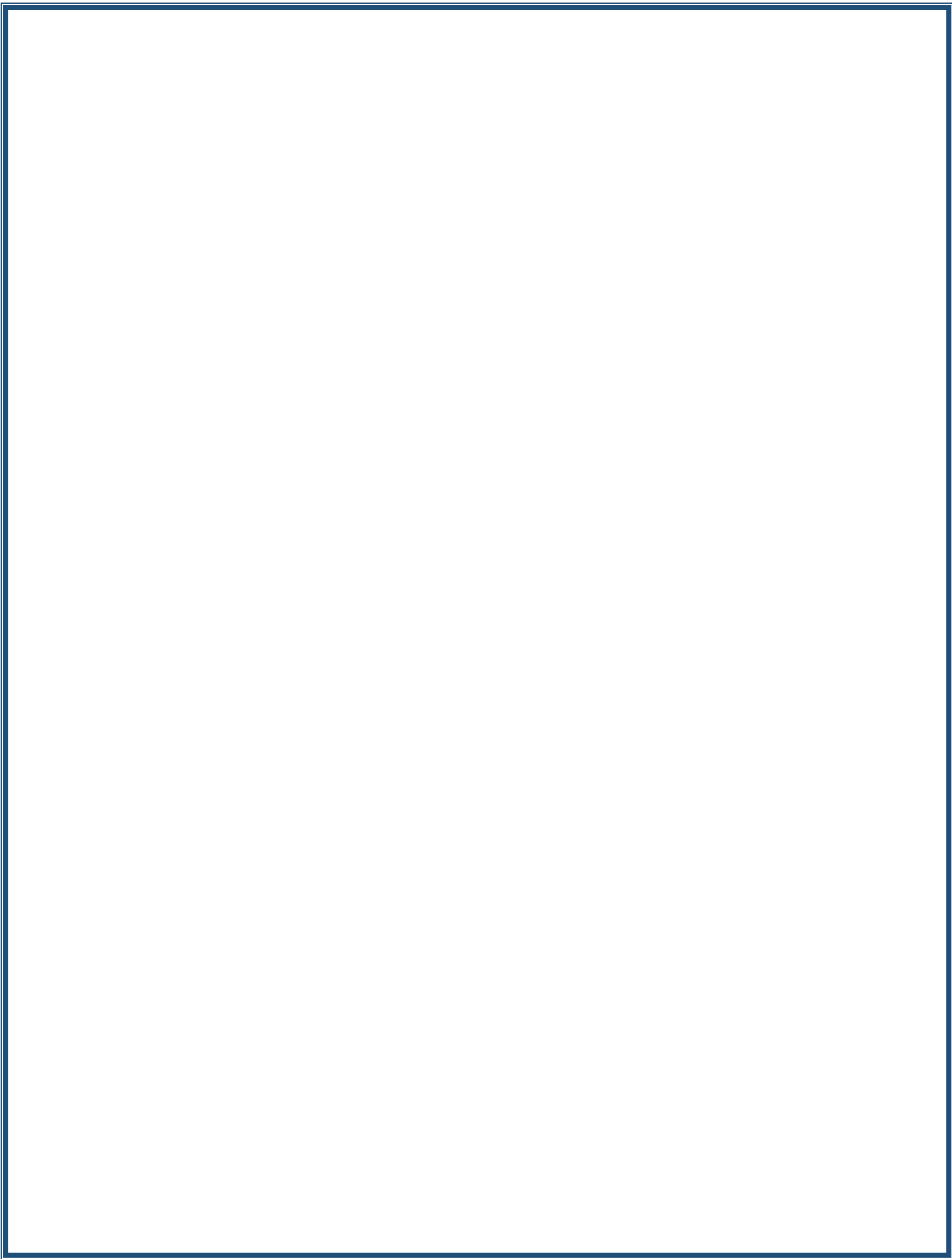


**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2026



:the introduction

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

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

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

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

:Concepts and terminology

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: Wasit University
College/Institute: College of Education for Human Sciences
Scientific Department: Department of History
Academic or Professional Program Name: Ph.D. - Islamic
Final Degree Awarded: Ph.D. in Islamic History



Signature:

Signature:

Head of Department Name: Ahmed B. Jumaah

Name of the Scientific Assistant: Prof. Dr. Nasser Wali Faryeh

Date: 16/11/2025

Date: 16/11/2025

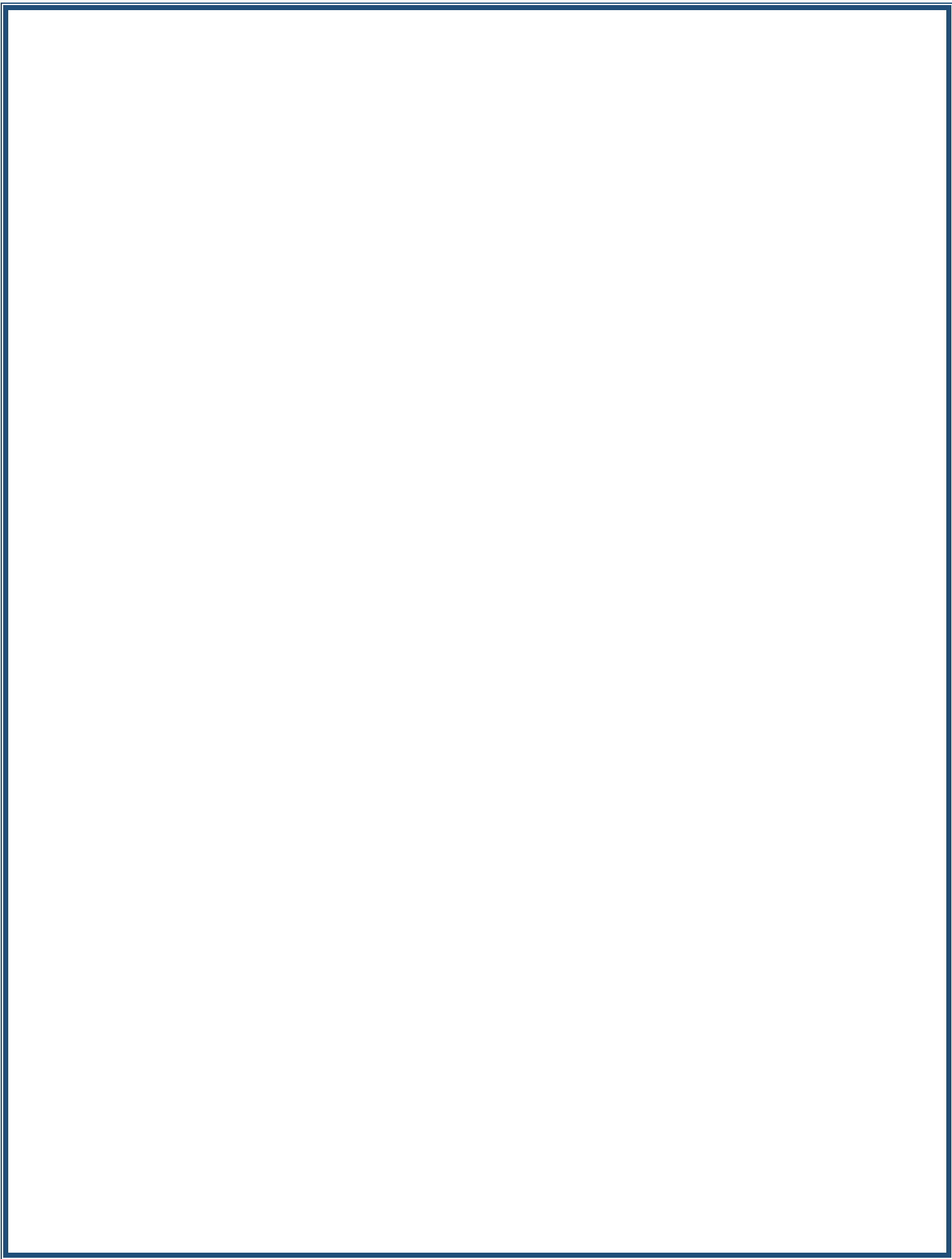
The file is checked by
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance
Department:
Date:
Signature:

16/11/2025

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

Approval of the Dean

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



Program Vision .١

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

Program message .٢

The mission of the history curricula is to find sound ways and means to study human history in a comprehensive manner that focuses on drawing inspiration from its civilizational, human and moral values and emphasizing the student's role in the educational process as the focus of the educational and pedagogical process at the university level, as well as preparing a cadre of teachers who

believe in the educational system in Iraq, which is based on the principles of the new Iraqi constitution, and benefiting from all global experiences in the field of history curricula, especially the curricula of countries that are similar in their social structure to Iraq

Program objectives ٣.

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

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

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

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

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

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

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

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

Program accreditation .٤

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

Other external influences .٥

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

Program structure .١

* comments	Percentage	Study unit	Number of courses	Program structure
		28	14	Institutional requirements

				College requirements
essential		28	14	Department requirements
		/	/	Summer training
		/	/	Other

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

Third: Islamic PhD Program, First Course

Subject code	Name of the subject in English	Hours	Units	Name of the material	T
UWA26 - CEH - HIS - B601	Studies in Ibn Khaldun's Introduction		2	Studies in Ibn Khaldun's Introduction	1
UWA26 - CEH - HIS - B602	Studies in the history of Buyid control over Iraq (334- 447 AH)		2	Studies in the history of Buyid control over Iraq (334- (AH 447	2
UWA26 - CEH - HIS - B603	Fundamentals of written research and analysis		2	Principles of research and biblical analysis	3
UWA26 - CEH - HIS - B604	Studies in the history of the Almoravid and Almohad states		2	Studies in the history of the Almoravid and Almohad states	4

UWA26 - CEH - HIS - B605	Human rights in Islamic heritage until the end of the seventh century AH		2	Human rights in Islamic heritage up to the end of the seventh century AH	5
UWA26 - CEH - HIS - B606	Studies in the History of Islamic Cities		2	Studies in the History of Islamic Cities	6
UWA26 - CEH - HIS - B607	English Language		1	English language	7

Fourth: Islamic PhD Program, Second Course

Subject code	Name of the subject in English	Hours	Units	Name of the material	T
UWA26 - CEH - HIS - B608	Studies in the History of the Seljuk Sultanate in Iraq (447-590 AH)		2	Studies in the history of the Seljuk Sultanate in Iraq (447- (AH 590	8
UWA26 - CEH - HIS - B609	historical writing bearings		3	Trends in Historical Writing	9
UWA26 - CEH - HIS - B610	Studies in the History of the Mughals in India		2	Studies in the History of the Mughals in India	1 0
UWA26 - CEH - HIS - B611	Studies in the history of the Qarmatians		2	Studies in the History of the Qarmatians	1 1

UWA26 - CEH - HIS - B612	Studies in the Philosophy of History		3	Studies in the Philosophy of History	1 2
UWA26 - CEH - HIS - B613	Studies in The Islamic Economic Thought		2	Studies in Islamic Economic Thought	1 3
UWA26 - CEH - HIS - B614	English Language		1	English language	1 4
Program Description .٢					

Expected learning outcomes of the program .٣	
of Knowledge Pain	
To understand historical facts and have a general understanding of the science of history To describe, explain, and define matters related to the science of history and its auxiliary sciences The student's exposure to history contributes to enhancing the abilities he possesses To distinguish the facts, highlight the differences between them, and arrive at their causes and consequences He understands, studies, deduces, and arrives at important concepts in his studies and life The general public	A1. Providing basic knowledge of history A2. The ability to critically evaluate and apply relevant knowledge to solve problems or address issues within the field A3. Awareness of current trends and developments
Skills	
The student should be able to teach this subject and prepare a report or research paper in this field, thus contributing to learning from the experiences of previous scholars Islamic concepts of many problems may require	Critical thinking Communicating concepts

.these individuals to think outside the box The student should learn skills to communicate what .he learns, utilize his abilities, and develop them The student is introduced to the new terms and concepts included in the history curriculum, then he discards his .existing concepts in order to compare and develop them	Participation
Learning Outcomes Statement 3	Learning Outcomes 3
Values	
The student should understand his characteristics, –١ .ideas, and values The student should be aware of his own abilities and –٢ .the abilities of others	Professional responsibility
On request, candidates must demonstrate –٣ honesty, integrity, and professional competence in all aspects of their work, including taking responsibility for their actions, maintaining .confidentiality, and embracing cultural diversity And to help him acquire spiritual, social, economic, and political values, and to develop his human relationships and positive attitudes in light of what he has studied and .learned	Integrity and professional competence

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

Practicing communication skills	.٦
Classroom management and discipline practices	.٧

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

Faculty	.11
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in the Department of History – Islamic Studies PhD Faculty members	–١
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Specialization	General jurisdiction	Scientific title	Certificate	The full name of the instructor
Islamic history	date	.Mr	PhD	Prof. Dr. Muhammad Hussein Ali
Islamic history	date	.Mr	PhD	Prof. Dr. Fadel Jaber Dhahi
Islamic history	date	.Mr	PhD	Prof. Dr. Israa Mahdi Mazban
Islamic history	date	.Mr	PhD	Prof. Dr. Aqeel Abdullah Yassin
Islamic history	date	.Mr	PhD	Prof. Dr. Haider Mazhar Askar
Islamic history	date	.Mr	PhD	Prof. Dr. Riyadh

				Abdul Hussein Radhi
Islamic history	date	.Mr	PhD	Prof. Dr. Ahmed Mohamed Joudi
Islamic history	date	.Mr	PhD	Prof. Dr. Thamer Naaman Mustafa
Islamic history	date	assistant professor	PhD	Dr. Shamkhi Yaber Owaid
Islamic history	date	assistant professor	PhD	Dr. Sawsan Fadhil Kadhim
Islamic history	date	assistant professor	PhD	Dr. Shaimaa Badr Abdullah

Internal lecturers .2

Scientific title	Specialization	Certificate	the name	T
.Mr	English language	PhD	Hash M Aliwi Muhammad	-1

Professional Development .12

Orienting new faculty members

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

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

Professional development for faculty members .13

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

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

Admission Criteria .14

- Establishing the regulations related to enrollment in the college or institute,)
(whether central admission or other mentioned
- Adopting admission requirements in accordance with the regulations of .1
the Ministry and the University
- Passing the personal interview and demonstrating linguistic and physical .2
fitness
- .Consider the acceptance rate and competitive test .3
- Compliance with the department's capacity .4

Key sources of information about the program .15

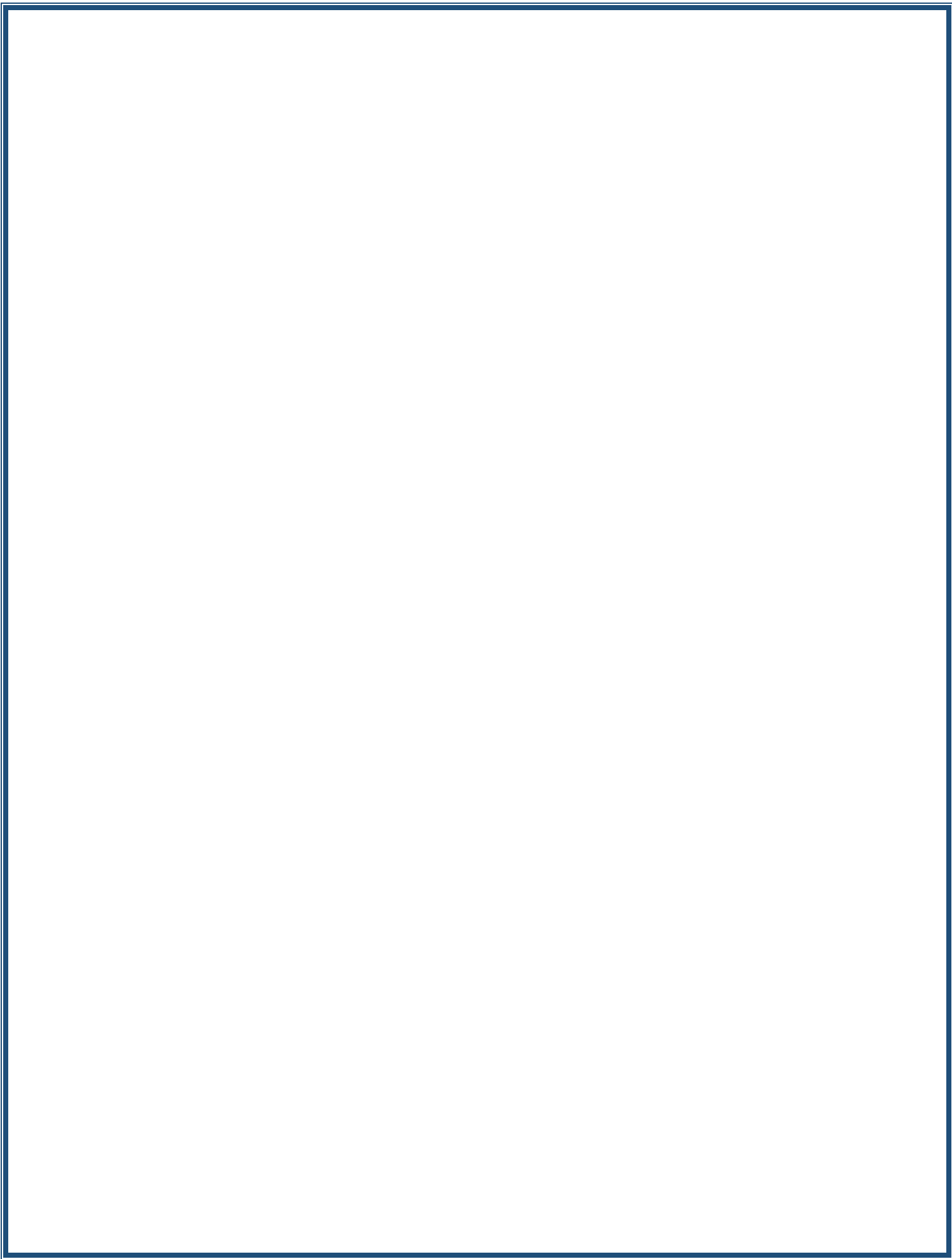
Central Admissions Guide

The department's official web pages

Program Development Plan .16

. %20 Curriculum development within the stipulated percentage of
The aim is to qualify the program for national and international academic
.accreditation

Likewise, the material is developed according to the dictates of the country's situation, which helps to stabilize it, and taking into account modern studies that bring new facts and theories based on changing convictions about some historical events and facts. This results in adding new vocabulary to the curriculum, according to the recommended methods and instructions or suggestions through the .channels



Program Skills Plan															
Learning outcomes required from the program															
Values				Skills				Knowledge				Essential or optional	Course Name	Course code	Year / Level
Q 4	Part 3	Part 2	Part 1	B4	B 3	B2	B1	A 4	A3	A2	A1				
	/	/	/		/	/	/		/	/	/	essential	-1 Human rights in Islamic heritage up to the end of the		First course

													seventh century AH		
	/	/	/		/	/	/		/	/	/	essential	-2 Studies in the history of Buyid control over Iraq 447-334) (AH		Phase One
	/	/	/		/	/	/		/	/	/	essential	-3 Principle		Phase One

													s of research and textual analysis		
	/	/	/		/	/	/		/	/	/	essential	–4 Studies in the history of the Almoravi d and Almohad states		Phase One

	/	/	/		/	/	/		/	/	/	essential	-5 Studies in Ibn Khaldun' s Introducti on		Phase One
	/	/	/		/	/	/		/	/	/	essential	-6 Studies in the History of Islamic Cities		Phase One
	/	/	/		/	/	/		/	/	/	essential	-7		Phase One

													English language		
	/	/	/		/	/	/		/	/	/	essential			
	/	/	/		/	/	/		/	/	/	essential			Second course
	/	/	/		/	/	/		/	/	/	essential	Studies 1 in the History of the Seljuk Sultanate in Iraq 590–447) (AH		Second course

	/	/	/		/	/	/		/	/	/	essential	-2 Studies in the History of the Mughals in India		Second course
	/	/	/		/	/	/		/	/	/	essential	-3 Studies in the History of the Carthagin ians		Second course

	/	/	/		/	/	/		/	/	/	essential	-4 Studies in the Philosophy of History		Second course
	/	/	/		/	/	/		/	/	/	essential	-5 Studies in Islamic Economic Thought		Second course
	/	/	/		/	/	/		/	/	/	essential	-6 Trends in		

														historical writing		
														-7		
														English language		

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



First course

Course description template

1. Course name	:
Principles of research and analysis in the writing laboratory	
2. Course code	:
UWA26 – CEH – HIS – B603	
3. Chapter/Year	:
Islamic Studies PhD Stage, First Course / 2025–2026	
4. Date this description was prepared	:
2025/9/1	
5. Available attendance formats	:
My presence	
6. Number of study hours (total) / Number of units (total)	:
hour, two units/30	
7. Name of the course coordinator (if there is more than one name, mention it along with the personal email address)	:
<u>rrathi@uowasit.edu.iq</u> : Prof. Dr. Riyadh Abdul Hussein Radhi Email –1	
8. Course Objectives	:

How to verify the accuracy of historical narratives and texts before using them in research -1 to practice the process of criticism, How -2 .analysis, and deconstruction Identifying the reasons for lying among -3 .historians Identifying the methods used by historians in -4 .marketing their narratives Conducting practical exercises on what has -5 .been studied theoretically				Course Objectives	
Teaching and learning strategies .٩					
Interactive lectures and group • discussions through the posing of . methodological questions papers and their discussion with • students Submitting a comprehensive research • paper at the end of the course serves as a practical application of what has .been studied					
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week

Classroom performance and exams	Lecture and discussion	An overview of the origins of historical research (a reading of the mechanism and a review of the most important writings on the methodology of historical research).	To familiarize students with the most important sources and references related to the principles of research and analysis in writing.	2	the first
Classroom performance and exams	Lecture and discussion	Some concepts and terms that a historian needs in his writing work.	To familiarize students with the most important methodological concepts and terminology and how to use them correctly.	2	the second
Classroom performance and exams	Lecture and discussion	How to present the text (introduce it)	How to identify the nature and content of a text	2	the third
Classroom performance and exams	Conducting a practical exercise on a historical	practical application	training	2	Fourth

	narrative or text				
Classroom performance and exams	Lecture and discussion	How to analyze historical text	Teaching him how to analyze a historical narrative or text before employing it in his research or study	2	Fifth
Classroom performance and exams	Conducting a practical exercise on a historical novel or text	practical application	training	2	Sixth
Classroom performance and exams	Conducting a practical exercise on a historical novel or text	How to comment on a historical text (criticism)	Teaching him how to critique a text from both the outside and the inside	2	Seventh
Classroom performance and exams	Conducting a practical exercise on a historical novel	practical application	training	2	Eighth

	or text				
Classroom performance and exams	Conducting a practical exercise on a historical novel or text	How to structure the text and extract its results	Teaching him how to organize the text and how to draw conclusions from it	2	Ninth
Classroom performance and exams	Conducting a practical exercise on a historical novel or text	practical application	training	2	tenth
How to address a specific historical problem, deconstruct its texts, utilize the extracted information, deal with the expressions used in its texts, formulate and employ the methodological question, and then interpret the information accumulated during the research process.					
Classroom performance and exams	Conducting a practical exercise on a historical novel or text	Practical application	Comprehensive training covering everything studied	2	eleventh
Classroom performance and	Conducting a practical exercise	Practical application	Comprehensive training covering everything	2	twelfth

exams	on a historical narrative or text		studied		
Classroom performance and exams	Conducting a practical exercise on a historical novel or text	Practical application	Comprehensive training covering everything studied	2	thirteenth
Classroom performance and exams	Conducting a practical exercise on a historical narrative or text	Practical application	Comprehensive training covering everything studied		fourteenth
Classroom performance and exams	Conducting a practical exercise on a historical narrative or text	Practical application	Comprehensive training covering everything studied		fifteenth

:Course evaluation .\ \

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

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

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

:Learning and teaching resources

/	Required textbooks (methodology, (if applicable
Principles of Criticism and -1 Analysis in Historical Writing – Dr. Murtada Hassan Al-Naqeeb Problems of Reading and .2 Interpretation, Nasr Hamid Abu Zayd A Critique of Historical .3 Narratives among Muslims, by Farouk Omar Fawzi Ibn Khaldun's Introduction .4 The Concept of History, .5 Abdullah Laroui Historical Criticism, by .6 Angelo Aussinopos , Paul Mass, and Immanuel Kant	Main references (if any)
All journals that deal with historical studies	Recommended supporting books and references (scientific journals, ,reports ,....)
Libraries that deal with practical research and its methodologies	Electronic references, website

Course description template

.١ : Course Name
Human rights in Islamic heritage up to the end of the seventh century AH
.٢ : Course code
UWA26 – CEH – HIS – B605
.٣ : Chapter / Year
PhD in Islamic History – First Course – (2025–206)
.٤ : Date this description was prepared : 1/9/2025
.٥ : Available forms of attendance
Official (regular) working hours
.٦ : Number of study hours (total) / Number of units (total)
30 hours per year. 2 hours per week
.٧ : Name of the course coordinator (if there is more than one, please mention it)
Name : Dr. Shamkhi Yaber Owaid
shyabir@uowasit.edu.iq : Email

Course objectives .٨					
..... • • • • •			Providing postgraduate students with -1 basic historical information related to human rights Providing postgraduate students with -2 historical sources that dealt with human rights Providing graduate students with -3 information about the course of events in Islamic history Providing graduate students with -4 information about historical periods Contributing to enhancing scientific -5 capabilities in the field of history		
Teaching and learning strategies .٩					
.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Teaching strategy: A series of observations3-				strategy	
Course structure .١٠					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Develop a concept and op a nature of human rights lesson plans among ancient and peoples and pre-Islamic formulate Arabs	knowledge, understanding, -١ and comprehension of the material regarding the course content Required By explaining the required -٢ material using all available illustrative methods Receiving questions .3	hours 2	1	

	appropriate questions for the lesson topic, then Lecturer/Discussion		from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared It has more than Students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	human rights among ancient peoples	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .3 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared It has more than two students	Hours 2	2

Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	Human rights in the Holy Quran	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is Reports can be single or double and are submitted by more than two .students	Hours 2	3
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then	Human rights in the Prophet's Sunnah	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5	Hours 2	4

	Lectur er/Dis cussio n		reports And this is The reports are single or double, shared as more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lectur er/Dis cussio n	Human rights according to the Ahlul-Bayt (peace be upon them)	Knowledge, -1 understanding, and comprehension of the material regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students	Hours 2	5
Classroom performance and exams	Develop a lesson plan and formul	Imam Ali's (peace be upon him) covenant to Malik al-Ashtar and its most important human rights contents	Knowledge, -1 understanding, and comprehension of the material regarding the course content Required through	Hours 2	6

	ate appropriate questions for the lesson topic, then Lecturer/Discussion		explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	Authority after the prophet (peace and blessings be upon him and his family) and human rights	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double,	Hours 2	7

	n		shared as more than two students		
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	Islamic conquests and human rights	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students	Hours 2	8
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions	Human rights violations rulers during the Umayyad era	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2	Hours 2	9

	ons for the lesson topic, then Lectur er/Dis cussio n		from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students		
Classroom m performan ce and exams	Develop a lesson plan and formul ate appro priate questi ons for the lesson topic, then Lectur er/Dis cussio n	the role of the Hisbah in protecting human rights	Knowledge, -1 understanding, and comprehension of the material arding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students	ours 2	10

Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic, then Lecturer/Discussion	role of the judiciary protecting human rights	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students	ours 2	11
Classroom performance and exams	Develop a lesson plan and formulate appropriate questions for the lesson topic,	Ombudsman's office and its role in protecting human rights	Knowledge, -1 understanding, and comprehension of the material Regarding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4	ours 2	12

	then Lectur er/Dis cussio n		Assigning students to prepare -5 reports And this is The reports are single or double, shared as more than two students		
Classroom m performan ce and exams	Devel op a lesson plan and formul ate appropri ate questi ons for the lesson topic, then Lectur er/Dis cussio n	man rights olations by rulers ring the Abbasid era	Knowledge, -1 understanding, and comprehension of the material arding the course content Required through explanation The required material using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports ese reports can be single or double re than two students participate in it	ours 2	13
	Devel op a lesson plan and formul ate	man rights during the Mamluk era	Knowledge, -1 understanding, and comprehension of the material arding the course content Required through explanation The required material	ours 2	14

	appropriate questions for the lesson topic, then Lecturer/Discussion		using all illustrative methods Receiving questions .2 from students And the answer to it Conduct quick oral exams .4 Assigning students to prepare -5 reports And this is Reports are available in single or .double formats More than two students		
	Ask research discussion questions			ours 2	15

Course evaluation .١١

The distribution is as follows : 10 marks for monthly exams, 10 marks for daily exams , 10 marks .for research papers, and 70 marks for the end-of-course exam

Learning and teaching resources .١٢

	Various sources and references
	The main references are diverse sources .pertaining to Islamic heritage Human Rights According to the Ahlul-Bayt (peace be upon them) / Al-Mustafa Center for Islamic Studies Treatise on Rights by Imam Zayn al-Abidin – (peace be upon him) Human Rights in Primary Sources / Dr. Abdul Latif bin Saeed Al-Ghamdi

	Internet sites
	Recommended books and references (scientific journals, reports)
	Electronic references, websites

Course description template

١٢ .	Course name :
	Ibn Khaldun's Introduction Studies in
١٣ .	Course code :

UWA26 – CEH – HIS – B601	
:Chapter/Year .١٤	
(2026–2025) PhD in Islamic History/First Semester	
:Date this description was prepared .١٥	
2026/9/1	
:Available attendance formats .١٦	
My presence	
:Number of study hours (total) / Number of units (total) .١٧	
hours / 60 units 30	
Name of the course coordinator (if there is more than one name, .١٨ (mention it along with the personal email address	
Email	Dr. Shaimaa Bader Abdullah Al-Sarai : the name shbadr@uowasit.edu.iq
Course Objectives .١٩	
Understanding and analyzing the conceptual and intellectual structure of Ibn –1 .Khalidun’s introduction Distinguishing between Ibn Khalidun’s methodological and theoretical –2 .contributions to the humanities Studying the impact of the cultural and political context on the formation of –3 .the concepts of the introduction .Linking Ibn Khalidun's ideas to contemporary intellectual and social issues –4 Developing critical and analytical skills that qualify him for independent –5 .research in classical Islamic thought	Goals Material Study
Teaching and learning strategies .٢٠	

.Learning strategy: planning the collaborative concept -1 .Brainstorming teaching strategy -2 Learning strategy: series of observations -3					
Course structure .٢١					
Evaluati on Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Explaining the material and using scientific such tools as a data projector	An introduction to the life of Ibn Khaldun and the historical context	His life, his era, his background ,Intellectual The importance of the book in human thought	2	Week 1
=	=	Motives for writing the introduction and its place within the book of lessons	Why he wrote it, the relationship of the introduction to the book Al-Ibar, Ibn Khaldun's historical methodology	2	Week 2
=	=	Urbanism theory: concept and types	Bedouin and urban architecture	2	Week 3
=	=	Urban theory, its laws and influencing factors	The relationship between geography and urban development	2	Week 4
=	=	Tribalism and the State: Definition of Tribalism	The role of tribalism in the emergence of states	2	Week 5
=	=	Tribalism and the State: The Emergence and	The role of the state and its phases: emergence, power, and	2	Week 6

		Stages of the State	collapse		
=	=	Economy and urban development: profit, prosperity, and collapse	The development of crafts and industries and the relationship between prosperity and collapse	2	Week 7
		Science and learning: the development of knowledge and a critique of learning .methods	His stance on learning, the impact of the environment on achievement, and his critique of traditional .teaching methods	2	Week 8
=	=	Ibn Khaldun's methodology in reading history and critiquing historians	Verifying the historical narrative and critiquing historians	2	Week 9
=	=	Human society: its necessity and characteristics	The nature of the meeting, its rules and necessities	2	Week 10
=	=	Ibn Khaldun's political thought and its comparison with modern theory	The presence of the introduction in Arab and Western thought	2	Week 11
=	=	Course test		2	Week 12
=	=	Introduction in light of sociology	Comparing the introduction with modern schools of sociology	2	Week 13
=	=	A critical reading of Ibn Khaldun's thought	Contemporary critical readings of the introduction	2	Week 14
		Presenting and discussing research		2	Week 15

٢٢. :Course evaluation	
:The grade out of 100 is distributed as follows –1 The annual effort grade is out of (30) points and is divided into (10) points for the exam and 20 points for attendance, participation and research activities –2 The final written exam grade is (70) marks	
٢٣. :Learning and teaching resources	
١- Ibn Khaldun's Introduction ٢- The Book of Lessons by Ibn Khaldun ٣- Ibn Khaldun's Science of Urbanism , Muhammad Abdul-Hayy ٤- Studies on Ibn Khaldun's Introduction by Sati' al-Husri ٥- Ibn Khaldun's Social Philosophy by Taha Hussein ٦- Ibn Khaldun: His Life and Works by Muhammad Abdullah Anan ٧- Ibn Khaldun's Theory of History and Society - Kamel Ayad ٨- Many letters , theses , and research papers have discussed Ibn Khaldun .*and his book, *The Muqaddimah	Required textbooks (methodology, if applicable)
	Main references (if any)
	Recommended supporting books and references (scientific journals, reports ,....)
	Electronic references, website

Course description template

٢٤. :Course name

e history of the emergence of Islamic cities from their founding until the eighth century AH	
:Course code .٢٥	
UWA26 – CEH – HIS – B606	
:Chapter/Year .٢٦	
Islamic Studies PhD – First Course / 2025–2026	
:Date this description was prepared .٢٧	
2025/9/1	
:Available attendance formats .٢٨	
My presence	
:Number of study hours (total) / Number of units (total) .٢٩	
hours per week (4)	
Name of the course coordinator (if there is more than one name, mention it .٣٠ (along with the personal email address	
sawsan@uowasit.edu.iq : Dr. Sawsan Fadhil Kadhim Email –1	
Course Objectives .٣١	
To provide students with basic information - about the history of Islamic cities from their founding until the eighth century AH Students should understand the reasons - why Muslims chose to conquer Islamic cities .and their historical significance Studying and dividing Islamic society from a - religious and social perspective	Course Objectives
Teaching and learning strategies .٣٢	

• Interactive lectures and group discussions • Reports and daily paperwork • Using geographical and historical references and sources to enrich the lecture • Using a detailed explanation style for the lecture topics • Accessing resources in the library • data projector for the lecture • Using the theoretical aspect in the lecture • The focus is on studying Islamic cities during the Rashidun, Umayyad, and Abbasid periods					
Course structure ٣٣					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and paper delivery	Lecture and brainstorming	The emergence of Islamic cities	Informing students about the history of Islamic cities	16 4	September 1 r Week 1
Classroom performance and paper delivery	Lecture and brainstorming	Reasons for choosing Islamic cities		4	Week 2
Classroom performance and	Lecture and brainstorming	The most important cities		4	Week 3

paper delivery	ming	and their origins			
Classroom performan ce and paper delivery	Lecture and brainstor ming	Components of Islamic society from the perspective Social and tribal The most important religions in Islamic cities		4	Week 4
Classroom performan ce and paper presentatio n	Lecture and brainstor ming	Focus on the impact of location The geography of urban development		16	October
The performan ce in the presentatio n and delivery of	Lecture and discussion	The role of political factors in the Islamic conquests		4	Week 1

the paper					
The performan ce in the presentatio n and delivery of the paper	Lecture and discussion	The most important revolutions and uprisings in Islamic cities		4	Week 2
The performan ce in the presentatio n and delivery of the paper	Lecture and discussion	The impact of revolutions on the emergence of cities		4	Week 3

The performan ce in the presentatio n and delivery of the paper	Lecture and discussion	Orientalist perspective on the emergence of Islamic cities		4	Week 4
Classroom performan ce and paper presentatio n	Lecture and brainstor ming		Informing students about the contributions of the people of Wasit to intellectual life	16	Novembe r
Classroom performan ce and presentatio n Pepper	Lecture and brainstor ming	Contributions of intellectual and religious schools to the emergence and stability of cities		4	Week 1
				4	Week 2
Classroom performan ce and presentatio	Lecture and brainstor ming				

n Pepper					
Classroom performan ce and paper presentatio n	Lecture and brainstor ming	The most important factors and reasons for the continuity of Islamic cities		4	Week 3
Classroom performan ce and paper presentatio n	Lecture and brainstor ming	The emergence of Medina			Week 4
Classroom performan ce and paper presentatio n	The lecture focused on the emergenc e and brainstor	The emergence of the city of Kufa	A presentation of the most important sources and books	16	Decembe r

	ming of .ideas				
Classroom performan ce and exams	Lecture and brainstor ming	The emergence of the city of Basra		4	Week 1
Classroom performan ce and exams	The lecture focused on the emergenc e and brainstor ming of .ideas	The emergence of the city of Damascus			Week 2

Classroom performan ce and paper presentatio n	The lecture focused on the emergenc e and brainstor ming of .ideas	The emergence of the city of Fustat		4	Week 3
Classroom performan ce and paper presentatio n	The lecture focused on the emergenc e and brainstor ming of .ideas	The emergence of the city of Baghdad		4	Week 4
			Exams and end of course	8	January

		monthly exam		4	Week 1
End-of-course exam		Research discussion		4	Week 2
٣٤. Course evaluation					
:The grade out of 100 is distributed according to the following formula The annual effort grade is out of (30) points and is divided into (20) points for –1 attendance, participation and activities and (10) points for monthly exams .The final written exam grade is (70) marks –2					
٣٥. Learning and teaching resources					
ll historical and geographical books such as Dictionary of Countries by Yaqut - al-Hamawi Baladhri countries - and other sources -			Required textbooks (methodology, if applicable)		
Jaafar Khasbak, Arab Cities in Islamic Eras The emergence and development of Arab-Islamic cities			Main references (if any)		
he Origins and Development of the City			Recommended supporting books and		

f Kufa until the End of the Umayyad Era Qasim Abd – Hussein Kazem The city of Basra: its origins and cultural development up to the third century AH	.references (scientific journals, reports,)
	Electronic references, website

Course description template

١ .	:Course name
	Studies in the history of Buyid control over Iraq (334–447 AH)
٢ .	:Course code
	UWA26 – CEH – HIS – B602
٣ .	:Chapter/Year
	PhD in Islamic History / First Semester (2025–2026)
٤ .	:Date this description was prepared
	2025/9/1
٥ .	:Available attendance formats
	My presence
٦ .	:Number of study hours (total) / Number of units (total)
	hour, 60/units/30

Name of the course coordinator (if there is more than one name, mention it along with the .٧ (personal email address	
Name: Prof. Dr. Thamer Naaman Mustafa tmusstaf@uowasit.edu.iq : Email	
Course Objectives .٨	
The student's familiarization with historical sources of the Buyid dynasty -١ To familiarize the student with the importance of studying the history of the Buyid -٢ dynasty in Iraq and to introduce them to the most important characteristics of their .rulers Knowing the most important Buyid princes who ruled Iraq -٣ Knowledge of the Abbasid Caliphs and the nature of their relationship with the -٤ Buyid princes who ruled Iraq To examine the most important political impacts left by the Buyids in Iraq -٥ Understanding the economic impact of the Buyids in Iraq -٦ To examine the most important social impacts left by the Buyids in Iraq -٧ Understanding the intellectual and scientific impact of the Buyids in Iraq -٨ Understanding the ideological thought of the Buyids and its impact on politics in -٩ .Iraq To learn about the most important historical events that shook the history of Iraq -١٠ .and the Buyid stance towards them To understand the orientalist's view of the Buyid policy from a political -١١ .perspective . of the Buyid state -١٢ The student's knowledge of the philosophy of the rise and fall of civilizations, -١٣ . including the Buyid state	Goals Material Study
Teaching and learning strategies .٩	

.Education strategy based on collaborative planning concept -1 .The teaching strategy is based on posing intellectual questions -2 Education strategy series of observations -3 .Interactive lectures and group discussions by asking questions of the students -4 Weekly reports (papers) and their discussion with students -5 Submitting a comprehensive research paper at the end of the semester as a -6 .practical lesson on what has been studied	
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Course structure . \ .

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lectures, discussions, and posing intellectual questions .. discussing and understanding the philosophy of novels related to the topic	The most important sources and references that dealt with the history of the Buyid state	A review of the most important writings on the history of the Buyid dynasty	2	Week 1, September 1st
=	=	The Buyid presence in the Daylam region and their relationship with the Islamic state	A statement on the nature of the land and climate in relation to the Buyid presence	2	Week 2 September 8
=	=	The spread of Islam among the Buyids	Statement of the philosophy of accepting	2	Week 3, September

		and its impact on the establishment of their state	others		er 15
=	=	Buyid control over Iraq (The philosophy of rejection and (acceptance	Clarify the most important effects and indicate whether they are .negative or positive	2	Week 4, September 22
=	=	The social strata and elements of Iraqi society, its religious groups, and the repercussions of the .Buyid presence	the Buyid control and its impact on the structural components of Iraqi .society	2	Week 5, September 29
=	=	The doctrinal implications and the philosophy of the Abbasid Caliph's continued rule	Statement on the impact of this on the general situation in Iraq	2	Week 6 October 6
=	=	the Abbasid Caliphate's stance on Buyid control over Iraq: Al-Mustakfi Billah/Al-Muti' Billah/Al-Ta'i' Billah/Al-Qadir Billah The one who carries .out God's command	Statement on the practices of the Buyid princes To dominate the general situation in Iraq	2	Week 7, October 13
=	=	Buyid control of Iraq	Understanding the general public's stance on Buyid tyranny and its consequences	2	Week 8, October 20
=	=	The impact of the Buyid presence in Iraq on economic conditions	Understanding the impact of the Buyid presence on agriculture, industry, and trade in Iraq: A study of	2	Week 9, October 27

			ancient and modern sources		
=	=	The position of the Hamdanids and the Mazidis The Uqaylids were under Buyid control of Iraq	Understanding the impact of this conflict on the general situation in Iraq	2	Week 10, November 3rd
=	=	The position of the Sulaim tribes in the marshes Buyid control over Iraq	Understanding the impact of this conflict on the general situation in Iraq	2	Week 11 November 10
=	=	Assessment exam	First course test	2	Week 12 November 17
=	=	Intellectual life in Iraq under Buyid rule and its most important scholars And their traces	Knowledge of the most important scholars and their scientific output in various sciences (religious / humanities / pure sciences)	2	Week 13 November 24
=	=	A study and analysis of the book "Islamic Civilization in the Fourth Century AH" by Adam Metz	Understanding the cultural influence of the Buyids on Muslims from the perspective of Orientalists (Adam Metz) (as an example)	2	Week 14 December 1
		A review of everything that has been studied	Scientific discussion	2	Week 15 December 8
:Course evaluation .\ \					
:The grade out of 100 is distributed as follows					
The annual effort grade is out of (30) points and is divided into (15) points for the exam and 15 –1					

points for attendance, participation and research activities The final written exam grade is (70) marks –2	
Learning and teaching resources ١٢ .	
	required textbooks (methodology, if applicable)
General history books, including Al-Muntazam –1 by Ibn al-Jawzi and Al-Kamil by Ibn al-Athir The Experiences of Nations by Ibn Miskawayh .2 and the Supplement to The Experiences of Nations by Abu Shuja' al-Rudhrawari The Sabeen: Fees of the Caliphate House .3 The History of Baghdad by Al-Khatib Al- .4 Baghdadi Islamic Civilization in the Fourth Century AH by .5 Adam Metz Studies in the Late Abbasid Era by Abdul Aziz al- .6 Douri	Main references (if any)
All academic journals concerned with historical studies	Recommended supporting books and references (scientific journals, reports,)
Electronic libraries and websites that focus on the history of the Buyid dynasty	Electronic references, website

Course description template

٣٦ .	:Course name
Studies in the history of the Almoravid and Almohad states	
٣٧ .	:Course code
UWA26 – CEH – HIS – B604	
٣٨ .	:Chapter/Year
PhD in Islamic History / First Semester / 2025–2026	
٣٩ .	:Date this description was prepared
2025/9/1	
٤٠ .	:Available attendance formats
My presence	
٤١ .	:Number of study hours (total) / Number of units (total)
hour, 60/units/30	
٤٢ .	Name of the course coordinator (if there is more than one name, mention (it along with the personal email address
hmizhir@uowasit.edu.iq : Prof. Dr. Haider Mazhar Askar Email –1	
٤٣ .	Course Objectives
أ. To familiarize students with the scientific sources related to the Almoravid and Almohad states ب. Students should be informed of the vocabulary they are studying in detail and with precision ت. An attempt to document or suggest topics related to the history of the Almoravid and Almohad states Th- Understanding the present, anticipating the future, revealing the requirements of changing social life, and realizing the reality of social development and the most prominent relationships causing events and facts C- Naming the actual skills and abilities by training and exercising students to prepare the principles and rules of research based on thinking, criticism, analysis and comparison, as well as reading history in a conscious way that affects their daily lives and behavior H- To benefit from the historical lesson in achieving national awareness in a changing world full of events and developments ح- Developing the ability to transfer knowledge to others, especially students, in a way that serves to raise the new generation in a	Goals Material Study

good manner that enables them to play their pioneering role in .the future Keeping up with the latest scientific developments in historical studies in Islamic Morocco and working to utilize them					
Teaching and learning strategies . ٤٤					
Developing students' abilities to share ideas • Disclosing one's thoughts and feelings towards life matters, • .including scientific material Training students on how to prepare research, its mechanisms, • writing and research methods, and how to benefit from paper and .electronic libraries .Training on how to convey and analyze information to the reader • .Linking popular critical ideas with students' critical opinions • The student should understand the causes of historical • .events Lecture, lecture, classroom discussion (paired method, • seminar method), questioning method, brainstorming, .surprise quiz, and inductive reasoning					
Course structure . ٤٥					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Sources for studying the history of the Almoravid and .Almohad states	memory	2	1
=	=	Geography of -1 the Maghreb	Understanding and comprehension	2	Week 2

		names,) .(population Features of -2 political, economic, social and religious life in Islamic Morocco before the establishment of the .Almoravid state			
=	=	Unification of the Sanhaja - The desert role of the .Almoravid state	The app	2	Week 3
=	=	The Moroccan role of the .Almoravid state	Analysis	2	Week 4
=	=	The Almoravids in Andalusia and their jihad against the Christian Spanish kingdoms and .emirates	Composition	2	Week 5
=	=	Reasons for the weakness and collapse of the .Almoravid state	Calendar	2	Week 6
=	=	The emergence of the :Unitarians Al-Mahdi Ibn -1	The student should acquire history teaching skills	2	Week 7

		Tumart, the jurist of Souss, and Abd al-Mu'min Ibn Ali, the lamp of the .Almohads The first -2 clashes with the .Murabitun			
=	=	The conquests of Abd al-Mu'min :ibn Ali The first stage: The fall of the ...Almoravid state A - The conquest of Tlemcen and The -2 .Oran conquest of Fez 3- The conquest of Marrakesh B. The second stage: the conquest of .Andalusia C - The third stage: the conquest of the lower and middle .Maghreb	Performance skills through student participation in the .lesson	2	Week 8

=	=	The era of Abu Yaqub Yusuf ibn :Abd al-Mu'min A- The difficulties he faced in Morocco .and Andalusia His jihad in Andalusia and his martyrdom in . Santarém	The student should be aware of the importance of the role he will play when practicing the .teaching profession	2	Week 9
=	=	Caliph Al-Mansur, : the hero of the battle أ- His wars with the .Banu Ghaniya ب- His first passport to Andalusia and the Muslims' recapture of . Silves ت- Abu Yusuf al-Mansur's victory at the Battle of . Alarcos ث- The Battle of Toledo (592 .(AH ج- The - .third raid	essay questions and analyze the types of .objective questions	2	Week 10
=	=	Caliph Muhammad al-Nasir and the	The student should understand the	2	Week 11

		Almoravid and .Almohad states	experience and a cognitive tool through which we build humanity psychologically and educationally by positively utilizing .Islamic heritage		
=	=	Architecture and arts in the Almoravid and .Almohad states	Deepening historical awareness as part of building the human being scientifically .and morally	2	Week 15
:Course evaluation . ٤٦					
:The grade out of 100 is distributed as follows points for the (10) The annual effort grade is out of (30) points and is divided into –1 exam, (10) points for the semester research, and (10) points for attendance, .participation, and research activities .The final written exam grade is (70) marks –2					
:Learning and teaching resources . ٤٧					
The rise of the Almoravid state: a bright chapter in the history of Morocco in the Middle Ages – Hassan Ahmed Mahmoud The Islamic State in Andalusia: The - Almoravid and Almohad Era, Third Period Muhammad Abdullah Anan –			Required textbooks (methodology, if (applicable		
The History of Andalusia during the Almoravid and Almohad Dynasties – Yusuf Ashbach			Main references (if any)		
Moroccan Historical Journal – Journal			Recommended supporting books and		

of Andalusian Studies	.references (scientific journals, reports,)
Programs: Google Schooler , GAT GPT and others	Electronic references, website

Second course

:Course name . ١
History of the Mughals in India
:Course code . ٢
UWA26 - CEH - HIS - B610
:Chapter/Year . ٣
PhD / Second Semester / 2025-2026
:Date this description was prepared . ٤
2026/1/19
:Available attendance formats . ٥
My presence
:Number of study hours (total) / Number of units (total) . ٦
hour, 60/units/30
Name of the course coordinator (if there is more than one name, mention it . ٧

(along with the personal email address					
Email israamahdi@uowasit.edu.iq			Prof. Dr. Israa Mahdi Mazban		
Course Objectives					
Introducing students to the history of the Mughals and the early beginnings of that -1 					

=	=	Highlighting the most important opinions put forward by researchers regarding the reasons for the Mongol expansion into India	The rise of the Mughals to political power and the expansion of their state towards India	2	Week 2 February 12
=	=	A collection of researchers' opinions on the true reasons behind the Mongol advance towards India	A political, military, and economic reasons for the Mughals' move towards India	2	Week 3 February 19
=	=	How do we geographically distribute the Indian cities where the Mughals were located, excluding other cities	Determining the geographical area of India before and after the entry of the Mughals into it	2	Week 4 February 26
=	=	How did the Mongols succeed in rallying Islamic public opinion against invading India	The methods and means by which the Mongols were able to enter India	2	Week 5 March 4
=	=	The stance of the various Indian tribes towards the Mongol invasion of their lands	The challenges faced by the Mongols on their way to conquering India	2	Week 6 March 11
=	=	Understanding the position of military leaders on how to manage the state	The most important military battles fought by the Mongols on their way to India	2	Week 7 March 18

		.militarily			
=	=	How did the Mughal authorities manage to confront the movements of rebellion and dissension in the lands of India ?under their rule	Timur's success in entering .India militarily	2	Week 8 March 25
=	=	Reviewing the most important opinions of researchers in analyzing the extent of the Indian people's acceptance of .Mughal rule	The political and military administration of India after the Mughal invasion	2	Week 9 April 1
=	=	What were the most important political principles adopted by the Mughals to impose their Islamic policies on the Indian ?subcontinent	a policy implemented by the ngols under the leadership of ur To tighten the grip on India	2	Week 10 April 8
=	=	The most important reforms implemented by the Mughals in India	nous Indian figures who ruled India	2	Week 11 15 April
=	=	analytical study of historical accounts to prove the legitimacy of Mughal influence in India	e military conflicts of the ghals in India and the ablishment of their new capital	2	Week 12 22 April
=	=	The most important palaces and mosques built	e most important hitectural achievements	2	Week 13

		by Muslims in India	made by the Mughals in India		29 April
=	=	analytical study of texts with political and military content	Trade relations between the Islamic world and India after the hegemony The Mongols over them	2	Week 14 May 6
=	=	Analysis of the justifications that paved the way for the occupation of India and the overthrow of .Mughal rule there	The state of weakness and collapse that afflicted the Mughal Empire in India	2	Week 15 May 13
:Course evaluation .١١					
:The grade out of 100 is distributed as follows					
The annual effort grade is out of (30) points and is divided into (15) points for the exam –1 and 15 points for attendance, participation and research activities					
.The final written exam grade is (70) marks –2					
:Learning and teaching resources .١٢					
			Required textbooks (methodology, if applicable)		
Muhammad al-Zahiri . The Mughals in India Abdul Aziz Ali, Indo-Turkish people Muharram al-Sufi, the Timurid family tree Abdullah al-Sizri . History of Islam in India Husayn Shafiq, the founder of the Mongol Empire, . Zahir-ud-din Babur Salman Abdullah, Trade Relations between India and the Islamic World			Main references (if any)		
A collection of research papers published on various websites about India and the nature of			Recommended supporting books and		

ts relations with the Islamic world throughout different eras . Most of these papers are currently being translated , as the majority are in Hindi or Persian and have not yet been .translated	.references (scientific journals, reports,)
	Electronic references, website

Course description template

١٣ .	:Course name
Studies in the Philosophy of History	
١٤ .	:Course code
UWA26 - CEH - HIS - B612	
١٥ .	:Chapter/Year
PhD in Islamic History / Second Semester / 2025-2026	
١٦ .	:Date this description was prepared
2026/1/19	
١٧ .	:Available attendance formats
My presence	
١٨ .	:Number of study hours (total) / Number of units (total)
hour, 60/units/30	
١٩ .	Name of the course coordinator (if there is more than one name, mention it (along with the personal email address
Prof. Dr. Muhammad Hussein Ali Al-Suwaiti mohali@uowasit.edu.iq	

Course Objectives ٢٠	
Students should be familiarized with scientific sources related to ث. the philosophy of history Students should be informed of the vocabulary they are studying ج. in detail and with precision An attempt to write down or suggest topics related to the history of ح. philosophy Th- Understanding the present, anticipating the future, revealing the requirements of changing social life, and realizing the reality of social development and the most prominent relationships causing events and facts C- Naming the actual skills and abilities by training and exercising students to prepare the principles and rules of research based on thinking, criticism, analysis and comparison, as well as reading history in a conscious way that affects their daily lives and behavior H- To benefit from the historical lesson in achieving national awareness in a changing world full of events and developments Developing the ability to transfer knowledge to others, especially ذ. students, in a way that serves to raise the new generation in a good manner that enables them to play their natural role in the future Keeping up with the latest scientific developments in historical ر. studies in the philosophy of history and working to utilize them	Goals Material Study
Teaching and learning strategies ٢١	
• Developing students' abilities to share ideas • Disclosing one's thoughts and feelings towards life matters, including scientific material • Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit from paper and electronic libraries • Training on how to convey and analyze information to the reader • Linking popular critical ideas with students' critical opinions • The student should understand the causes of historical events • Lecture, lecture, classroom discussion (paired method, seminar method), questioning method, brainstorming, surprise quiz, and inductive reasoning	

Course structure .٢٢

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	Introducing the concept of the philosophy of history	memory	2	1
=	=	Motives of the Philosophy of History	Understanding and comprehension	2	Week 2
=	=	Characteristics of the Philosophy of History	The app	2	Week 3
=	=	The difference between history, the science of history, and the philosophy of history	Analysis	2	Week 4
=	=	Are there laws governing historical events	Composition	2	Week 5

=	=	The philosophy of history in the stories of the Holy . Quran	Calendar	2	Week 6
=	=	Philosophy of History among Arabs and Muslims	The student should acquire history teaching skills	2	Week 7
=	=	Interpretations of history by the major monotheistic religions Judaism,) Christianity, (Islam	Performance skills through student participation in the .lesson	2	Week 8
=	=	The mythical interpretation of history; the racial interpretation of history	The student should be aware of the importance of the role he will play when practicing the .teaching profession	2	Week 9

=	=	The theory of - the geographical factor	essay questions and analyze the types of .objective questions	2	Week 10
=	=	The heroic individual theory in history	The student should understand the relationship between .historical periods	2	Week 11
=	=	The materialist interpretation of history	The student should explain the causes of .historical events	2	Week 12
=	=	The ideal interpretation of history according to Hegel and dialectical idealism	History is considered a means to achieve a better understanding of relations between .peoples	2	Week 13
=	=	The concept of civilization and civilizational interpretation according to Ibn Khaldun and Spengler	History/the past is the essence of human experience and a cognitive tool through which we build humanity psychologically and educationally by positively utilizing	2	Week 14

			.Islamic heritage		
=	=	Arnold Toynbee's Challenge and Response Theory	Deepening historical awareness as part of building the human being scientifically and morally	2	Week 15
:Course evaluation ٢٣.					
:The grade out of 100 is distributed as follows points for the (10) The annual effort grade is out of (30) points and is divided into –1 exam, (10) points for the semester research, and (10) points for attendance, participation, and research activities .The final written exam grade is (70) marks –2					
:Learning and teaching resources ٢٤.					
A Brief Study of History - Arnold Toynbee A Detailed Explanation of the Philosophy of History - Hashem Yahya Al-Mallah The Philosophy of History - Dr. Joseph Shahda			Required textbooks (methodology, if applicable)		
The Philosophy of History - Structure Philosophy of History by Mustafa Al-Nashar			Main references (if any)		
The Philosophy of History by Dr. Hamed Hamza Al-Dulaimi			Recommended supporting books and references (scientific journals, reports,)		
Programs: Google Skooler , JAT GPT and others			Electronic references, website		

Course description template

.٢٥ :Course name	
Studies in Islamic Economic Thought	
.٢٦ :Course code	
UWA26 – CEH – HIS – B613	
.٢٧ :Chapter/Year	
Islamic Studies PhD Stage – Second Semester / 2025–2026	
.٢٨ :Date this description was prepared	
2025/9/1	
.٢٩ :Available attendance formats	
My presence	
.٣٠ :Number of study hours (total) / Number of units (total)	
hour/three units/45	
.٣١ Name of the course coordinator (if there is more than one name, (mention it along with the personal email address	
<u>amajeed@uowasit.edu.iq</u> : Prof. Dr. Ahmed Mohammed Joudi Email –1	
.٣٢ Course Objectives	
Student education 1. Teaching the doctrinal and ethical foundations of Islamic economics 2. Belief in God, His messengers, and His books 3. Basic Approaches in Islamic Economic	Course Objectives

Jurisprudence					
Defining the nature of legislation in Islamic –4 jurisprudence of financial transactions					
Teaching and learning strategies ٣٣.					
- Interactive lectures and group discussions through the posing of . methodological questions - papers and their discussion with students - Submitting a comprehensive research paper at the end of the course serves as a practical application of what has .been studied					
Course structure ٣٤.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture and discussion	Keywords: Belief in God, the afterlife, succession , financial transactions	Introducing students to the doctrinal and ethical foundations upon which Islamic economics . is based	3	the first
Classroom performance	Lecture and discussion	This topic aims to study the contribution of	The jurisprudential heritage in	3	the second

nce and exams	on	Muslims to economic thought that seeks legal rulings and allows individuals to develop ideas related to .economics	economics and books related to jurisprudence and financial transactions		
Classroom performance and exams	Lecture and discussion	Jurisprudence of Ownership, Freedom, and Intervention / The Role of the Individual and the Role of the State	Islamic economic system	3	the third
Classroom performance and exams	Lecture and discussion	This topic examines positive economics , its foundations, and demonstrates that economic resources are insufficient to .meet needs	Economic resources and their relationship to human needs	3	Fourth
Classroom performance and	Lecture and discussion	The private sector, the public sector, and the cooperative	Achieving progress and justice in the Islamic	3	Fifth

exams		sector	economy		
Classroom performance and exams	Lecture and discussion	Brotherhood between the Emigrants and the Helpers / Newspaper / Market Management and Supervision	Economic management during the time of the Prophet and the Rashidun Caliphate	3	Sixth
Classroom performance and exams	Lecture and discussion	Studying economic institutions and demonstrating that Islam allows Muslims to benefit from the experiences of other nations	institutions in Islamic civilization	3	Seventh
Classroom performance and exams	Lecture and discussion	The Diwans included the Diwan of Land Tax, Grievances, Zakat, Market Supervision, and the Mint	Origin Economic institutions in Islamic civilization	3	Eighth
Classroom	Lecture and	Money during	Money in	3	Ninth

performance and exams	discussion	the time of the Prophet and in the era of the Caliphs The Rashidun Caliphate and monetary reforms during the reign of Abd al-Malik ibn Marwan, as well as currency in the Muslim .heritage	Islam		
Classroom performance and exams	Lecture and discussion	Speculation, partnership, forward sale , and manufacturing	Islamic principles of investing money	3	tenth
Classroom performance and exams	Lecture and discussion	Jurisprudence of employment and financial analysis of taxation, employment sectors , and	Taxes / Employment in Islam	3	eleventh

		the amount of .employment			
Classroom performance and exams	Lecture and discussion	jurisprudence of economic relations with non-Muslims	Economic relations and foreign trade	3	twelfth
Classroom performance and exams	Lecture and discussion	Urbanization in Islam and reviving barren land	Economic development in Islam	3	thirteenth
Classroom performance and exams	Lecture and discussion	A detailed study of some institutions	institutions in Islamic civilization	3	fourteenth
Classroom performance and exams	Lecture and discussion	Prominent figures specializing in Islamic thought	Pioneers of Islamic economic thought	3	fifteenth

.٣٥ :Course evaluation

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

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

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

:Learning and teaching resources	
/	Required textbooks (methodology, (if applicable
Al-Farabi / Philosophical Questions -1 Judge Abu Yusuf/The Book of Land Tax -2 Ibn Khaldun / The Muqaddimah -3 Al-Maqrizi / Relief of the Nation by Unveiling the Distress .4 Imam Al-Shaybani / The Book of Earning .5	Main references (if any)
All journals that deal with the history of Islamic economic thought	Recommended supporting books and references (scientific journals, .(.... ,reports

Course description template

:Course name	١٣ .
Studies in the history of Seljuk control over Iraq (447–590 AH)	
:Course code	١٤ .
UWA26 – CEH – HIS – B608	
:Chapter/Year	١٥ .

PhD in Islamic History / Second Semester (2025–2026)	
.١٦ :Date this description was prepared	
2025/1/19	
.١٧ :Available attendance formats	
My presence	
.١٨ :Number of study hours (total) / Number of units (total)	
hour, 60/units/30	
.١٩ Name of the course coordinator (if there is more than one name, mention it along with the (personal email address	
Name: Prof. Dr. Thamer Naaman Mustafa tmusstaf@uowasit.edu.iq : Email	
.٢٠ Course Objectives	
The student's familiarization with sources on the history of the Seljuk state -١٤ To familiarize the student with the importance of studying the history of the Seljuk state in Iraq and to introduce them to the most important characteristics of their sultans -١٥ Knowing the most important Seljuk sultans who ruled Iraq -١٦ Knowledge of the Abbasid Caliphs and the nature of their relationship with the Seljuk Sultans who ruled Iraq -١٧ Understanding public opinion in Iraq regarding the actions of the Seljuks and their followers -١٨ Understanding the economic impact of the Seljuks in Iraq -١٩ To learn about the most important social impacts left by the Seljuks in Iraq -٢٠ Understanding the intellectual and scientific impact of the Seljuks in Iraq -٢١ Understanding the ideological thought of the Seljuks and its impact on politics in Iraq -٢٢ To learn about the most important historical events that shook the history of Iraq -٢٣	Goals Material Study

.and the Seljuk stance towards them To identify some religious groups and their impact on the political situation in –٢٤ Iraq . To identify the reasons for the weakness, collapse, and end of the Seljuk state –٢٥ The student will learn about the philosophy of the rise and fall of civilizations, –٢٦ . including the Seljuk state					
Teaching and learning strategies .٢١					
-1.Education strategy based on collaborative planning concept -2.The teaching strategy is based on posing intellectual questions -3 Education strategy series of observations -4.Interactive lectures and group discussions by asking questions of the students -5 Weekly reports (papers) and their discussion with students -6 Submitting a comprehensive research paper at the end of the semester as a .practical lesson on what has been studied					
Course structure .٢٢					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week
Classroom performance and oral questions For students	Lectures, discussion s, and posing intellectual questions .. discussing and understanding the philosophy of novels related to .the topic	The most important sources and references that dealt with the history of the Seljuk state	A review of the most important writings on the history of the Seljuk state	2	Week 1 January 19

=	=	The emergence of the Seljuks, their relationship with Islamic states, and the formation of their .state	statement on the nature of the land, climate, and way of life of the people, and their impact on the formation of .the Seljuk state	2	Week 2 January 26
=	=	Seljuk control over Iraq and its repercussions on the general situation	Clarify the most important effects and indicate whether they are .negative or positive	2	Week 3, February 2nd
=	=	The social classes and elements of Iraqi society, its religious groups, and the Seljuk stance .towards them	Seljuk control and its impact on the structural components of Iraqi .society	2	Week 4, February 9
=	=	The era of powerful sultans and the most important political events in Iraq. Sultan Tughril Beg	A statement of the most important political events during the reign of Sultan Tughril Beg, including the Basasiri revolt and the rebellion of his brother Ibrahim Inal, and its .impact on Iraq	2	Week 5, February 16
=	=	The era of powerful sultans and the most important political events in Iraq. Sultan Alp Arslan and the impact of his military achievements on .Iraq	A statement on the impact of Sultan Alp Arslan's military achievements and conquests on Iraq	2	Week 6 February 23
=	=	The era of powerful sultans and the most important	statement on the impact of the Seljuk state's expansion during the reign of Sultan Malik-Shah on the Abbasid	2	Week 7, March 2

		Political events in Iraq Sultan Malikshah and the expansion of his state	Caliphate		
=	=	The Abbasid Caliphs' stance on the Seljuk actions in Iraq (Al- Qaim / Al-Muqtadi / Al-Mustazhir / Al- Mustarshid / Al- Rashid / Al-Muqtafi / Al-Mustanjid / Al- Mustadi / Al-Nasir li- (Din Allah	A statement on the practices of the Seljuk sultans and their followers, their impact on the general situation in Iraq, and the Abbasid Caliphate's stance .towards them	2	Week 8, March 9
=	=	Seljuk control over . Iraq	Understanding the stance of the common people and some local leaders towards Seljuk oppression and its consequences	2	Week 9, March 16
=	=	The impact of the Seljuk presence in Iraq on economic conditions	Understanding the impact of his presence on agriculture, ustry, and trade in Iraq... A study of sources and .references	2	Week 10, March 23
=	=	Intellectual life in Iraq under Seljuk control and the most important scholars And their traces	Knowledge of the most important scholars and their scientific output in various sciences (religious / humanities / pure sciences	2	Week 11 March 30
=	=	First course test	Assessment exam	2	Week 12 April 6
=	=	The 'Ayarun movement and its impact on the Abbasid Caliphate	Understanding who the Ayarin were, their ' aracteristics, the reason for their emergence, and the	2	Week 13 April 13

		and the Seljuk Sultanate	historians' stance on their .movement		
=	=	The Batiniyya sect (Nizari Ismailis) and its impact on the Abbasid Caliphate and the Seljuk Sultanate in Iraq	Understanding the doctrine of the Batiniyya, the reason for its emergence, and the consequences of its hostility towards the Seljuk Sultanate and the .Abbasid Caliphate	2	Week 14 April 20
		A review of everything that has been studied	Scientific discussion	2	Week 15 April 27

٢٣ .:Course evaluation

:The grade out of 100 is distributed as follows

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

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

٢٤ .:Learning and teaching resources

	Required textbooks (methodology, if applicable)
General history books, including Al-Muntazam -1 by Ibn al-Jawzi and Al-Kamil by Ibn al-Athir The History of the Seljuk State by al-Bundari .2 News of the Seljuk Princes and Kings by Sadr al- .3 Din al-Husseini The Difference Between the Sects by Al- .4 Baghdadi The History of Iraq in the Seljuk Era by Hussein .5 Amin	Main references (if any)

The Seljuks of Iran and Iraq by Hassanein Abdel Moneim the Seljuk Era by Thamer Naaman Mustafa	
All academic journals concerned with historical studies	Recommended supporting books and .references (scientific journals, reports,)
Electronic libraries and websites that focus on the history of the Seljuk state	Electronic references, website

Course description template

:Course name .٤٨
Studies in the History of the Qarmatians
:Course code .٤٩
UWA26 – CEH – HIS – B611
:Chapter/Year .٥٠
PhD in Islamic History / Second Semester / 2025–2026
:Date this description was prepared .٥١
2026/1/19
:Available attendance formats .٥٢
My presence
:Number of study hours (total) / Number of units (total) .٥٣
hour, 2/units/30
Name of the course coordinator (if there is more than one name, mention .٥٤

(it along with the personal email address					
geelyaseen@uowasit.edu.iq : Name: Prof. Dr. Aqeel Abdullah Yaseen Al-Abadi Email					
Course Objectives ٥٥					
Informing students about the scientific sources related to the .خ .history of the Qarmatians B. A detailed and accurate statement of the content of the vocabulary they .study To suggest topics related to the history of the Qarmatians and to call for .them to be researched in an objective manner Th- To identify the ideas and views of orientalist regarding the Qarmatians .and to find appropriate scientific answers to them C- Naming the actual skills and abilities by training and exercising students to prepare the principles and rules of research based on thinking, criticism, analysis and comparison, as well as reading history in a conscious way that .affects their daily lives and behavior H- To benefit from the historical lesson in achieving religious awareness in a .changing world full of skepticism Trace the history of the Qarmatians and explain the challenges ز- .they faced and the circumstances that led to the fall of their state Keeping up with the latest scientific developments in research س- .and working to utilize them					Goals Material Study
Teaching and learning strategies ٥٦					
- Developing students' abilities to share ideas - Disclosing one's thoughts and feelings towards life matters, .including scientific material - Training students on how to prepare research, its mechanisms, writing and research methods, and how to benefit .from paper and electronic libraries - Training on how to convey and analyze information to the .reader - Linking popular critical ideas with students' critical .opinions - The student should understand the causes of historical .events - Lecture, lecture, classroom discussion (paired method, seminar method), questioning method, brainstorming, surprise .quiz, and inductive reasoning					
Course structure ٥٧					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	hours	Week

Classroom performance and oral questions For students	Lecture, discussion, and brainstorming	The Ismaili -1 movement: its establishment and the circumstances of its spread	memory	2	1
=	=	The factors that -2 helped the Qarmatians emerge in Kufa and the connection of their . call to the Ismailis	Understanding and comprehension	2	Week 2
=	=	The spread of the -3 Qarmatian movement in Iraq, Syria, Yemen and .Khorasan	The app	2	Week 3
=	=	The -4 position of the Qarmatians of Iraq towards the leaders of the .Ismailis	Analysis	2	Week 4
=	=	The Abbasid -5 Caliphate's stance towards the Qarmatians of Iraq	Composition	2	Week 5
=	=	The arrival of -6 the Qarmatian movement in Bahrain and the establishment of .their entity there	Calendar	2	Week 6

=	=	The system of -7 government and the army of the Qarmatians of .Bahrain	The student should acquire history teaching skills	2	Week 7
=	=	Economic life -8 among the Qarmatians of Bahrain	Performance skills through student participation in the .lesson	2	Week 8
=	=	Social life -9 among the Qarmatians of .Bahrain	The student should be aware of the importance of the role he will play when practicing the .teaching profession	2	Week 9
=	=	The religious .10 doctrine of the Qarmatians	essay questions and analyze the types of .objective questions	2	Week 10
=	=	The -11 Qarmatians' policy of expanding their influence	The student should understand the relationship between historical .periods	2	Week 11
=	=	Qarmatian- -12 Abbasid relations	The student should explain the causes of	2	Week 12

			.historical events		
=	=	Qarmatian- -13 Fatimid relations	History is considered a means to achieve a better understanding of relations between .peoples	2	Week 13
=	=	The position of -14 the people of Bahrain towards the Qarmatians	History/the past is the essence of human experience and a cognitive tool through which we build humanity psychologically and educationally by positively utilizing .Islamic heritage	2	Week 14
=	=	The era of the -15 weakness and end of .the Qarmatians	Deepening historical awareness as part of building the human being scientifically and morally	2	Week 15

.٥٨ :Course evaluation

:The grade out of 100 is distributed as follows
points for the (10) The annual effort grade is out of (30) points and is divided into –1
exam, (10) points for the semester research, and (10) points for attendance,
.participation, and research activities
.The final written exam grade is (70) marks –2

.٥٩ :Learning and teaching resources

The Qarmatians of Iraq, Muhammad Abd al-Fattah al-Ulayan The Qarmatian State and their relationship with the Fatimids (De Goeje) The Qarmatians, Arif Tamer	Required textbooks (methodology, if (applicable
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The Origins of the Ismailis, Fatimids, and Qarmatians by Bernard Lewis Qarmatianism: Between Religion and Revolution – Hassan Bazoun	
Al-Nawbakhti, Shi'a sects Judge Al-Nu'man opened the case Al-Hammadi Al-Yamani revealed the secrets of the Batiniyya and the news of the Qarmatians The preacher Idris Zahr al-Ma'ani and 'the book 'Uyun al-Akhbar	Main references (if any)
The Qarmatians of Iraq, Muhammad Abd al-Fattah Aliyan	Recommended supporting books and references (scientific journals, reports,)
Programs: Google Schooler , GAT GPT and others	Electronic references, website

Course description template

1. Course Name	Trends in historical writing in the Levant
2. Course code	UWA26 – CEH – HIS – B609
3. Semester/Year: My semester	annual
4. Date this description was prepared	1/19/2026 PhD in Islamic History - Second Semester
5. Available attendance formats	My presence only
6. Number of study hours (total) / Number of units (total)	45 hours per year. 3 hours per week
7. Name of the course coordinator (if there is more than one, please mention it)	Name: Prof. Dr. Fadel Jaber Dhahi

Fjabir@uowasit.edu.iq

Course objectives .٨

.....	•	Providing students with basic information -1
.....	•	about writing trends in the Levant
.....	•	To provide students with sufficient -2
		information about an important part of the
		characteristics and features of Islamic
		civilization
		Also providing students with information -3
		related to the factors that contribute to the
		flourishing of writing
		To provide students with information about -4
		the knowledge and sciences contained in
		Islamic civilization and to explain the extent of
		its influence and interaction with other
		.civilizations
		Providing students with information about -5
		the most important cultural institutions that
		emerged and played a role in the rise and
		.development of Islamic civilization

Teaching and learning strategies .٩

.Learning strategy: planning the collaborative concept1- .Brainstorming teaching strategy2- Learning strategy: series of observations3-	strategy
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Course structure .١٠

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Weekly,	Develop a lesson	ors contributing to the urishing of historical writing ives for authorship among	-1	hours 3 hours 3 hours 3	1 2 3

monthly, daily, written, and end-of-year exams	plan and formulate appropriate questions for the lesson topic, then Lecture/Discussion	historians factors of authorship and homelands of historians relationship of historians to their living standards, the impact of these factors on their intellectual activity criticism and analysis in the writings of Levantine historians levels of adherence to the requirements of historical writing legends and myths in the writings of Levantine historians Levantine history books biographical works (encyclopedias, classes, books of) (men of Levantine biographies - Dictionaries of) - General Biographies - (Historical Encyclopedias on the history of history and its importance political and military history books social and economic history books discuss quarterly research papers	Knowledge, understanding, and comprehension of the material, specifically the required vocabulary, through explanations using all available illustrative methods. Answering -2 questions on each topic posed by students, whether from the prescribed textbook or from outside .it	hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3 hours 3	4 5 6 7 8 9 10 11 12 13 14 15
Course evaluation .١١					
.The distribution is as follows: 25 marks for monthly and daily exams for the first semester					
Learning and teaching resources .١٢					
There is no prescribed textbook			Required textbooks (methodology, if applicable)		
Haji Khalifa, Kashf al-Zunun 'an Asami – al-Kutub wa al-Funun Al-Baghdadi, Gift of the Learned – Al-Sakhawi, The Announcement of – Reproach to Those Who Criticize History Shaker Mustafa, History and Arab Historians			Main references (sources)		
			Recommended supporting books and references (...scientific journals, reports)		
All internet sites			Electronic references, websites		

