Destroying cities and villages, draining marshes, and bulldozing orchards	Cognitive and skillful		tenth
viva voce	Discussion and dialogue	Mass grave crimes, their locations, and genocide	Cognitive and skillful		Eleven th - twelft h
discussion					Thirte enth - fourte enth

<b>11. Course evaluation</b>					
<b>Oral exam: 5</b> <b>◦Daily preparation:</b> <b>١ • tests and reports: Daily</b> <b>٢ • Monthly exams:</b> <b>degrees ٤ • Total:</b> <b>marks ٦ • Final exam:</b> <b>١ • Practical:</b>  <b>٢ • Monthly exams:</b>  <b>degrees ٤ • Total:</b>  <b>marks ٤ • Final exam:</b> <b>٢ • Practical:</b>					
<b>12. Learning and teaching resources</b>					
<b>Crimes of the Baath regime in Iraq / A course for all public and private universities.</b> <b>(Main references (sources</b> <b>(....Recommended (scientific journals, reports</b> <b>Electronic references, Internet sites <a href="https://www.hrw.org">https://www.hrw.org</a></b>					

### Course description form

<b>1. Course Name</b>
Arabic language
<b>2. Course Code</b>
<b>3. Semester / year</b>
Fourth semester ٢٠٢٠/
<b>4. Date this description was prepared</b>
٢٠٢٠-٢-٢
<b>5. Available attendance forms</b>

Classroom					
6. Number of study hours (total)/number of units (total)					
5 ٤ hours ٣ / units					
7. Name of the course administrator (if more than one name is mentioned(					
D.Muayad Majeed Hameed					
8. Course objectives					
<b>A1</b> -Introducing students to the general principles of the Arabic language. 2- Developing students' skills in applying the principles of Arabic grammar while using it in various and diverse fields. 3 Using a method to discover common linguistic errors in contemporary usage- 4. The need for students themselves to begin reading literary texts to develop their reading and speaking skills.					
9. Teaching and learning strategies					
1- Follow the method of discussion and dialogue in presenting the linguistic material.. 2- Introducing students to the general principles of the Arabic language.Identifying the problems that arose in Andalusia and how the Arabs reached it and ruled it.					<b>The strategy</b>
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exam	Communicative	Verses from the Holy Quran	Cognitive and Skillful	٢	The first second
First month test	Communicative	Grammar: Sections of speech Noun, verb and letter	Cognitive and Skillful	٢	III-IV
oral test	Communicative	Types of knowledge	Cognitive and Skillful	2	Fifth
First month exam	Communicative	<b>Identified as AI</b>	Cognitive and Skillful	٢	Sixth
questions and answers	Communicative	<b>The era of governors</b>	Cognitive and Skillful	2	V-VI
questions and answers	Communicative	Conscience	Cognitive and Skillful	2	Seventh-eighth
questions and	Communicative		Cognitive and		Eighth

	178	

answers	Communicative	Singular and dual and its parsing	Skillful	2	
Daily testing	Communicative	Parsing of Muthanna	Cognitive and Skillful	٢	Ninth
Daily exam	Communicative	Sound masculine plural	Cognitive and Skillful	٢	tenth
Daily exam	Communicative	Sound feminine plural	Cognitive and Skillful	2	eleventh
	Communicative	Collect crushing	Cognitive and Skillful	٢	Twelfth
	Communicative	Collect crushing	Cognitive and Skillfu	٢	Thirteenth
Daily exam		<b>Zuhair's poem</b>	Cognitive and Skillfu	2	fourteenth
Daily exam		bn Zaydun's poem	Cognitive and Skillfu	٢	Fifteenth
Monthly exam					

#### 11. Course evaluation

Oral exam: 5

Daily preparation: 5

Daily tests and reports: 10

Monthly exams: 20

Total ٤٠ :degrees

	179	

Final exam: 60 marks
12. Learning and teaching resources
<ul style="list-style-type: none"><li>- Abbas Hassan Adequate grammar</li><li>- Dr. Abdo Al-Rajhi, Morphological application</li><li>- Ahmed Hassan Al-Zayat, History of Arabic Literature</li></ul>