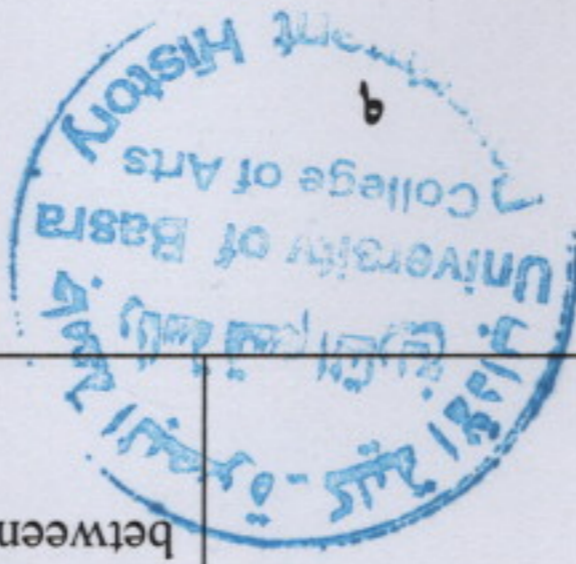
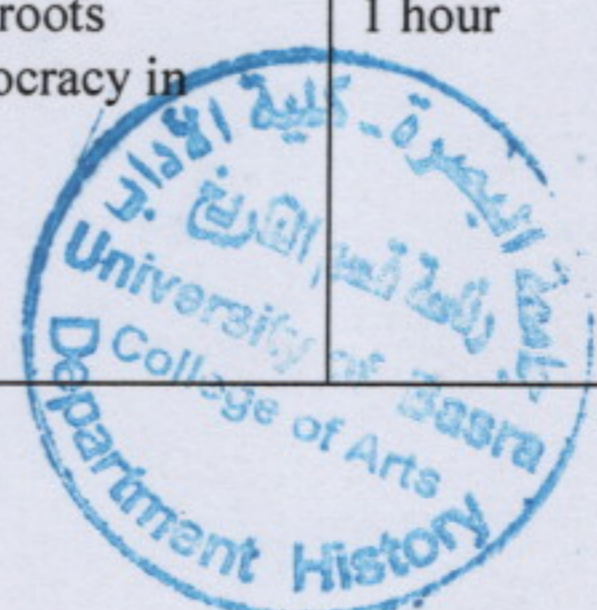


Course description form

1.	Course Name:	Democracy and human rights			
2.	Course Code:				
3.	the semester/the year:	Annual			
4.		Annual			
5.	Available attendance forms:	Attendance only			
6.		30 Hour/hours per week			
7.	Name of The Course Administrator (if more than one name is mentioned)	Prof. Dr. Sahira Hussein Mahmoud			
8.	Course Objectives	<ol style="list-style-type: none"> 1. Enabling the student to understand the basic concepts of human rights. 2. Democracy, human rights, and the relationship between them. 3. The historical roots of democracy in Iraq. 			
9.	The strategies of Teaching and learning	<ol style="list-style-type: none"> 1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking. 			
10.	Course structure				
Assessment Method	Learning Method	Name of The Unit or Topic	Required Learning Outcomes	Hours	The Week
Share And interaction in the lecture	Lectures	Democracy and right Human	The concept of democra	1 hour	1
Participation and interaction in the lecture	Discussion and dialogue	Democracy And human rights And the relationship between them		1 hour	2



oral test	Discussion and the report		Walls The history of democracy in Iraq	1 hour	3
Participation and interaction in the lecture	Discussion and a dialogue		Challenges are on the way The Iraqi democratic experience	1 hour	4
Participation and interaction in the lecture	The Lectures		Learn about democracy In Iraq, it is more important The problems you face	1 hour	5
Participation and interaction in the lecture	Discussion and the report		Educate with human rights and spreading awareness	1 hour	6
Participation and interaction in the lecture	Discussion and Dialogue		Democracy (concept), its types, its pillars, foundations of its construction)	1 hour	7
Participation and interaction in the lecture	Discussion and the report		Election methods and systems	1 hour	8
Follow-up and observation	Discussion And the report		Democracy mechanisms	1 hour	9
Participation and interaction in the lecture	Discussion and the report		Human rights (Understood (historical development)	1 hour	10
Participation and interaction in the lecture	Discussion and the report		Cultural roots For democracy in Iraq	1 hour	11



Participation and interaction in the lecture	Discussion and a dialogue		Royal era 1920 - 1958	1 hour	12
A written test	To discuss and dialogue		The first republican era 1958 – 1963	1 hour	13
Participation and interaction in the lecture	To discuss the rep		Second Republican era 1963-1968	1 hour	14
Follow-up and observation	To discuss and dialogue		The third republican era 1968-2003	1 hour	15

11. Course Assessment

The distribution is as follows:

15 marks for the first-semester exam + 10 marks for attendance and participation in the lecture, so the mark is 25

15 marks for the second-semester exam + 10 marks for attendance and participation in the lecture, so the mark is 25 for the semester.

50 final exam marks

12. Learning and Teaching Resources

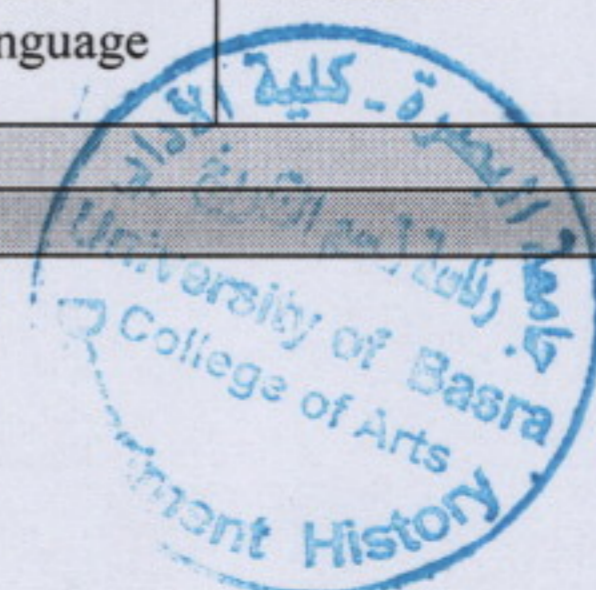
/	Required textbooks (methodology, if any)
Lecture.	Main references (sources)
1. Riyad Aziz Hadi, Human Rights, Their Development, Contents and Protection, College of Political Science, Baghdad, 2007. 2. Jawad Kazem Shehata, An Introduction to Human Rights Education in Iraq, 1st edition, Al-Raed Press, Najaf Al-Ashraf, 2007. 3. Ihsan Muhammad Al-Arid, The Problematic of the Relationship between Freedom and Democracy, 1st edition, Baghdad, 2006. Hassan Latif Al-Zubaidi, Democracy: Concepts and Experiences, 1st edition, Al-Najaf Al-Ashraf, 2010.	Recommended supporting books and references (scientific journals, reports....)
https://www.un.org/ar/global-issues/human-	E-references, Internet sites

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		60	2	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may be included if the course was basic or my choice.

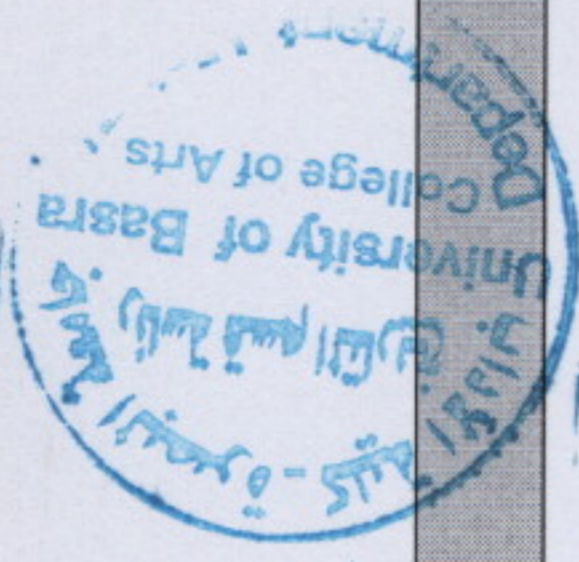
6. Program description				
Credit hours	Name of the course	Course code	Year/Level	
	Arabic		2023-2024	
Expected Learning Outcomes for The Program				
Knowledge				
Skills				
Value				
7. The strategies of Teaching and Learning				
-				
8. Assessment Methods				

9. Teaching Staff						
Faculty Members						
Preparing the Teaching Staff		Special Requirements/Skills (if available)		Specialization		Scientific Rank
lecturer	Permanent staff			private	General	
	Permanent staff			Andalusi Literature	Arabic Language	Professor Dr
Professional development						
Mentoring new faculty members						



Professional development for faculty members
14- Acceptance Standard
15- The most important sources of information about the program
Program development plan



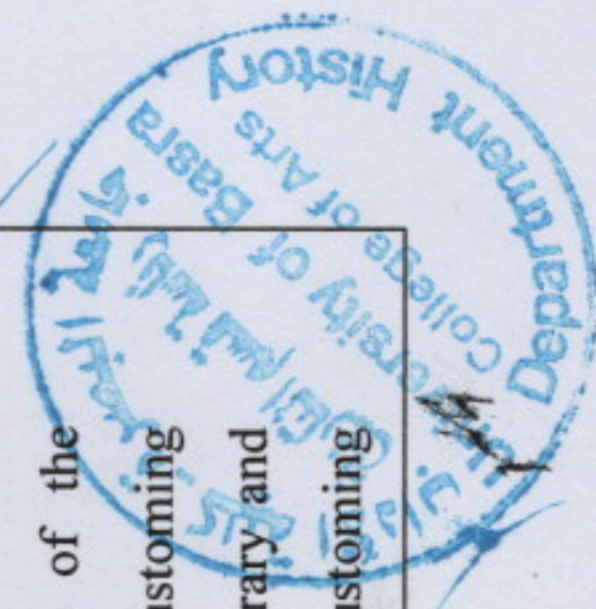


Program Skills Chart													
Learning outcomes required from the program													
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level	
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
										Basic	Arabic	2024-2023	

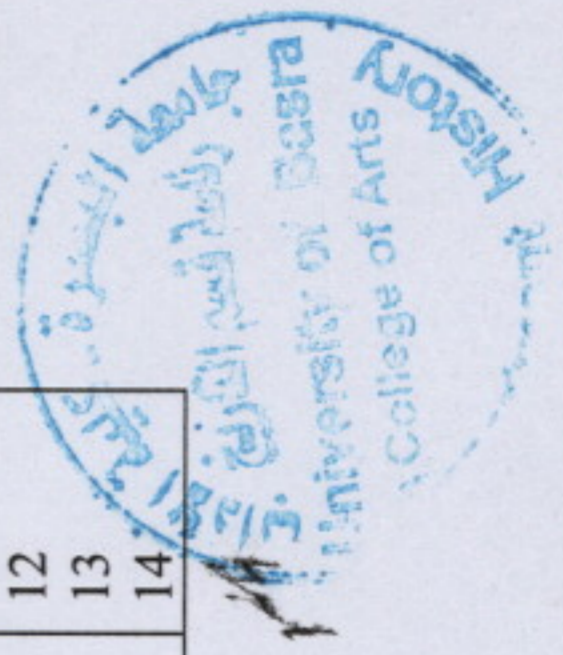
Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment


Course description form

13.	Course Name: Arabic language for non-specialization students
14.	Course Code: NA
15.	the semester/ Annual
16.	
17.	Available attendance forms: Attendance only
18.	
19.	Name of the course administrator (if more from a name mentioned) Dr. Arif Abdul Karim
20.	Course objectives General objectives of teaching Arabic to the non-specialized students: Preserving the Quran and the Sunnah of the Prophet Muhammad, may God's prayers and peace be upon him and his family, and taking pride in the civilization of the Islamic nation, strengthening students' linguistic ability and giving them the skill of correct expression, strengthening students' literary ability to appreciate the styles of the language and realizing its beauty, accustoming students to benefiting from the Arabic library and referring to the most important books. Accustoming



	<p>students to understand the reading material by Expressing it in their language encourages them to think and innovate, developing students' abilities and writing and spelling skills so that they can write correctly with the necessity of using punctuation marks, training students to use grammatical rules. And morphology during reading, writing, and expression</p>				
<p>21. The strategies of Teaching and learning</p>					
<p>1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.</p>					<p>The strategy</p>
<p>22. Course structure</p>					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	The Week
		<p>Introduction and presentation of Arabic language topics for the non-specialized students. Punctuation topic. Topic prohibited from being exchanged A Study in the Poem of Clay (Elia Abu Madi). A study of the poem "Rain Song". Important sources in academic study. Writing the tied and open ta'. The topic of parsing important sentence The difference between dad and dhak. A lecture on the pre-Islamic era, clarify the beginnings of the Mu'allaqat.</p>		<p>hour hour hour hour hour hour hour hour hour hour hour hour hour hour</p>	<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14</p>



		<p>A brief explanation of Imru' al-Qais' suspension.</p> <p>A brief overview of Abbasid Arts, a reading of Sharif al-Radi's poem Concerning Enthusiasm and Pride.</p> <p>A review of Sharif Al-Radi's poem: I alerted them like those carrying spears. Common mistakes in the Arabic language.</p> <p>Al-Jahiz and his prose, with custom text. The subject of the effect.</p> <p>The difference between eloquence and eloquence.</p> <p>A brief overview of dictionaries.</p> <p>The topic of numbers in the Arabic language.</p> <p>The topic of the situation.</p> <p>The subject of distinction is the description of the book for memorization.</p> <p>A brief overview of Andalusian Arts.</p> <p>The poem, Abu Al-Baqa Al-Randi - the poet of the lamentation of Andalusia.</p> <p>The subject of prepositions.</p> <p>Linking tools topic.</p> <p>The subject of the effect for its sake or (the object for it).</p> <p>A study of Al-Mutanabbi's poem [And His Hearts Warmed].</p> <p>The subject of absolute effect.</p> <p>A study of the poem "Al-Burda" by Ka bin Zuhair bin Abi Salma.</p> <p>A study of the illustrated poem "Jadak Ghaith".</p>	<p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p> <p>hour</p>	<p>15 vacation</p> <p>16</p> <p>17</p> <p>18</p> <p>19</p> <p>19</p> <p>20</p> <p>21</p> <p>22</p> <p>23</p> <p>24</p> <p>25</p> <p>26</p> <p>27</p> <p>28</p> <p>29</p> <p>30</p>
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23. Course Assessment

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<p>24. Learning and teaching resources</p> <p>There is no book prescribed by the Ministry. Sources: There are no specific sources of Fixed From the Ministry</p>	<p>Required prescribed books (methodology that Found) Main references (Sources)</p>
<p>Educating Higher Education and scientific research, but to are chosen Certain proportional to students' courses are differ Jurisdiction, He benefits from it throughout his studies Taken from Language Topics Arabic as grammar Morphology and Arts in all its eras And eloquence and dictionaries.</p>	<p>Recommended supporting books and referencés (scientific journals, reports....)</p>
	<p>the reviewer, Internet sites</p>

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



History of the Arabs before Islam / the first stage

10. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90		Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

11. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
theoretical	3	History of the Arabs before Islam		2023-2024/ The first stage

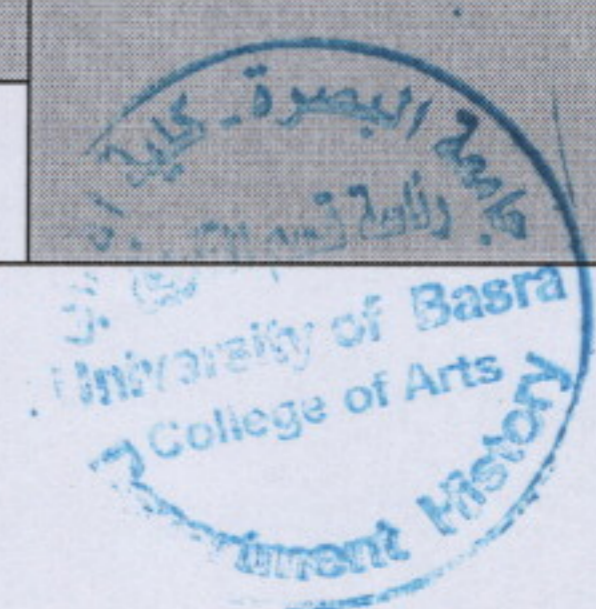
12. Expected learning outcomes of the program	
Knowledge	
	<p>Studying the history of the Arabs before Islam, because of its great importance in identifying the political and civilizational role that the Arabs played in the Arabian Peninsula, and explaining the political thought that was prevalent among them, whether in the desert or the cities, as well as explaining the economic activity that the Arabs practiced before Islam. Whether it is in agriculture, industry, or trade, explaining the importance of Arab markets as social, cultural, and economic forums, and addressing the foreign relations that linked the Arabs with other countries and peoples, in addition to addressing the religious life of the Arabs before Islam, in addition to clarifying the cultural landmarks of The Arabs, what distinguished them from others, their cultural impact, and the most prominent cultural landmarks they left</p>



	behind, including monuments, temples, dams, and others.
Skills	
	Teaching students and training them to read and analyze historical text, the mechanism of criticizing it and explaining its strengths and weaknesses, and how to analyze historical events and explain their causes, motives, and results.
Value	
	The mechanism for dealing with historical events, benefiting from them, taking cues and lessons, and the most important lessons learned from them, and benefiting from them in the future in dealing with the events and facts corresponding to them.

13. The strategies of Teaching and learning	
<ul style="list-style-type: none"> - 1. Preparing students' minds for the historical material they will be presented with. - 2. Giving general outlines of the topic to students. - 2. Motivating students to participate in the hall. - 4. Allow students to express their points of view in analyzing and reading historical events. - 5. Knowing students' views on the factors that contributed to the causes and results of historical events. - 6. Enhancing students' self-confidence and encouraging them to express their opinions and analyze events so that they can express their views on various events in the future. - 7. Motivating the students' aspirations and sharpening them to follow in the footsteps of their ancestors who built the greatest human civilizations, and to contribute to building, developing, and progressing the nation. 	
Assessment Method	
<p>1. Through continuous follow-up of students while explaining the subject, we learn about their activities, develop their abilities, and raise their academic level. 2. By following up on students' daily attendance and absences. 3. through conducting daily tests. 4. By conducting Monthly tests. 5-By conducting Mid-year and final exams.</p>	

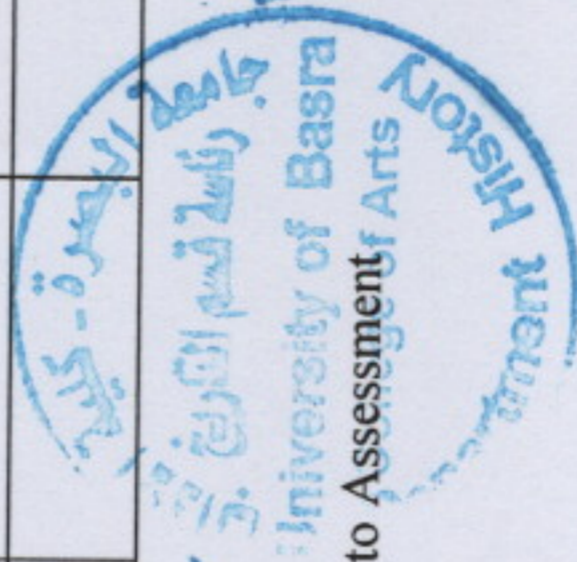
14. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	Permanent staff		private	general	



	Permanent staff			History of the Arabs before Islam	Islamic history	Dr.
Professional development						
Mentoring new faculty members						
By involving them with professors who have long experience and practice in teaching by entering, observing, and living in theoretical lessons						
Professional development for faculty members						
1. Participation in continuing Education methods and teaching methods courses.						
2. Participation in scientific conferences.						
3. Participation in holding seminars.						
4. Participation in seminars.						
15. Acceptance standard						
These criteria include the student's desire to study, the student's own GPA, and the absorptive capacity of the colleges.						
16. The most important sources of information about the program						
17. Program development plan						
Working to raise the quality of higher Education, developing students' capabilities according to the needs of the local market, and making higher Educating a means of development, progress, and growth in society and various aspects of life.						



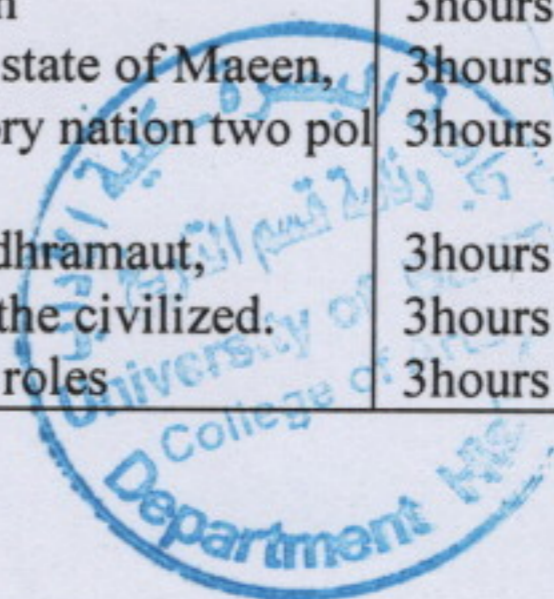
Program skills chart															
Learning outcomes required from the program															
Value	C				B				A				Essential or optional?	Course Code	the year/the level
	C1	C2	C3	C4	B1	B2	B3	B4	A1	A2	A3	A4			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic		2023-2024



Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

Course description form

25.	Course Name:						
	History of the Arabs before Islam						
26.	Course Code:						
27.	the semester/the year: Annual						
	the annual						
28.	The date this description was prepared						
	2/25/2024						
29.	Available attendance forms:						
	Attendance only						
30.	Number of study hours (total) Number of units						
	90 hours per year / 3 hours per week						
31.	Name of the course administrator (if more than one name is mentioned)						
	Dr. Shaker Majeed Kazem Dr. Hisham Jakhyor Mary Dr. Alaa Hassan Alwan						
8	. Course objectives						
9	. The strategies of Teaching and learning						
	1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.				The strategy		
10	Course structure						
	Assessment method	Learnin g	Unit or the topic	Required learning outcomes	hours	the week	
	1. Through continuous follow-up of students in Know their activities Daily While explaining the material. 2. By following up on students' daily attendance and absences. 3.	Discussio method	History of Arabs befo Islam	Importance Study of the history of the Arabs before Islam	3hours	1	
				Sources for studying the history of Arabs before Islam: books Holy And the inscriptions and classical sources,	3hours	2	
				Islamic and Ethiopian.	3hours	3	
				Geography of the Arabian Peninsula Populatio	3hours	4	
				Arabia before Islam Theories	3hours	5	
				About the origin of the inhabitants of the Arab	3hours	6	
				Peninsula	3hours	7	
				Before Islam,	3hours	8	
				And (the theory of motherhood and totemism)	3hours	9	
				Classes of Arabs before Islam	3hours	10	
				The countries of Yemen: the state of Maeen,	3hours	11	
				Its political and cultural history nation two pol	3hours	12	
				Its political history	3hours	13	
				And the civilized state of Hadhramaut,	3hours	14	
				Its history is a politician and the civilized.	3hours	15	
				The state of Sheba with their roles	3hours	16	
						vacation	17
							18



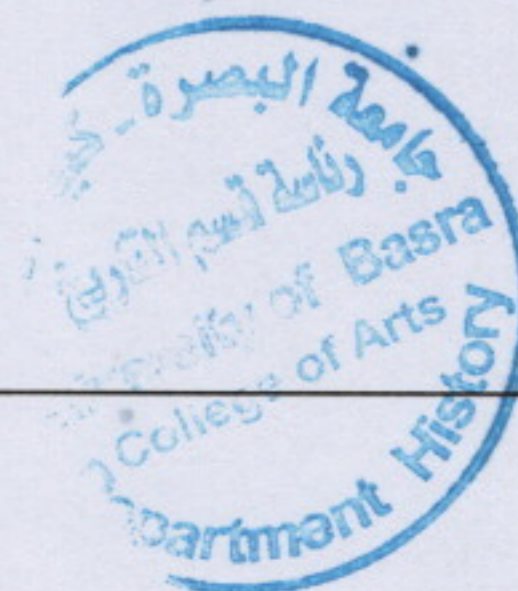
Procedure brother		The four,	3hours	19
Daily taboret 4.		Its political and cultural history. Reasons and	3hours	19
Procedure		results of the Elios Gallus campaign in Yemen	3hours	20
Monthly tests. 5.		Relations between Abyssinia and	3hours	21
Procedure Mid-		Yemen.	3hours	22
year and final		Ideological transformations in Yeme	3hours	23
exams.		Yemen civilization.	3hours	24
		End the of-semester exam the first	3hours	25
			3hours	26
		The political and cultural history of Canada.	3hours	27
		The political and cultural history of Mecca.	3hours	28
		The political and cultural history of Yathrib.	3hours	29
		The political and cultural history of Taif. The	3hours	30
		political and cultural history of the state of		
		Palmyra.		
		The political and cultural history of the Manat		
		state.		
		The political and cultural history of the Ghassa		
		state.		
		The political and cultural history of the Hatra		
		state.		
		The political and cultural history of the Nabata		
		state.		
		Knowledge of the Arabs before Islam: 1-		
		Medicine. 2 - Astronomy3- reading and writin		
		.4- Judiciary		
		5-Poetry and public speaking.6- Proverbs and		
		wisdom.		
		Social life among the Arabs before Islam: 1 - 7		
		family among the Arabs before Islam.		
		2 - Types of marriage and divorce upon disgra		
		B,		
		Loyalty among the Arabs before Islam,		
		Arab days before Islam End exam		
		Chapter II.		

11 Course Assessment

Grades are distributed as follows: - 25 marks for monthly exams for the first semester / 25 marks for monthly exams for the second semester / 50 marks for final exams.

12 Learning and teaching resources

Dr. Hashem Yahya Al-Mallah/Messenger in date Arabs before Islam.	Required textbooks (methodology, if any)
1. Dr. Jawad Ali/The detailed history of the Arabs before Islam	Main references (sources)
2. Dr. Munther Abdel Karim Al-Bakr/studies in date Arabs before Islam.	
3. Dr . Ali Muhammad Moati / Political History of the Arabs Before Islam	



4. D. Khalil Yahya Lutfi / Arabs before Islam	
1. Dr. Abdul Aziz Al-Salem/History of the Arabs before Islam. 2. Dr . Saleh Ahmed Al-Ali: Lectures on Arab History. 3. Dr . Ali Muhammad Moati / Economic History of the Arabs Before Islam 4. Jurji Zidane / Arabs before Islam.	Recommended supporting books and references (scientific journals, reports....)
The website books the history and antiquities of the Arabian Peninsula	Electronic references, Internet sites

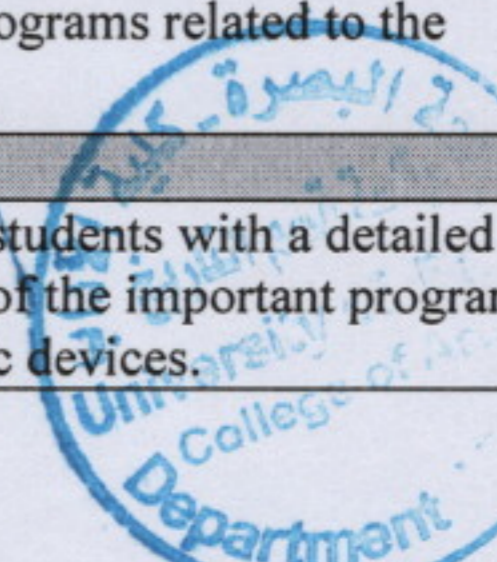
Computer / first stage

18. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		2	2	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

19. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	Electronic devices		2023-2024 / the first time

* Of note-taking may include whether the course is core or elective.

20. Expected learning outcomes of the program	
Knowledge	Teaching students to use devices' important programs related to the devices.
Skills	Introducing students with a detailed explanation of the important programs for the electronic devices.



Value		Developing students' abilities and the possibility of developing knowledge methods in the electronic devices subject.	
21. The strategies of Teaching and learning			
1-Explaining the material during lecture times and assigning students to participate through interventions and discussions.			
2- Assigning students to prepare short research on each subject.			
3- Assigning students to support research sources with various sources through visits to the central library.			

22. Assessment methods			
Weekly, monthly, daily exams, and the end-of-the-year exam.			

23. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization	Scientific rank	
lecturer	Permanent staff		private	general	
	Permanent staff		linguistics	Arabic	Doctor

Professional development			
Mentoring new faculty members			
Professional development for faculty members			

24. Acceptance standard			
Central			

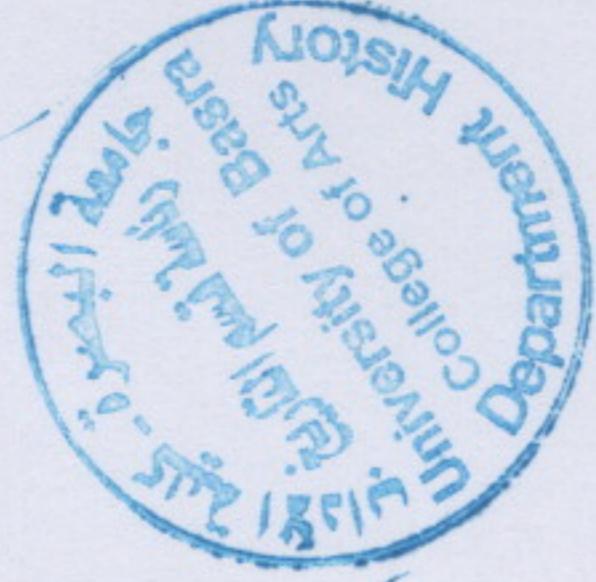
25. The most important sources of information about the program			
Electronic devices skills / Dr. Muhammad Bilal Al-Zoabi, Dr. Khaleda Muhammad Al-Zoabi, and Hani Mahmoud			
Computer skills / Dr. Rafah Shihab Al-Hamdani			
Binding center electronic devices			
Program development			
Working to develop students' abilities in how to use the electronic devices and the important electronic devices programs.			



Program skills chart

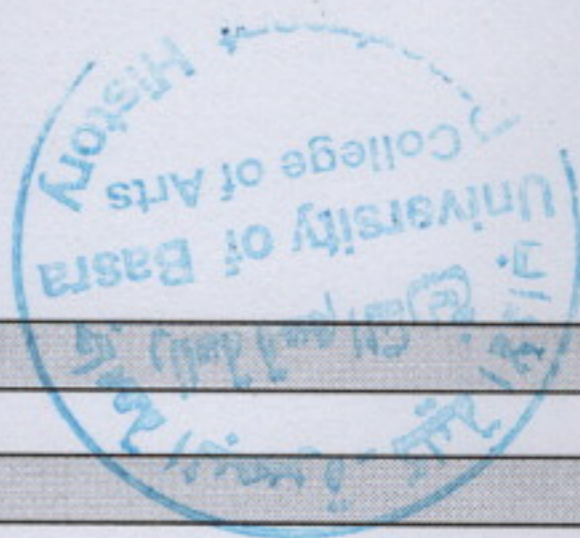
Learning outcomes required from the program

Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level					
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4	
															Electronic devices		2023-2024



Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

Course description form



32. Course Name:					
Electronic devices					
33. Course Code:					
34. the semester/the year: Annual					
the quarterly					
35. Date this description was prepared:					
03/29/2024					
36. Available attendance forms:					
Attendance only					
37. Number of study hours (total)/number of units (total):					
60 hours annually. Two hours Weekly					
38. Name of the course administrator (if more than one name is mentioned)					
Dr. Raed Imad Ahmed					
39. Course objectives					
•	.....	1-	Providing students with knowledge skills and the basics of electronic devices.		
•	.....	2-	Introducing students to Microsoft Word		
•	.....	3-	Introduction to PowerPoint.		
		4-	Introduction to Microsoft Excel.		
40. The strategies of Teaching and learning					
1- to explain the subject is taught during lecture times, with students assigned to participate through interventions and discussions. 2- Assigning students to work on programs through their personal computers. 3- Assigning students to support research sources with various sources by reviewing explanations And detailed information on websites.					The strategy
41. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams, and the end-of-	Explaining the scientific material from the main source material with assistance from other secondary sources 2- Assigning students to the practical application of lectures.	Devices	1- Providing students with a good knowledge skill in the basics of the electronic devices.	Two hours	1
				2 hours	2
				3 hours	3
				2 hours	4
				3 hours	5
				2 hours	6
				3 hours	7
				2 hours	8
				3 hours	9
				3 hours	10

year exam.	3- Using some means of clarification (illustrations) and (practical application using a personal devices)		knowledge of PowerPoint. 4- Acquire the skill of good knowledge of Excel.	3 hours	11
				Two hours	12
				Two hours	13
				Two hours	14
				Two hours	15
				2 hours	vacation
				3 hours	16
				2 hours	17
				3 hours	18
				3 hours	19
				3 hours	20
				3 hours	21
				3 hours	22
				3 hours	23
				3 hours	24
				3 hours	25
				3 hours	26
				2 hours	27
3 hours	28				
	29				
	30				

42. Course Assessment

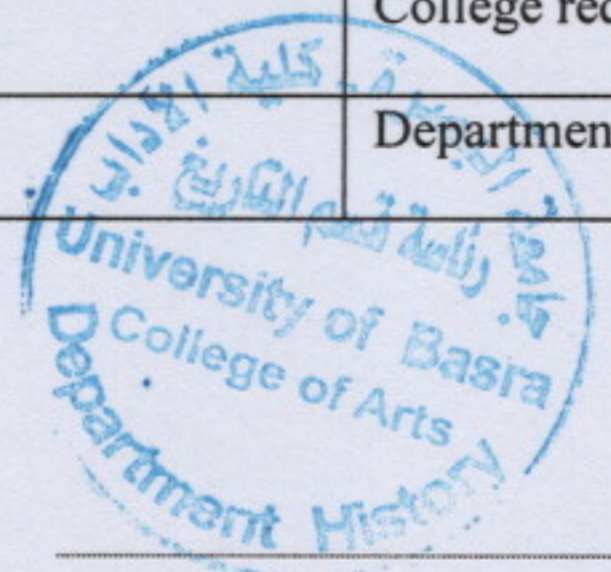
The distribution of the grades is as follows:
 25 monthly and daily exam grades for the first semester.
 25 monthly and daily exam grades for the second semester.
 50 Score for final exams

43. Learning and teaching resources

Electronic devices skills / Dr. Muhammad Bilal Al-Zoabi, Dr. Khaleda Muhammad Al-Zoabi, and Hani Mahmoud	Required textbooks (methodology, if any)
Computer skills / Dr. Rafah Shihab Al-Hamdani	Main references (sources)
Binding center electronic devices	Recommended supporting books and references.

Historical texts

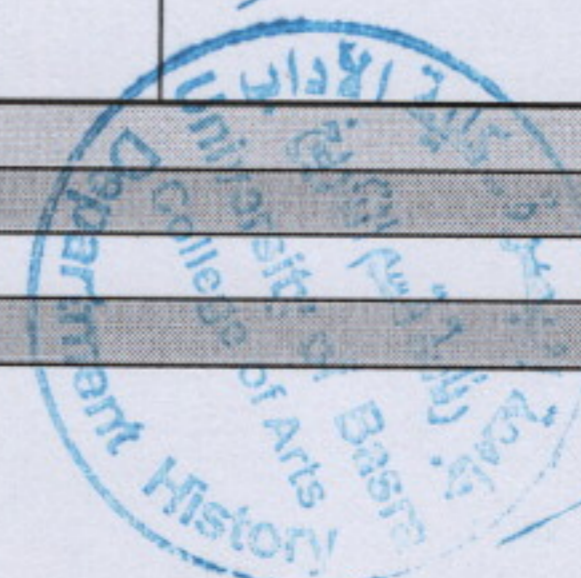
comments *	percentage	Study unit	Number of courses	The program
Basic course		2	60	Course requirements
			Yes	College requirements
			Yes	Department requirements



			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

26. Program description					
Credit hours		Name of the course or course	Course or course code	Year/Level	
1	theoretical	Historical texts in English		2023-2024 /the first time	
27. Expected learning outcomes of the program					
Knowledge					
			Informing students about the most important historical events in the English language		
Skills					
			Developing student's ability to access historical sources in English		
Value					
			Make them able to translate some historical texts from English to Arabic		
28. The strategies of Teaching and learning					
-to explain the subject is taught during lecture times, with students assigned to participate through interventions and discussions.					
2-Assigning students to prepare short research on each subject.					
3-Assigning students to support research sources with various sources through visits to the central library.					
29. Assessment methods					
Weekly, monthly, daily exams, and the end-of-the-year exam.					
30. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	Permanent staff		private	general	
	Permanent staff	Fluent in English, reading and writing	History of Europe	the date	Dr.
Professional development					
Mentoring new faculty members					
Professional development for faculty members					



31. Acceptance standard

32. The most important sources of information about the program

John Williams, The modern history of the world, London, 20021.

33. Program development plan

Working to develop students' abilities in how to obtain historical information from English-language sources, as well as accessing American and British documents.



Program skills chart																							
Learning outcomes required from the program																							
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level											
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4							
			—																				
															Historical texts in English								

• Please check the boxes corresponding to the individual learning outcomes from the program subject to assessment



Course description template

44. Course Name: Ancient History					
Historical texts in English					
45. Course Code:					
46. the semester/the year: Annual					
The Quarterly					
47. Date this description was prepared: 02/24/2024					
48. Available attendance forms:					
Attendance only					
49. Number of study hours (total)/number of units (total):					
30 hours annually.1 An hour a week					
50. Name of the course administrator (if more than one name is mentioned)					
Prof. Dr. Haider Lazem Aziz Email: haidar.lazem@uobasrah.edu.iq					
51. Course objectives					
<ul style="list-style-type: none"> • • • 		2- Providing students with a good knowledge skill in ancient history 2 - Introducing students to the historical era of ancient Iraq in the political aspect. 5- Introducing students to the historical era of ancient Iraq in terms of civilization			
52. The strategies of Teaching and learning					
					The strategy
53. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams, and the end-of- year exam.	Explanation of the scientific material in English 2- Assigning students to prepare short historical articles in English 3- Using some means of clarification, texts, and documents	History of ancient Iraq	5- Providin	1 hour	1
			g students with	1 hour	2
			the skill of	1 hour	3
			reading English	1 hour	4
			historical texts	1 hour	5
			-Introducing	1 hour	6
			students to the	1 hour	7
			most important	1 hour	8
			historical terms in	1 hour	9
			the English	1 hour	10
			language.	1 hour	11
			6- Introduci	1 hour	12
			ng students to the	1 hour	13
			most important	1 hour	14
			historical sources	1 hour	15
			in the English	1 hour	vacation
			language.	1 hour	16
				1 hour	17
				1 hour	18
	1 hour	19			

				1 hour	19
				1 hour	20
				1 hour	21
				1 hour	22
				1 hour	23
				1 hour	24
				1 hour	25
				1 hour	26
				1 hour	27
				1 hour	28
				1 hour	29
				1 hour	30

54. Course Assessment

Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50Score for final exams

55. Learning and teaching resources

-	Required textbooks (methodology, if any)
Dan Allosso, Modern World History, Bemidji State University, 2021.	Main references (sources)

- History of ancient Iraq / the first stage

34. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		3	3	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

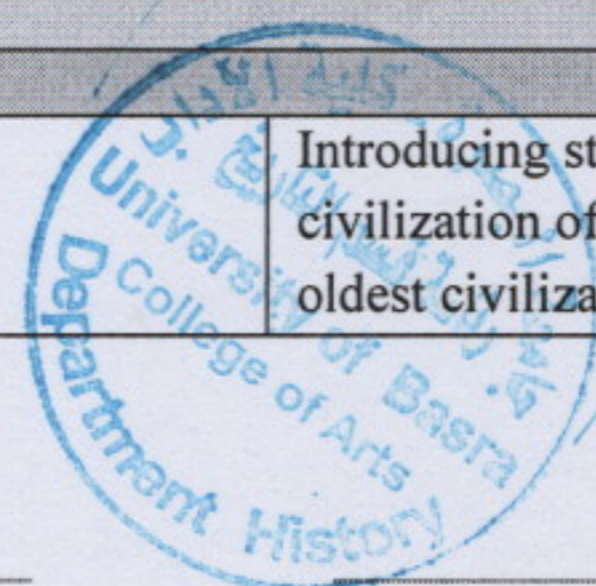
* Of note-taking may include whether the course is core or elective.

35. Program description

Credit hours	Name of the course or course	Course or course code	Year/Level
theoretical	History of ancient Iraq		2023-2024 / the first time

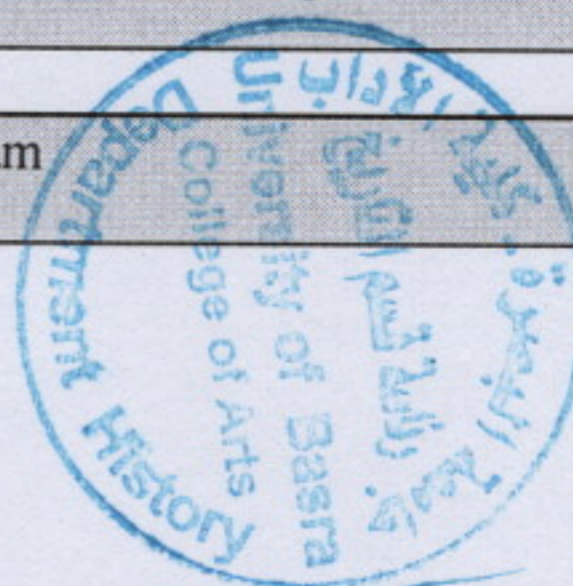
36. Expected learning outcomes of the program

Knowledge	Introducing students to the ancient civilization of Iraq as one of the oldest civilizations in ancient
-----------	--------------------------------------------------------------------------------------------------------



	history
Skills	
	Introducing students to a detailed explanation of the era of ancient Iraqi history
Value	
	Developing students' abilities and the possibility of developing knowledge methods in the subject of ancient Iraq
37. The strategies of Teaching and learning	
-to explain the subject is taught during lecture times, with students assigned to participate through interventions and discussions. 2-Assigning students to prepare short research on each subject. 3-Assigning students to support research sources with various sources through visits to the central library.	
38. Assessment methods	
Weekly, monthly, daily exams, and the end-of-the-year exam.	

39. Teaching Staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Lecturer	Permanent staff			private	general	
	Permanent staff			History of ancient Iraq	the History	Dr
Professional development						
Mentoring new faculty members						
Professional development for faculty members						
40. Acceptance standard						
41. The most important sources of information about the program						



-Abdul Qadir Abdul Jabbar Al Sheikhli, The Brief History of Ancient Iraq, 2000.

- Amer Suleiman, Ahmed Malik Aftyan, Lectures on the ancient history of Iraq, 1980.

-Taha Baqir, Introduction to the History

Ancient Civilizations, part 1, 2012.

42. Program development plan

Working to develop students' abilities in how to obtain historical information from reliable sources and according to what is obtained from new archaeological discoveries through which we seek historical information aimed at developing the study.



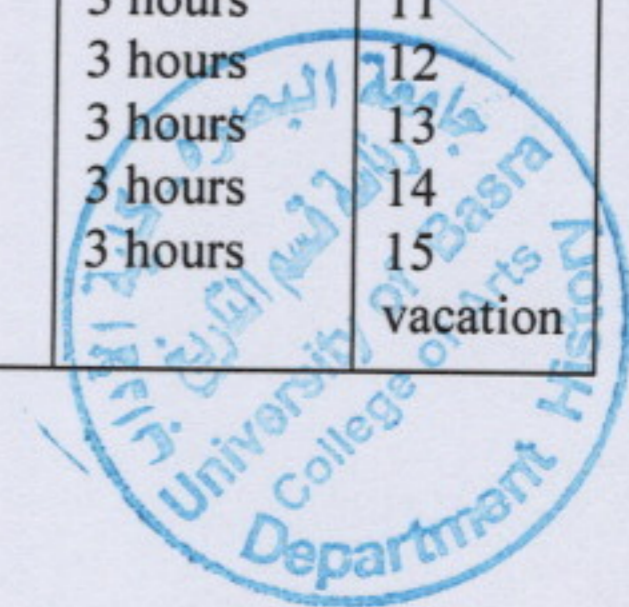
Program skills chart											
Learning outcomes required from the program											
Value	Skills			Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
	C1	C2	C3	C4	B1	B2	B3					B4	a1	a2	a3	a4
C4									History of ancient Iraq		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

56. Course Name: Ancient History					
History of ancient Iraq					
57. Course Code:					
58. the semester/the year: Annual					
Quarterly					
59. Date this description was prepared: 02/24/2024					
60. Available attendance forms:					
Attendance only					
61. Number of study hours (total)/number of units (total):					
90 hours annually. 3 hours a week					
62. Name of the course administrator (if more than one name is mentioned)					
Dr. Hassan Habib Obaid Email: Hassan.habeeb@uobasrah.edu.iq					
63. Course objectives					
<ul style="list-style-type: none"> • • • 		3- Providing students with a good knowledge on ancient history 2 - Introducing students to the historical era of ancient Iraq in the political aspect. 7- Introducing students to the historical era of ancient Iraq in terms of civilization.			
64. The strategies of Teaching and learning					
					The strategy
65. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams, and the end-of- year exam.	Explaining the scientific material from the main source material with assistance from other secondary sources 2- Assigning students to prepare short research on	History of ancient Iraq	6- Providin	3 hours	1
			g students with a	3 hours	2
			good knowledge	3 hours	3
			skill in ancient	3 hours	4
			history	3 hours	5
			-Students'	3 hours	6
			introduction to the	3 hours	7
			historical era of	3 hours	8
			ancient Iraq in the	3 hours	9
			political aspect.	3 hours	10
			8- Introduci	3 hours	11
			ng students to the	3 hours	12
			historical era of	3 hours	13
			ancient Iraq in	3 hours	14
					vacation	15



each subject presented during lectures 3- Using some means of illustration (maps of ancient cities)		terms of civilization.	3 hours	16
			3 hours	17
			3 hours	18
			3 hours	19
			3 hours	19
			3 hours	20
			3 hours	21
			3 hours	22
			3 hours	23
			3 hours	24
			3 hours	25
			3 hours	26
			3 hours	27

66. Course Assessment

distribution as follows:

25 monthly and daily exam grades for the first semester.

25 monthly and daily exam grades for the second semester.

50 Score for final exams

67. Learning and teaching resources

- Amer Suleiman, Ahmed Malik Aftyan, Lectures on the ancient history of Iraq, 1980.	Required textbooks (methodology, if any)
Abdul Qadir Abdul Jabbar Al Sheikhli, The Brief History of Ancient Iraq, 2000.	Main references (sources)
Taha Baqir, Introduction to the History A Ancient Civilizations, part 1, 2012.	Recommended supporting books and references.

- The era of the prophetic message/ The first stage

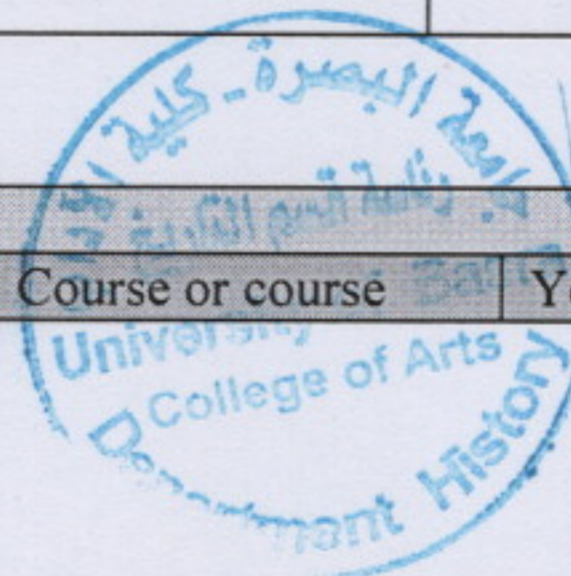
43. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

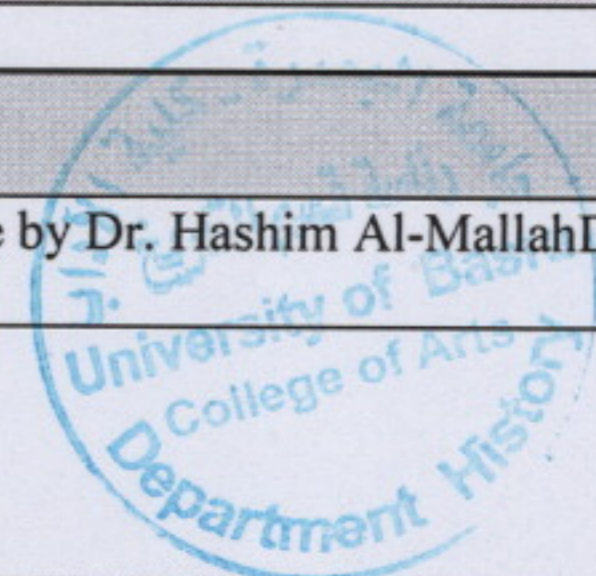
44. Program description

Credit hours	Name of the course or	Course or course	Year/Level
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		course	code	
practical	theoretical	The era of the message	The era of the Prophet's biography	2023-2024 /The first
	3			

45. Expected learning outcomes of the program						
Knowledge						
				Providing students with a set of historical information and concepts about the most important events witnessed in the history of early Islam, especially the era of Muhammad's message		
Skills						
				Expanding critical reading skills to the students for the novels of the Prophet's biography and the era of the message		
Value						
				Developing the national and moral spirit toward professional and research preparation		
46. The strategies of Teaching and learning						
-Explaining the scientific material through delivering, explaining, clarifying, and using illustrative means						
2- Writing Reports Summarize the most important ideas presented during the lectures						
3- Linking well-known critical ideas with students' critical opinions						
47. Assessment methods						
Weekly, monthly, daily exams, and the end-of-the-year exam.						
the teaching staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Study	Permanent staff			private	general	
	Permanent staff			Biography of the Prophet	Islamic history	Professor/teacher
Professional development						
Mentoring new faculty members						
Professional development for faculty members						
48. Acceptance standard						
Central						
49. The most important sources of information about the program						
The Messenger in the Age of the Message and the Rightly Guided Caliphate by Dr. Hashim Al-Mallah Dar Al-Kutub Al-Ilmiyya edition, Beirut 2007, first edition.						



The Biography of the Prophet by Ibn Hisham, Al-Rawd al-Anf by Al-Suhayli,
The correct biography of the Prophet by Jaafar Murtada Al-Amili,
The correct biography of the Prophet by Akram Al-Omari, Book by Ibrahim Baydoun
Al-Ilaf Al-Qurashi, and a book including Abdullah Al-Hubail
Biography thought is a contemporary cultural reading of the Prophet's biography
Faisal Shukri's book/Islamic Societies in the First Century, Wikipedia electronic encyclopedia

50. Program development plan

Using technical and technological means to teach the academic course



Program skills chart

Value		Learning outcomes required from the program										the year/the level			
		Skills				Knowledge				Essential or optional?	Course Name		Course Code		
C1	C2	C3	C4	B1	B2	B3	B4	a1	a2			a3		a4	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	The era of the message		2023-2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			

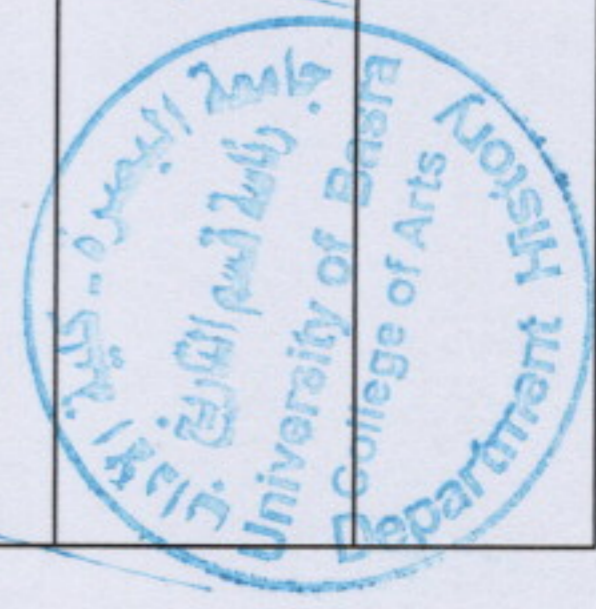
Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



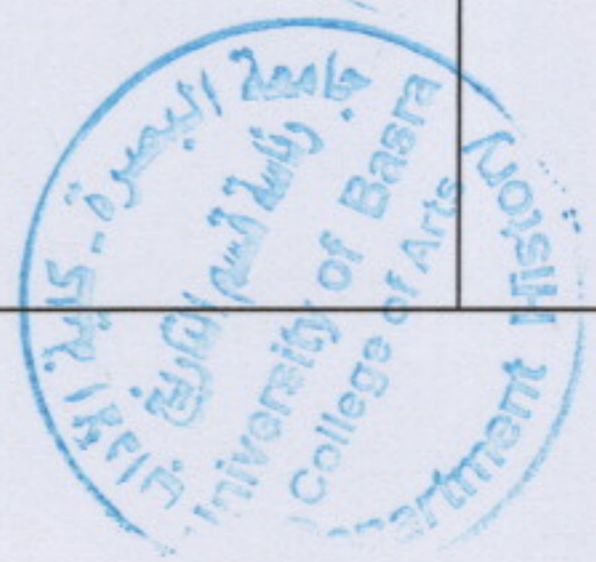
Course description template

68. Course Name:					
The era of the message					
69. Course Code:					
The era of the Prophet's biography					
70. the semester/the year: Annual					
Annual					
71. Date this description was prepared:					
2/25/2024					
72. Available attendance forms:					
Attendance only					
73. Number of study hours (total)/number of units (total):					
90hour annually. 3 hours a week					
74. Name of the course administrator (if more than one name is mentioned)					
Dr. Intisar Adnan Abdel Wahed Email: intisar.adnan@uobasrah.edu.iq					
Dr. Donia Abdul Ali Al-Shammari Email: dunia.abdali@uobasrah.edu.iq					
75. Course objectives					
<ul style="list-style-type: none"> • • • 		<ul style="list-style-type: none"> - Introducing the historical stages through which the life of the Prophet Muhammad, peace be upon him, passed from birth to his death. - Providing students with a set of historical information and concepts about the most important events witnessed in the history of the era of the message. - Introducing students to a historical scientific background about the most important historical events that occurred in the history of the Prophet's biography or the era of the message. 			
76. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking. 1- Explaining the scientific material through presentation, explanation, clarification, and using illustrative methods 2- Writing reports summarizing the most important ideas presented during the lectures 3- Linking well-known critical ideas with students' critical opinions					The strategy
77. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests, reports,	1- Explaining the	The Arab environment of the Messenger and the	Introducing students	3 hours	1
				3 hours	2
				3 hours	3
				3 hours	4

research, weekly, monthly, daily, written exams, and the end-of- year exam.	scientific material through the lecture method that relies on discussion or dialogue managemen t 2- Summariz es the most important ideas presented during the lectures 3- Presenting historical events and linking famous critical ideas with students' critical opinions	message, the social and cultural life in Mecca and Medina, the life of the Messenger, peace be upon him, from birth until the mission, his lineage, peace be upon him, and his ancestors, his birth, his life, peace be upon him, with his wet nurse, his life, peace be upon him, with his mother, grandfather, and uncle, his participation in the events of his time, his marriage, peace be upon him, to Mrs. Khadija, his culture, peace be upon him, and his spiritual life before Mission, The prophetic mission and the stages of the call in Mecca. The position of the Quraysh on the Islamic call to Mecca, the Bani Hashim's protection of the Messenger, the leaders of the polytheists and the methods of their resistance to the call, the dimensions of the ideological conflict between Muslims and the polytheists, the Qur'an's criticism of the leaders of the polytheists, the emigration to Abyssinia, the boycott of Bani Hashim, the call during the boycott period, the trend of	to the most important ideas related to each word and phrase The student learns about everything related to the message era	3 hours	5
				3 hours	6
				3 hours	7
				3 hours	8
				3 hours	9
				3 hours	10
				3 hours	11
				3 hours	12
				3 hours	13
				3 hours	14
				3 hours	15
					vacation
				3 hours	16
				3 hours	17
				3 hours	18
				3 hours	19
				3 hours	19
				3 hours	20
				3 hours	21
				3 hours	22
				3 hours	23
				3 hours	24
				3 hours	25
				3 hours	26
				3 hours	27
				3 hours	28
				3 hours	29
				3 hours	30



		<p>calling to Taif, the trend of calling to Taif, The first and second pledges of Aqaba, the search for new places for the call, the establishment of the Islamic state: (building the mosque - brotherhood - the newspaper). The Islamic State and the confrontation of the various forces, the Islamic State, the confrontation with the polytheists, the stages of the confrontation with the polytheists: the stage of the polytheists' invasion of the Muslims (the Battle of Badr, Uhud, the Trench), the Messenger's policy towards hostile tribes and the Jews. Siege of Khandaq, Siege of Banu Qurayza, Peace of Hdaybiyyah, defeat of Khaybar and its allies in the north, subjugation of Fadak and Wadi al-Qura, conflict with the Byzantine Empire and the Battle of Tabuk, The supremacy of Islam and the conquest of Mecca the Battle of Hunayn, the Siege of Taif, the disavowal of the polytheists, the Farewell Pilgrimage, and his death</p>			
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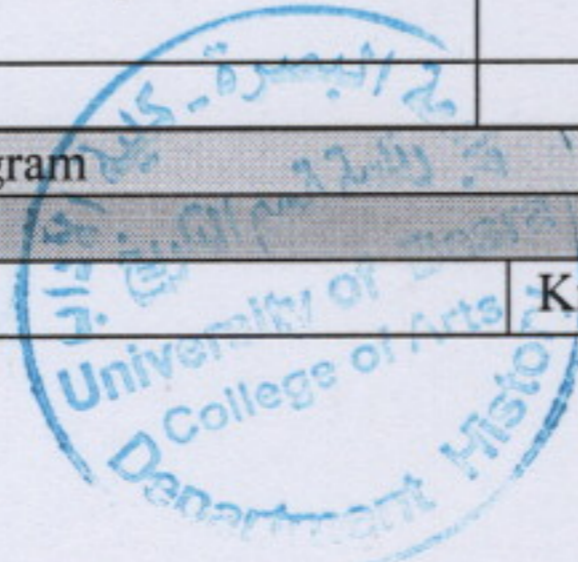
78. Course Assessment	
Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50Score for final exams	
79. Learning and teaching resources	
The Messenger in the Era of the Message and the Rightly Guided Caliphate by Dr. Hashem Al-Mallah, Dar Al-Kutub Al-Ilmiyya edition, Beirut 2007, first edition	Required textbooks (methodology, if any)
a biography of the Prophet by Ibn Hisham Al-Rawd Al-Arabi by Suhayli	Main references (sources)
The correct biography of the Prophet by Jaafar Murtada Amili, The correct biography of the Prophet by Akram Al-Omar Yes, the Book by Ibrahim Baydoun Al-Ilaf Al-Qurashi, and a book from Abdullah Al-Habil Biography thought is a contemporary cultural reading of the Prophet's biography Faisal Shukri's book, Islamic Societies in the First Century	Recommended supporting books and references (scientific journals, reports....)
Wikipedia electronic encyclopedia	Electronic references, Internet sites

- History of the Middle Ages/First Stage

1.				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is basic or not my choice.

2. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	middle ages		2023-2024/first
3. Expected learning outcomes of the program				
Knowledge				
			Knowledge on Medieval Europe	



	from the beginning of the fall of the Roman Empire to the emergence of modern nation-states
Skills	
	Acquiring historical information during that period.
Value	

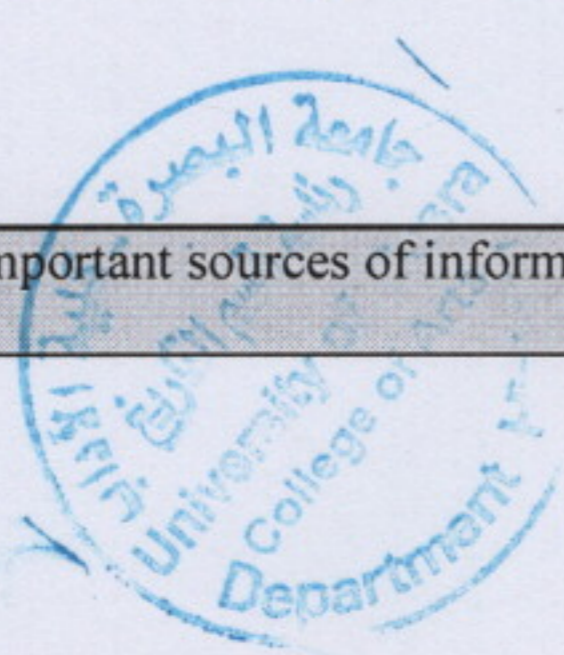
4. The strategies of Teaching and learning
- Explaining the material during lecture times and assigning students to participate through interventions and discussions. 2- Assigning students to prepare short research on each subject. 3- Assigning students to support research sources with various sources through visits to the central library.

5. Assessment methods
Weekly, monthly, daily exams, and the end-of-the-year exam.

6. Teaching Staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
Lecturer	Permanent staffs			private	general	
	Permanent staff			middle ages	the modern history	Doctor teacher
Professional development						
Mentoring new faculty members						
Professional development for faculty members						

7. Acceptance standard

8. The most important sources of information about the program



Europe's Middle Ages Political History / Abdel Fattah Ashour	
The European Middle Ages 476-1500/ Abd al-Qadir Ahmad al-Yusuf	
9. Program development plan	
Work on developing capabilities Students in Absorption of information Historical and extracted from the sources	



Program skills chart

Learning outcomes required from the program													Year/Level					
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code							
	C1	C2	C3	C4	B1	B2	B3	B4				A1	A2	A3	A4			
																		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

1. Course Name:					
middle ages					
2. Course Code:					
NA					
3. Semester/Year: Annual					
Annual					
4. Date this description was prepared:					
03/30/2024					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
Four hours a week. Number of units: 4					
7. Name of the course administrator (if more than one name is mentioned)					
Dr. Hanadi Abdel Azim Safar hanade.safar@uobasrah.edu.iq					
8. Course objectives					
<ul style="list-style-type: none"> • 1- The student's knowledge of the history of Medieval Europe and the historical events during that period • 2- Familiarity with sufficient information during that period • 3- Educating the student about the most important historical events during that period 					
9. The strategies of Teaching and learning					
1- Explaining the material during lecture times and assigning students to participate through interventions and discussions. 2- Assigning students to work on programs through their personal computers. 3- Assigning students to support research sources with various sources by reviewing explanations Detailed information on websites.					The strategy
10. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams, and the end-of-	Explaining the scientific material from the main source material with assistance from other secondary sources 2- Assigning students to the practical application of lectures. 3- Using some means of clarification	middle ages	Students know all the historical information during that period of the Middle Ages	4 hours	1
				4 hours	2
				4 hours	3
				3 hours	4
				4hours	5
				4 hours	6
				4 hours	7
				4 hours	8
				4 hours	9
				4 hours	10



52. Program description	the course	Course code	Year/Level	Credit hours
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• Of note-taking may include whether the course is core or elective.

51. Program structure	comments * percentage	Study unit	Number of courses	Program structure
		2		Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

-Historical research method / second stage

The second phase

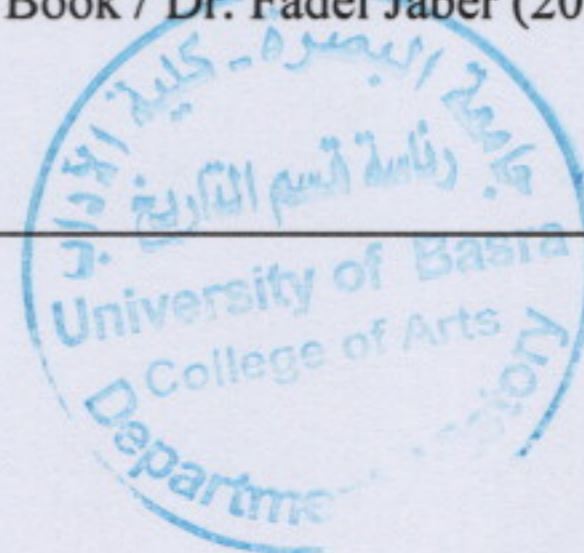
11. Course Assessment	The distribution of grades is as follows: 25 grades for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams		12. Learning and teaching resources	
year exam. (illustrations). (			bound by preparatory
			Recommended supporting books and references.	
			the reviewer	
			Medieval Europe Political history/ Abdel Fattah Ashour	
			Al-Yusuf	
			The European Middle Ages 476_1500 / Abdul Qadir Ahmed	
			Required prescribed books (methodology If any)	
			4 hours	11
			4 hours	12
			4 hours	13
			4 hours	14
			4 hours	15
			4 hours	16
4 hours	17			
4 hours	18			
4 hours	19			
4 hours	20			
4 hours	21			
4 hours	22			
4 hours	23			
vacation	16			

theoretical	practical	Historical research method		2023-2024/ the second
53. Expected learning outcomes of the Program				
Knowledge				
			Informing students of the rules and principles of the historical research method and academic writing methods	
Skills:				
			Expanding critical and analytical skills for historical texts	
Value				
			Developing students' abilities to express opinions and exchange viewpoints	
54. The strategies of Teaching and learning				
1_ Explaining the scientific material through-Providing practical models for selected topics				
2_ Divide the research into sections, specifying the steps for each section				

55. Assessment methods						
Daily tests, weekly and monthly exams, and practical follow-up						
56. Teaching Staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Permanent staff			Research Methodology	Islamic history	Dr.

Professional development						
Mentoring new faculty members						
Professional development for faculty members						
57. Acceptance standard						

58. The most important sources of information about the program						
1-The book "Fundamentals of Historical Research" / Dr. Abdul Wahid Thanoun						
2- Historical Research Methodology Book / Dr. Fadel Jaber (2008)						



59. Program development plan

Practical application in addition to theoretical steps to consolidate the principles and rules of historical research among students



Program skills chart													
Learning outcomes required from the program													
Value	Skills				Knowledge				Essential or optional?	Course	Course Code	the year/the level	
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
✓	✓	✓	—	✓	✓	✓	✓	✓	Basic	Historical research method		2023-2024	



Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

Course description form

80. Course:					
Historical research method					
81. Course Code:					
82. the semester/the year: Annual					
Annual					
83. The date this description was prepared is 2/24/2024					
84. Available attendance forms:					
Attendance only					
85. Number of study hours (total) Number of units A					
86. (total)					
60 hours annually / 2 hours weekly					
87. Name of the course administrator (if more than one name is mentioned)					
Dr. Salma Abdul Hamid Al Hashemi Dr. Zagia Abdel Razzaq					
88. Course objectives					
•		1_ Providing students with the skill of searching and investigating information in various sources			
•		2- Emphasizing scientific honesty in writing the research			
•					
89. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
90. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week
Daily oral tests, monthly exams, and end-of-year exams	Explanation of st plural the information And put Line And sections Search And rules writing And organization Foot of note-taki And list Sources	Historical research method	Providing students with skills for research and investigation Criticism and analysis skills The principles of writing scientific research	2 hours	1
				2 hours	2
				2 hours	3
				2 hours	4
				2 hours	5
				2 hours	6
				2 hours	7
				2 hours	8
				2 hours	9
				2 hours	10
				2 hours	11
				2 hours	12
				2 hours	13
				2 hours	14
				2 hours	15
					vacation
				2 hours	16
				2 hours	17
				2 hours	18
				2 hours	19
2 hours	19				
2 hours	20				



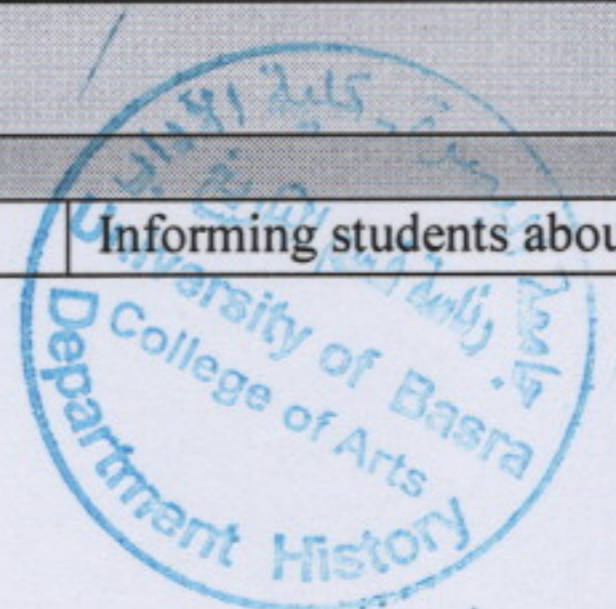
				2 hours	21
				2 hours	22
				2 hours	23
				2 hours	24
				2 hours	25
				2 hours	26
				2 hours	27
				2 hours	28
				2 hours	29
				2 hours	30
91. Course Assessment					
The distribution is as follows: 25 marks for monthly exams for the first semester, 25 marks for monthly exams for the second semester, and 50 marks for the final exam.					
92. Learning and teaching resources					
			Required textbooks (methodology, if any)		
Principles of historical research, Abdel Wahed Thanoun			Main references (sources)		
Historical research method Dr. Fadel Jaber Dahi			Recommended supporting books and references		
Historical research method and electronic extraction Dr. Hussein Ahmed Al-Bawi (2023)			(scientific journals, reports....)		
NA			Electronic references, Internet sites		

Baath crimes article/second stage

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		1	1	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

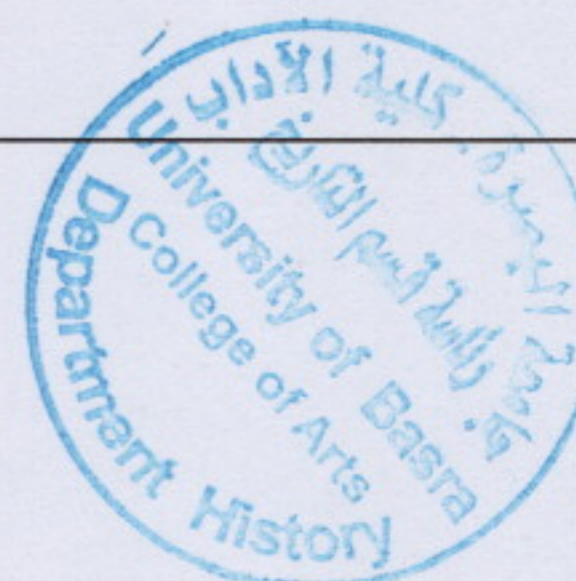
* Of note-taking may include whether the course is core or elective.

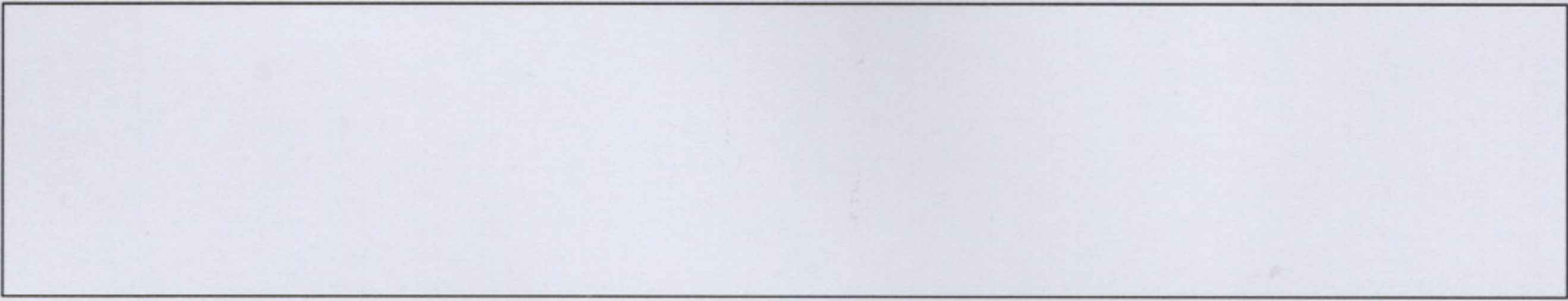
60. Program description				
Credit hours		the course or course	Course or course code	Year/Level
	theoretical	The crimes of the Baath regime in Iraq		2023-2024 /the second
61.				
62. Expected learning outcomes of the program				
Knowledge				
Informing students about the				



	bloody crimes of the Baath Party in Iraq, which included all sectors of the country.
Skills	
	Introducing students to a detailed explanation of how the Iraqi state was administered during the fascist Baath rule.
Value	
	Enhancing their knowledge of the crimes of the former Baathist regime
63. The strategies of Teaching and learning	
-to explain the subject is taught during lecture times, with students assigned to participate through interventions and discussions. 2-Assigning students to prepare short research on each subject. 3-Assigning students to support research sources with various sources through visits to the central library.	
64. Assessment methods	
Weekly, monthly, daily exams, and the end-of-the-year exam.	

65. Teaching Staff							
Faculty members							
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank	
lecturer	Permanent staff			private	general		
	Permanent staff			Contemporary European history	the date	Dr.	
Professional development							
Mentoring new faculty members							
Professional development for faculty members							
66. Acceptance standard							
67. The most important sources of information about the program							
The crimes of the Baath regime in Iraq, a course for private and public universities.							





68. Program development plan

Working to develop students' abilities in how to obtain historical information from reliable sources and according to the documents obtained from the defunct Baathist regime. Developing their awareness of the danger of that regime locally, regionally, and internationally.



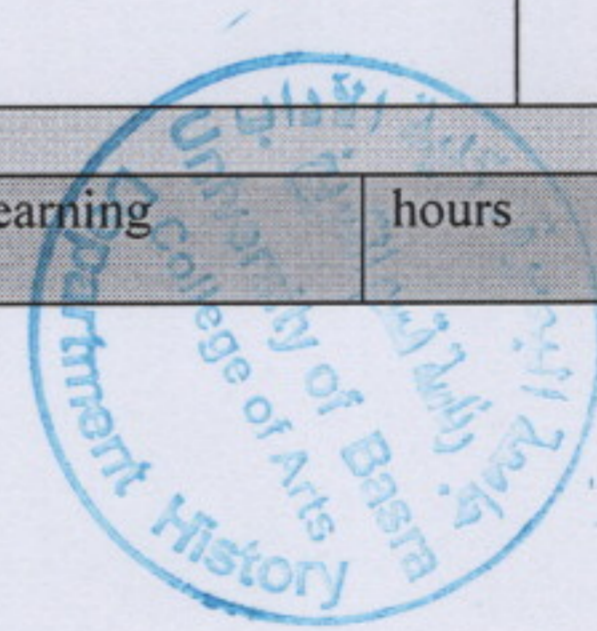
Program skills chart																						
Learning outcomes required from the program																						
Value	Skills				Knowledge				Essential or optional?	Course	Course Code	the year/the level										
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4						

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

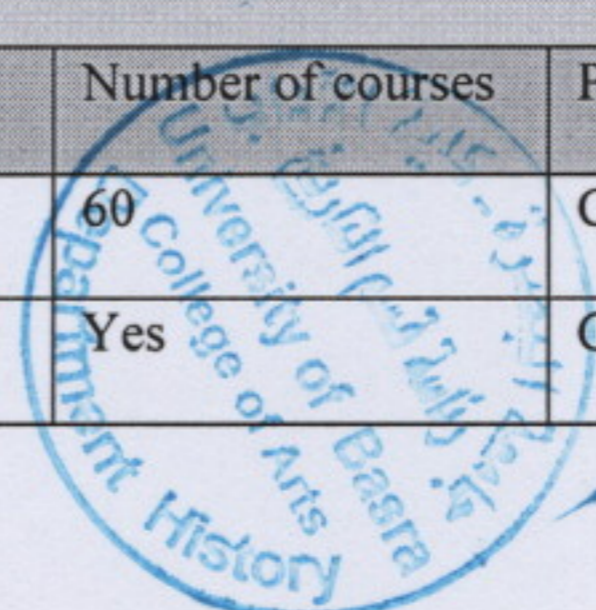
93. Course: Ancient History					
History of ancient Iraq					
94. Course Code:					
95. the semester/the year: Annual					
the quarterly					
96. Date this description was prepared: 02/24/2024					
97. Available attendance forms:					
Attendance only					
98. Number of study hours (total)/number of units (total):					
30 hours annually, 1 hour per a week					
99. the course administrator (if more than one name is mentioned)					
Prof. Dr. Haider Lazem Aziz Email: haidar.lazem@uobasrah.edu.iq					
100. Course objectives					
<ul style="list-style-type: none"> • • • 		<p>4- Informing students about the era of the exterminated Baath</p> <p>2 - Introducing students to the historical era of Iraq under the fascist Baath rule.</p> <p>9- Introducing students to the suffering of the Iraqi people of all ethnic groups as a result of the Baath crimes</p>			
101. The strategies of Teaching and learning					
					The strategy
102. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week



Weekly, monthly, daily, written exams, and the end-of-year exam.	Explaining the scientific material from the main source material with assistance from other secondary sources 2- Assigning students to prepare short research on each subject presented during lectures 3- Using some means of clarification, such as photos and video clips left by the regime documenting its crimes against the people of Iraq.	History of ancient Iraq	7- Introducing students to the crimes of the previous regime.	1 hour	1
			-Introducing students to the violations and violations of international laws committed by the Baathist regime	1 hour	2
			10- Introducing students to the effects of Baath crimes on the Iraqi people and the Iraqi environment.	1 hour	3
				1 hour	4
				1 hour	5
				1 hour	6
				1 hour	7
				1 hour	8
				1 hour	9
				1 hour	10
				1 hour	11
				1 hour	12
				1 hour	13
				1 hour	14
				1 hour	15
				1 hour	vacation
				1 hour	16
				1 hour	17
				1 hour	18
				1 hour	19
				1 hour	19
				1 hour	20
				1 hour	21
				1 hour	22
				1 hour	23
				1 hour	24
				1 hour	25
				1 hour	26
				1 hour	27
				1 hour	28
	1 hour	29			
	1 hour	30			
103. Course Assessment					
distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50Score for final exams					
104. Learning and teaching resources					
			Required textbooks (methodology, if any)		

History of the Maghreb/Second Phase

1. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements



			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

2. Program description				
Credit hours		the course or course	Course or course code	Year/Level
practical	theoretic al	History of the Islamic Maghreb		2023-2024 / the second
	theoretic al			

3. Expected learning outcomes of the program

Knowledge

Getting to know the history of the Arab Maghreb in the past, before Islam, then Islamic liberation, the spread of Islam, and the political entities that emerged in the countries of the Islamic Maghreb.

Skills

-Enabling the student to interact and participate in the lecture by asking questions, dialogue, and discussion.
 2- Enabling the student to deal with historical texts and demonstrate the ability to analyze and read those texts.
 3- Acquiring knowledge and knowledge of the history of the Arab Maghreb in ancient times, before Islam, and after the Arab-Islamic liberation wars.
 4-Knowing the geographical borders of the Arab Islamic Maghreb to focus students' knowledge of the history of Morocco.

Value and Ideas

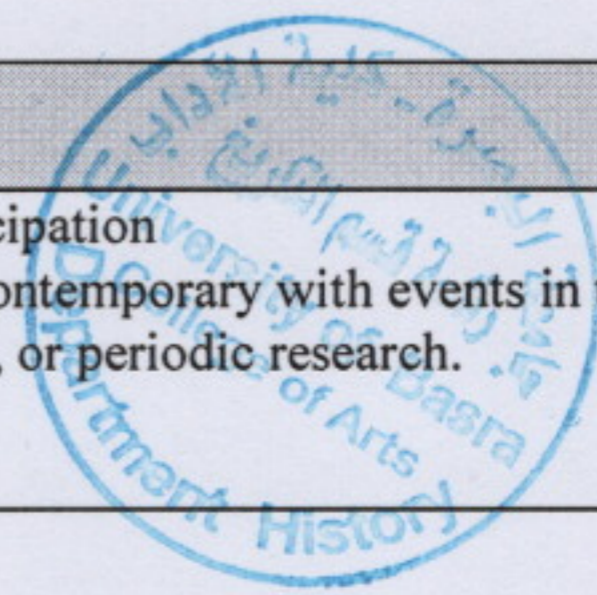
Spreading the spirit of tolerance Accepting the other as he is without belittling him, and the necessity of reviewing all ideas and opinions related to the historical texts contained in the history of the Arab Maghreb, as well as trying to spread the spirit of dialogue, to reach justice, tolerance and equality to achieve a virtuous society.

4. The strategies of Teaching and learning

1/ A method of dialogue, discussion, and participation for all students, motivating and encouraging them to do so.
 2- Simulation, stories, acting, and simile.
 3- E-learning methods, sometimes through smart screens or asking students to benefit from electronic libraries and the method of accessing, searching, and downloading those books. Also (Telegram, Google Meet, PowerPoint)

5. Assessment methods

1- Method of oral examinations requiring daily preparation and participation
 2- Assigning students to research the lives of historians of the Islamic era contemporary with events in the Maghreb countries, as well as various historical works in the form of reports, articles, or periodic research.
 3- Written exams.
 4- Questionnaire



6. Teaching Staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Permanent staff			the Islamic history	the history	Teacher doctor
	Permanent staff			The Islamic history	the history	assistant teacher

Professional development

Mentoring new faculty members

Professional development for faculty members

7. Acceptance standard

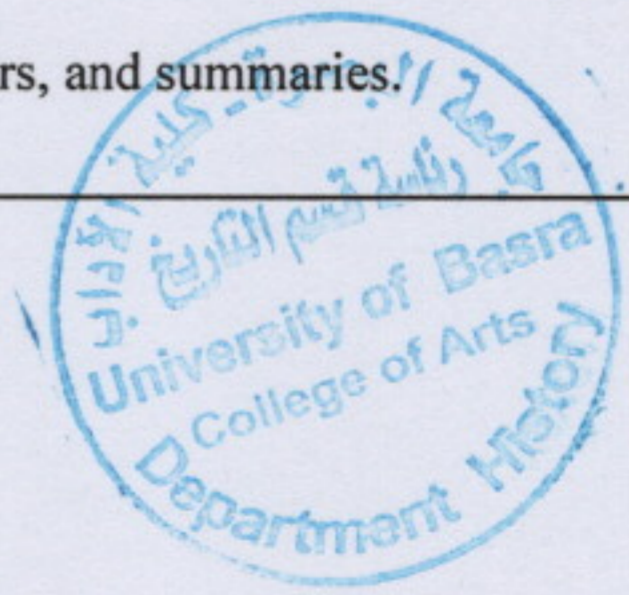
Central admission

8. The most important sources of information about the program

1 –History of the Arab Maghreb: Dr. Khalil Ibrahim Al-Samarrai, Dr. Saleh Mutloub spokesman, Dr. Abdul Wahed Thanoun Taha.

9. Program development plan

- 1- Working to introduce new Educating al methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.
- 2- Introducing new Educating al curricula and relying on useful diagrams, posters, and summaries.



Program skills chart																
Learning outcomes required from the program																
Value	Skills				Knowledge				Essential or optional?	Course	Course Code	the year/the level				
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
C4	✓	✓	—	✓	—	✓	✓	✓	✓	✓	✓	✓	Basic Mandatory	Ancient Eastern thought		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

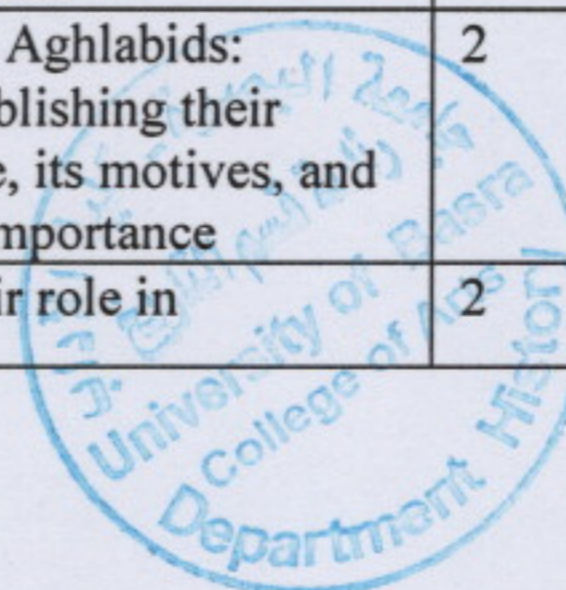


Course description form

1. Course:	
Moroccan Arab Islamic history	
2. Course Code:	
3. the semester/the year: Annual	
Annual	
4. Date this description was prepared:	
10/5/2023	
5. Available attendance forms:	
Attendance only	
6. Number of study hours (total)/number of units (total):	
60 hours. Two hours per week	
the course administrator (if more than one name is mentioned)	
Dr. Fouad Hussein Ali Email: fouad.hussein@uobasrah.edu.iq	
Dr. Aqeel Jabbar Jassim Email: aqeel.jassim@uobasrah.edu.iq	
7. Course objectives	
	<p>1- Enabling the student to understand the basic concepts in the history of the Arab Islamic Maghreb in ancient and Islamic times.</p> <p>2- Students' knowledge of the history of the Arab-Islamic Maghreb in ancient and Islamic times, knowledge of the lives of the population, their beliefs, and knowledge of their rituals, doctrines, and political tendencies.</p> <p>3- Introducing the student to the most important ideas and visions related to ancient religions before Islam, and then the changes that occurred in people's lives after they entered Islam.</p> <p>4- Enabling the student to know the most prominent leaders and personalities who had a major role in making the events of the history of the Arab Islamic Maghreb.</p>
8. The strategies of teaching and learning	
<ul style="list-style-type: none"> - Method of dialogue, discussion, and participation for all students and motivating and encouraging them to do so. - 3- Simulation, stories, acting, and simile. - 3- E-learning methods, sometimes through smart screens or asking students to benefit from electronic libraries and how to access, search, and download these books. (Telegram, Google Meet PowerPoint) 	The strategy



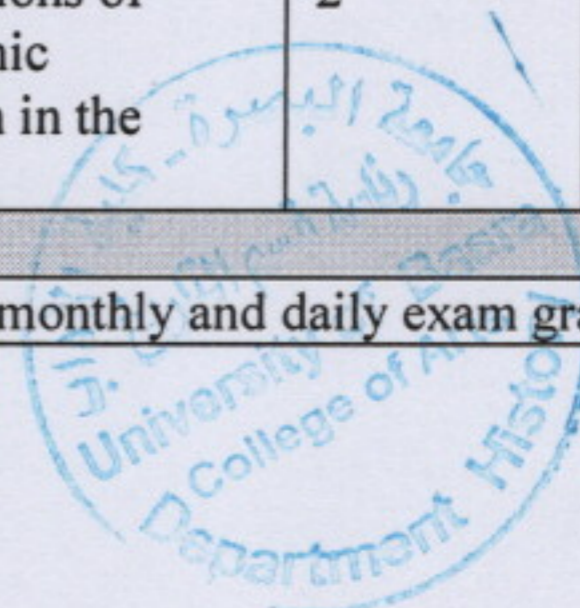
9. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research	History of the Islamic Maghreb	Introduction to the Maghreb countries - naming	2	1
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Geography of the Maghreb	2	2
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Population	2	3
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The history of the Maghreb in ancient times and before Islam	2	4
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Arab connections with the Maghreb before Islam	2	5
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Arab-Islamic liberation wars	2	6
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Exploratory editing stage	2	7
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Regular editing stage	2	8
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Introduction and spread of Islam in the Arab Maghreb	2	9
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The era of governors	2	10
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		An era of turmoil and paving the way for the emergence of independent and semi-independent political entities	2	11
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Independent states: the Idrisi's establishing their state, its causes, and importance	2	12
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Their role in spreading Islam and the Arab-Islamic civilization, weakness and fall	2	13
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The Aghlabids: establishing their state, its motives, and its importance	2	14
Lecture, participation,	Exam, discussion,		Their role in	2	15



questions, and interaction	reports, and research		spreading Islam and the Arab-Islamic civilization, weakness and fall		
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The Almoravids: establishing their state	2	16
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Its motives and importance	2	17
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The strength and breadth of their state	2	18
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Their most prominent rulers and their role in the Maghreb	2	19
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Their role in spreading Islam and Arab-Islamic civilization	2	20
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		their external relations	2	21
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The era of weakness	2	22
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Factors of collapse and fall	2	23
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The Almohad: founding their state, its motives, and its importance	2	24
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Their most prominent rulers and their role in the Maghreb	2	25
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Their role in spreading Islam and Arab-Islamic civilization	2	26
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		their external relations	2	27
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The era of weakness	2	28
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Factors of collapse and fall	2	29
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Manifestations of Arab-Islamic civilization in the Maghreb	2	30

10. Course Assessment

Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for



the second semester. 50Score for final exams	
11. Learning and teaching resources	
NA	Required textbooks (methodology, if any)
1- History of the Arab Maghreb: Dr. Khalil Ibrahim Al-Samar Dr. Saleh Mutloub spokesman, Dr. Abdul Wahed Thanoun Tah	Main references (sources)
The history of Morocco in the Islamic era, Dr. Abdul Hamid Hussein Hamouda.	Recommended supporting books and references (scientific journals, reports....)
https://www.asjp.cerist.dz/en/article/60701	Electronic references, Internet sites
https://arab-ency.com.sy/ency/details/10523/19	

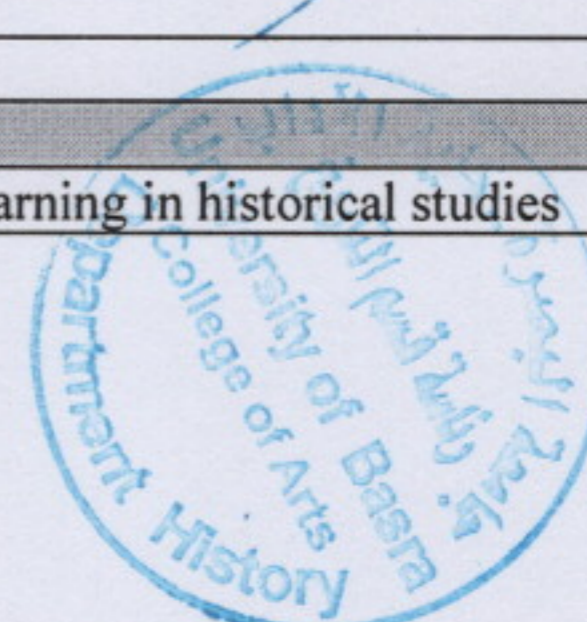
History of the Rightly Guided Caliphate/Second Phase

69. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course				Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

70. Program description			
Credit hours	the course or course	Course or course code	Year/Level
2	History of the Rightly Guided Caliphate		2023-2024
			The second phase

71. Expected learning outcomes of the program	
Knowledge	
	A1. Learning about the history of the Rightly Guided Caliphs A2. The most important historical events in the era of the Rightly Guided Caliphate A3. Al-Saqifa and the killing of Caliph Othman A4. The Battle of the Camel, Siffin and Nahrawan
Skills	
	B1. Apply historical knowledge skillfully and creatively B2. Using the historical research method in preparing research B3. Criticism of previous historical views B4. Analysis of historical texts
Value	
	C1. to bear Responsibility for self-learning in historical studies



	<p>C2. Show Self-confidence and the ability to analyze and criticize history</p> <p>C3. Commitment to the vision and ethical practices</p> <p>C4. Self-development and the ability to resolve historical interactions</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

72. The strategies of Teaching and learning						
Lectures						
Discussion And Dialogue						
Storming Mental						
73. Assessment methods						
A written test						
oral test						
Research						
Follow-up and observation						
74. Teaching Stuff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Yes			Yes		Assistant Professor

Professional development					
Mentoring new faculty members					
Professional development for faculty members					
75. Acceptance standard					
76. The most important sources of information about the program					
<p>The Messenger in the Prophet's Biography and the Rightly Guided Caliphate, Dr. Hashem Yahya Al-Mallah / 2013 / Dar Al-Kutub Al-Ilmiyyah</p> <p>History of the Rightly Guided Caliphs, Dr. Muhammad Suhail Taqoush, 2003, Dar Al-Nafais</p> <p>University periodicals and theses</p>					
77. Program development plan					

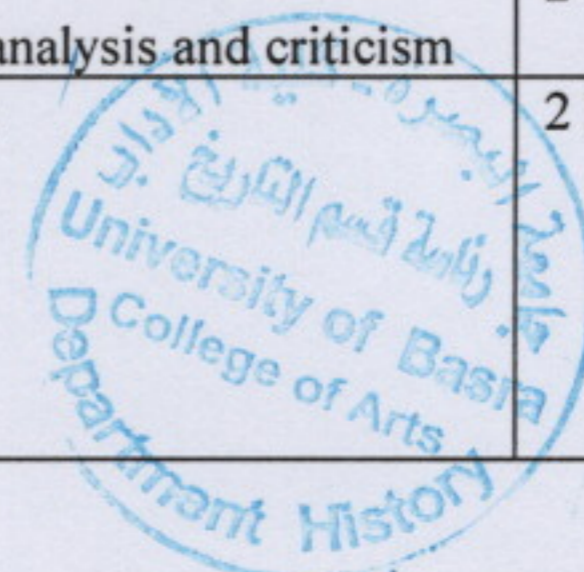
Program skills chart															
Learning outcomes required from the program															
Value	Skills				Knowledge				Essential or optional?	Course	Course Code	Year/Level			
	C1	C2	C3	C4	B1	B2	B3	B4					A1	A2	A3	A4
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	History of the Rightly Guided Caliphate		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

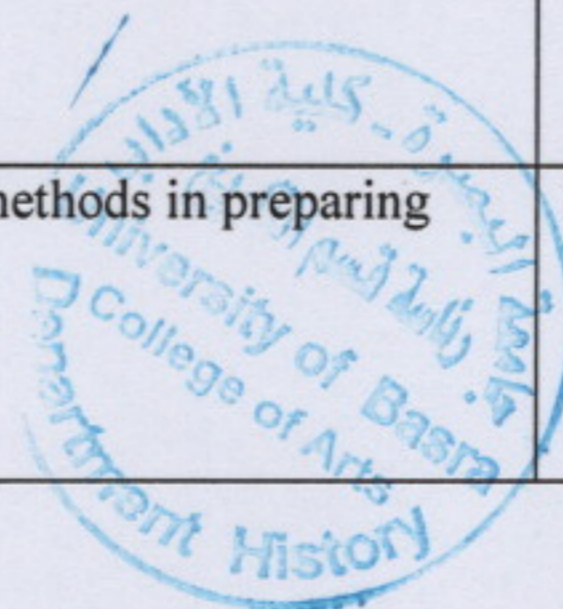


Course description form

105. Course:					
History of the Rightly Guided Caliphate					
106. Course Code:					
NA					
107. Semester/Year: Annual					
Annual					
108.					
109. Available attendance forms:					
Attendance only					
110.					
111. the course administrator (if more than one is mentioned)					
Prof. Dr. Mohsen Tohme Youssef					
112. Course objectives					
1- Identifying the concept of the caliphate and its necessity for human soci 2- Identifying the eras of the four Rightly Guided Caliphs 3- Identify the most important works of the Caliphs					
113. The strategies of Teaching and learning					
1. Educating the strategy of collaborative concept planning. 2. Teaching the strategy of brainstorming. 3. Educating the strategy of note-taking.					The strateg
114. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week
oral test	Lectures	The emergence of the caliphate system	Application Knowledge Historical Skillfully and creatively	2 hours	1
oral test	Discussion And Dialo	The emergence of the caliphate system	Use Historical research methods in preparing research	2 hours	2
a test Editorial	Storming Mental	Shed	Cash Historical opinions Previous	2 hours	3
a test Editorial	Lectures	Shed	Analysis Texts Historical	2 hours	4
Research	Discussion And Dialo	Wars of apostasy	to bear responsibility for Learning Self in Studies Historical	2 hours	5
Research	Storming Mental	Wars of apostasy	show trust in the soul And ability in Historical analysis and criticism	2 hours	6
Follow-up And observation	Lectures	The conquests during the days of Caliph Ab Bakr	Commitment to the vision and practices Ethical	2 hours	7



Follow-up And observation	Discussion And Dialo	The conquests during the days of Caliph Ab Bakr	Self-development and ability To solve the interferences Historical	2 hours	8
oral test	Lectures	The developme of the caliphate system du the days o the Caliph Omar bin al-Khattab	Application Knowledge Historical Skillfully and creatively	2 hours	9
oral test	Discussion And Dialo	The developme of the caliphate system du the days o the Caliph Omar bin Khatab	Use Research Methodology Historical In preparation Research	2 hours	10
a test Editorial	Storming Mental	Liberation Iraq	Cash Historical opinions Previous	2 hours	11
a test Editorial	Discussion And Dialo	Liberation Iraq	Analysis Texts Historical	2 hours	12
Research	Lectures	Liberation Iraq	to bear responsibility for Learning Self in Studies Historical	2 hours	13
Research	Self- Educating	Tahrir al- Sham	show trust in the soul and the ability to Analyze and historical criticism	2 hours	14
Follow-up And observation	Discussion And Dialo	Financial ; administra systems in era Caliph On bin Al- Khatab	Commitment to the vision and practices Ethical	2 hours	15
oral test	Storming Mental	The developme of the caliphate system in The era of Caliph Othman b Affan	Application Knowledge Historical Skillfully and creatively	2 hours	16
oral test	Storming Mental	The developme of the caliphate system in	Use Historical research methods in preparing research	2 hours	17



		The era of Caliph Othman bin Affan			
a test Editorial	Discussion And Dialogue	Internal problems	Cash Historical opinions Previous	2 hours	18
a test Editorial	Self-Educating	Internal problems	Analysis Texts Historical	2 hours	19
Research	Discussion And Dialogue	Sedition	to bear responsible Learning Self in Historical stu	2 hours	20
Research	Lectures	Sedition	show trust in the soul and ability on Historical analysis and criticism	2 hours	21
Follow-up And observation	Storming Mental	The development of the caliphate system in days Imam Ali (peace be upon him)	Commitment to the vision and practices Ethical	2 hours	22
Follow-up And observation	Self-Educating	The development of the caliphate system in days Imam Ali (peace be upon him)	Self-development and the ability to resolve historical interactions	2 hours	23
oral test	Discussion And Dialogue	Camel war	Application Knowledge Historical Skillfully and creatively	2 hours	24
oral test	Lectures	Camel war	Use Historical research methods in preparing research	2 hours	25
a test Editorial	Storming Mental	Siffin War	Cash Historical opinions Previous	2 hours	26
a test Editorial	Self-Educating	Siffin War	Analysis Texts Historical	2 hours	27
Research	Lectures	Nahrawan	to bear responsible Learning Self in Historical stu	2 hours	28
Research	Discussion And Dialogue	Martyrdom Imam Ali (peace be upon him)	show trust with the soul and ability on Historical analysis and criticism	2 hours	29
Follow-up And observation	Discussion And Dialogue	Martyrdom Imam Ali (peace be upon him)	Commitment to the vision and practices Ethical	2 hours	30
115. Course Assessment					
Through Assessment forms, including questionnaires–Students' Assessment of the subject					
116. Learning and teaching resources					
The messenger in the Biography of the Prophet and the Rightly Guided		Required textbooks (methodology, if any)			

Caliphate, Dr. Hashem Yahya Al-Mallah / 2013 Dar Al-Kutub Al-Ilmiyyah	
	Main references (sources)
History of the Rightly Guided Caliphs, Dr Muhammad Suhail Taqoush, 2003, Dar Al-Nafais	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

History of the Ancient Near East / Second Phase

78. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course				Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
			NA	Other

* Of note-taking may include whether the course is core or elective.

79. Program description				
Credit hours		the course or course	Course or course code	Year/Level
6	3			2023-2024

80. Expected learning outcomes of the program				
Knowledge				
✓				
Skills				
Value				
81. The strategies of Teaching and learning				
- Theoretical lectures using approved teaching methods				
82. Assessment methods				
Courses + written exams				
83. Teaching Staff				
Faculty members				
Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank	



lecturer	Permanent staff		private	general	
	✓				Assistant Professor

Professional development	
Mentoring new faculty members	
Professional development for faculty members	
✓	
84.	Acceptance standard
very good	
85.	The most important sources of information about the program
Methodological books - reports	
86.	Program development plan
Extracurricular activities	



Program skills chart													
Learning outcomes required from the program													
Value	Skills				Knowledge				Essential or optional?	Course	Course Code	the year/the level	
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
										Basic	History of the Ancient Near East		2023-2024

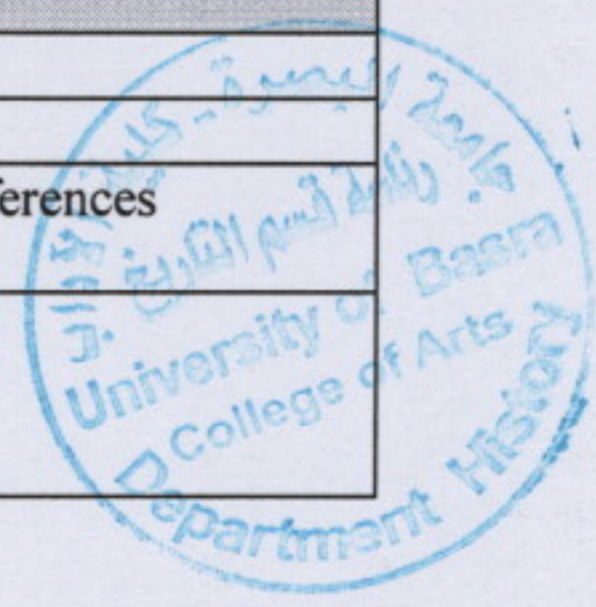


Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

1/4

Course description form

117. Course:					
History of the Ancient Near East					
118. Course Code:					
119. The semester/the year: Annual					
Annual					
120. Available attendance forms:					
Attendance only					
121.					
122. the course administrator (if more than one is mentioned)					
Dr. Iman Shamkhi Nasser					
Dr. Hala Othman Muhammad					
123. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Knowledge of the history of the ancient Near East 2- Knowing the most important civilizations that existed in the ancient Near East (Egyptian civilization - ancient Syrian civilization) 3- The most important cultural achievements of the region's residents 4- The colonization that the region was subjected to (the ancient Near East region)			
124. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
125. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week
				3hours	1
				3hours	2
				3hours	3
				3hours	4
126. Course Assessment					
127. Learning and teaching resources					
			Required textbooks (Methodical book)		
			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		



History of Islamic civilization

87. Contemporary history of Iraq Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		2		Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

88. Program description				
Credit hours	the course or course	Course or course code	Year/Level	
	theoretical	Islamic civilization		2023-2024/ Third

89. Expected learning outcomes of the program	
Knowledge	Informing students about the foundations and components of Islamic civilization and the most important cultural manifestations and their development during successive periods.
Skills	Developing the ability to deduce, analyze, and compare
Value	Developing students' ability to share ideas

90. The strategies of Teaching and learning	
1- Explaining the scientific material by presenting the topics and analyzing them, while mentioning the most important examples and historical evidence 2- Writing topics related to methodological vocabulary by students to increase knowledge and develop research capabilities 3- Connecting ideas and comparing them with the scientific opinions of students	
91. Assessment methods	
-Daily tests, weekly and monthly exams -End-of-year exam	
92. Teaching Staff	
Faculty members	



Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	- Permanent staff - Permanent staff			-Rashidun Islamic history - History of Islamic Thought	Islamic history	Professor -assistant Prof.

Professional development

Mentoring new faculty members

Professional development for faculty members

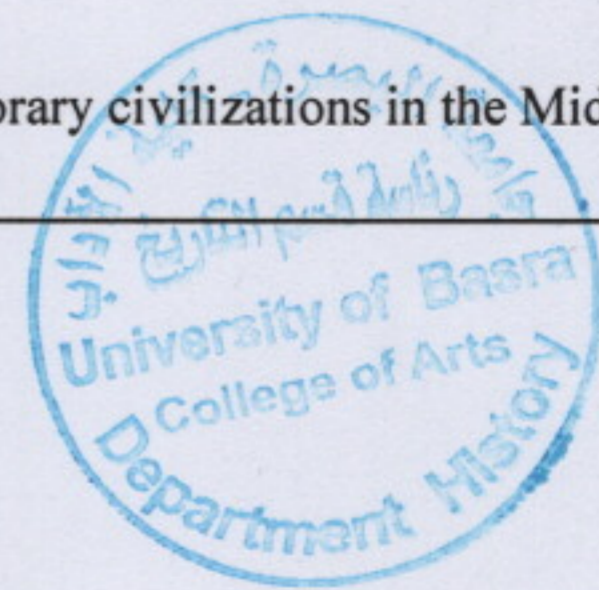
93. Acceptance standard

94. The most important sources of information about the program

- The reference in Arab-Islamic civilization, - Islamic civilization
- Studies in Islamic civilization

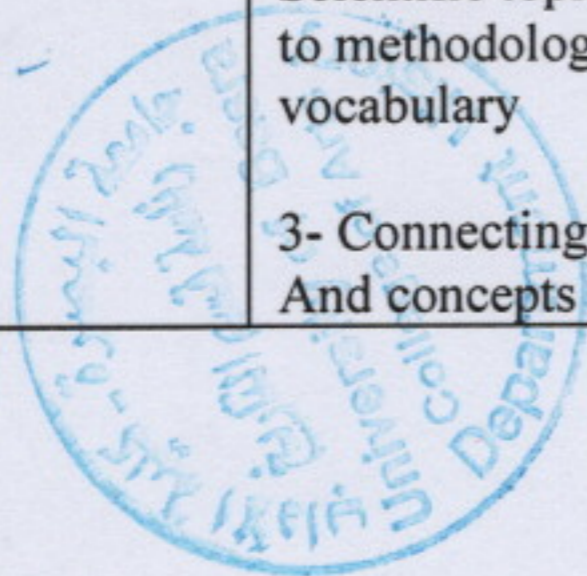
95. Program development plan

- Organizing lectures according to modern phrases and terms, linking them to old terms and phrases with a common concept, and explaining the development of that.
- Working on a comparison between Islamic civilizational manifestations and contemporary civilizations in the Middle Ages, and a comparison with modern and contemporary civilizational manifestations.



Course description form

128. Course:					
Islamic civilization					
129. Course Code:					
130. The semester/the year: Annual					
Annual					
131.					
132. Available attendance forms:					
Attendance only					
133.					
134. course administrator (if more than one name is mentioned)					
Dr. Alaa Kamel Saleh Al-Issawi					
Dr. Ammar Abdul Amir Muhammad Al-Dhiyab					
135. Course objectives					
<ul style="list-style-type: none"> • • • 		<p>1- Student acquisition of Concepts and ideas of Islamic civilization</p> <p>2- Expand the skill of Analysis, conclusion, and comparison</p> <p>3-Most important clarification Cultural manifestations and patterns and their development</p>			
136. The strategies of Teaching and learning					
<p>1-Educating the strategy of collaborative concept planning.</p> <p>2-Teaching the strategy of brainstorming.</p> <p>3-Educating the strategy of note-taking.</p>					The strategy
137. Course structure					
Assessment method	Learning method	the unit or topic	Required learning outcomes	hours	the week
Daily and weekly tests, semester and final exams	1-Explanation of the article Scientific research and its clarification, also with mentioning the most important examples and evidence Historical 2-Writing reports Scientific topics related to methodological vocabulary 3- Connecting ideas And concepts from	Islamic civilization	1-Acquaint students with knowledge and information about the appearances of Islamic civilization	4 hours	1
		1-The political and social systems among the Arabs before Islam and the Sassanian and Byzantine systems	2- Student Acquisition skill on	4 hours	2
		2- Organizations of the Messenger (may God bless him and his family) in Medina	Conclusion and coupling	4 hours	3
		3-Caliphate language and terminology	3- Students gain the ability to benefit from AD Historical experiences	4 hours	4
		-His upbringing Caliphate system	And employ that in this time	4 hours	5
		-Caliphate in the Rashidun era		4 hours	6
		-Caliphate in the Umayyad era		4 hours	7
		- Disagreement in the Abbasid era		4 hours	8
				4 hours	9
				4 hours	10
				4 hours	11
				4 hours	12
				4 hours	13
				4 hours	14
				4 hours	15
					vacation



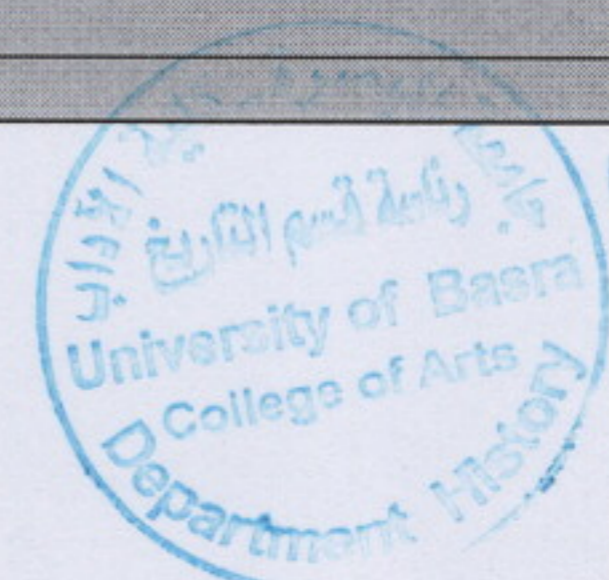
Leave to Analysis Objective and comparative	- The Islamic sects' view of the Caliphate	4 hours	16
	4-The Ministry	4 hours	17
	-The origin and derivation of the ministry	4 hours	18
	-The beginning of the emergence of the ministry system	4 hours	19
	-The ministry in the Prophet's era	4 hours	19
	-The Ministry in the Rashidun Era	4 hours	20
	-The Ministry in the Umayyad era	4 hours	21
	-The Ministry in the Abbasid Era	4 hours	22
	5-The emirate	4 hours	23
	-Emirate system	4 hours	24
	-The emirate in the Rashidun era	4 hours	25
	-The emirate in the Umayyad and Abbasid eras	4 hours	26
	6- Collections	4 hours	27
	-The emergence of collections	4 hours	28
	-Dictionaries in the Umayyad era	4 hours	29
	-Dictionaries in the Abbasid era	4 hours	30
7-Financial systems			
8- The judicial system			
138. Pious			
139. M the decision			
140. Learning and teaching resources			
-Reference in Arab and Islamic civilization		Required textbooks (methodology, if any)	
-Islamic Civilization by Ahmed Zaki		Main references (sources)	
-Studies in Islamic civilization by Abdel Fattah Ashour			
-Islamic Civilization Magazine		Recommended supporting books and references (scientific journals, reports....)	
-Prospects of Islamic civilization			
		Electronic references, Internet sites	

NA				
96. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements

			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

97. Program description					
Credit hours		Name of the course or course	Course or course code	Year/Level	
practical	theoretical	Renaissance	History of Europe	2023-2024 /the second	
	2				
98. Expected learning outcomes of the program					
Knowledge					
			Providing students with a set of historical information and concepts about the most important events witnessed in the history of the Renaissance in Europe and their effects		
Skills					
			Expanding reading skills Historical d students to learn the history of the Renaissance		
Value					
			Developing the national and moral spirit toward professional and research preparation		
99. The strategies of Teaching and learning					
-Explaining the scientific material through delivering, explaining, clarifying, and using illustrative means 2- Writing Reports Summarize the most important ideas presented during the lectures 3- Linking well-known critical ideas with students' critical opinions					
100. Assessment methods					
Weekly, monthly, daily exams, and the end-of-the-year exam.					
101. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
Study	Permanent staff		private	general	
	Permanent staff		International Relations	European history	Teacher
Professional development					
Mentoring new faculty members					
Professional development for faculty members					



102. Acceptance standard

103. The most important sources of information about the program

Said Abdel Fattah Ashour. History of Europe
Abdul Qadir Ahmed Al-Youssef. European times
Abdul Aziz Nawar The European Renaissance
R.frank. The History of Europe 1300-1900
Wikipedia electronic encyclopedia

104. Program development plan/Using technical and technological means to teach the academic course

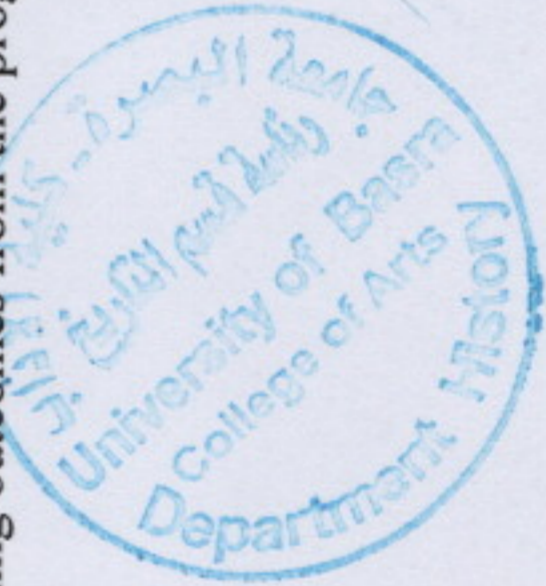


Program skills chart

Learning outcomes required from the program

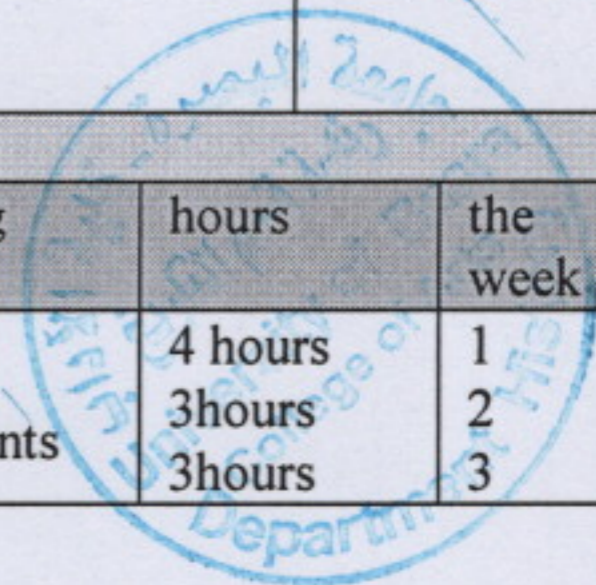
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level	
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
✓	✓	✓	✓	✓		✓	✓	✓	✓	Basic	European Renaissance		2023-2024
✓													
✓									✓				
✓													

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

141. Course Name:					
The era of the message					
142. Course Code:					
History of the Era of the Message					
143. The semester/the year: Annual					
Annual					
144. Date this description was prepared:					
28/2/2024					
145. Available attendance forms:					
Attendance only					
146. Number of study hours (total)/number of units (total):					
90hours annually.4Weekly					
147. Name of the course administrator (if more than one name is mentioned)					
Dr. Zainab Abbas Hassan Email: amorvabad@gmail.com					
Dr. Amjad Hamed Email:					
148. Course objectives					
<ul style="list-style-type: none"> • • • 		<ul style="list-style-type: none"> - Introducing the historical stages that European countries went through during the Renaissance - Providing students with a set of historical information and concepts about the most important events in the history of the Renaissance - Introducing students to a historical scientific background on the most important historical events that occurred in the history of major European countries in modern times and introducing revolutions there. 			
149. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking. 1- Explaining the scientific material through presentation, explanation, clarification, and using illustrative methods 2- Writing reports summarizing the most important ideas presented during the lectures 3- Linking well-known critical ideas with students' critical opinions					The strategy
150. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests,	1- Explaining	Factors that paved the way for the Renaissance in	Introducing students	4 hours 3hours 3hours	1 2 3



reports, research and Weekly, monthly, daily, written exams, and the end-of- year exam.	the scientific material through the lecture method that relies on discussion or dialogue management 2- Summarizes the most important ideas presented during the lectures 3- Presenting historical events and linking famous critical ideas with students' critical opinions	Europe.	to the most important	3hours	4
		Reasons for the	ideas related to each	3hours	5
		Renaissance.	word and phrase	3hours	6
		Renaissance results.	The student learns	3hours	7
		European countries and	about everything	3hours	8
		their influences in Europe.	related to the	4 hours	9
		European wars.	Renaissance	3hours	10
		The era of revolutions.		3hours	11
		Italian Wars.		3hours	12
		Religious wars.		3hours	13
		. The era of religious		3hours	14
		reform.		3hours	15
		The era of Louis IV ADR		3hours	16
				3hours	17
				3hours	18
				3hours	19
				3hours	19
				3hours	20
				3hours	21
				3hours	22
				3hours	23
				3hours	24
				3hours	25
				3hours	26
				3hours	27
				3hours	28
				3hours	29
				3hours	30

vacation

151. Course Assessment	
distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50Score for final exams	
152. Learning and teaching resources	
Abdul Qadir Ahmed Al-Youssef, History of European Times Said Abdel Fattah Ashour. European times	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
Wikipedia electronic encyclopedia	Electronic references, Internet sites



The third stage / modern history of Iraq

1. the program				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course				Course requirements
			yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

2. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
4	2			2023-2024
3. Expected learning outcomes of the program				
Knowledge				
Skills				
Value				
4. The strategies of Teaching and learning				
Theoretical lectures using intentional teaching methods				
5. Assessment methods				
Short tests + written exams				
6. Teaching Staff				
Faculty members				
Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank	



lecturer	Permanent staff		private	general	
	Yes		Modern Iraq Modern and contemporary Iraq		Doctor teacher assistant teacher

Professional development

Mentoring new faculty members

Professional development for faculty members

7. Acceptance standard

Central

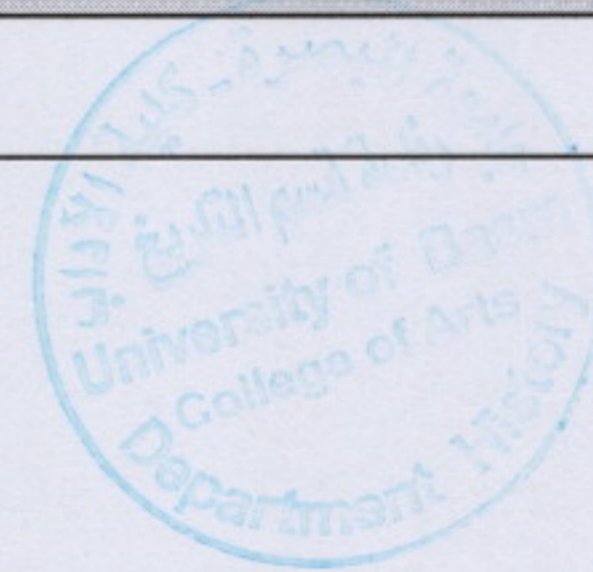
8. The most important sources of information about the program

Methodological books-reports

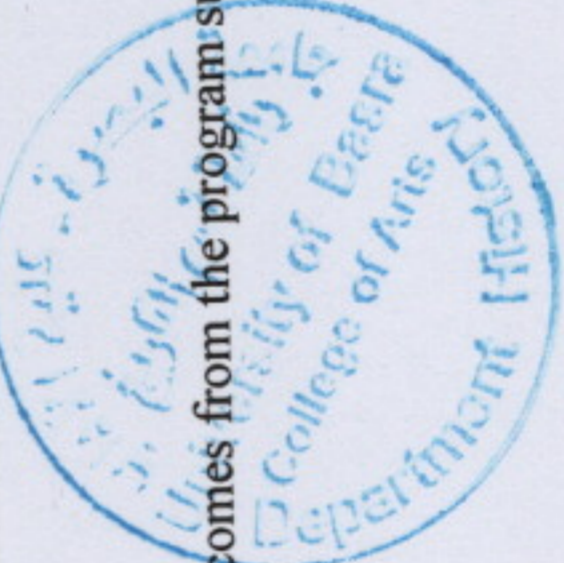
1- Rashid al-Din al-Hamdani, Jami' al-Tawarikh, History of the Mongols, Volume Two, Dar Revival of Arabic Books, Cairo, 19602- Abdul Razzaq Al-Hilali, The History of Education in Iraq during the Ottoman Era (1638-1917) I, Ministry of Educating, Iraq, 1995. 3- Abbas Al-Azzawi, the lawyer, Encyclopedia of the History of Iraq between Two Occupations, Volume Seven, Beirut, Arab Publishing House.

9. Program development plan

Extracurricular activities Scientific trips, maps



Program skills chart																			
Learning outcomes required from the program																			
Value	Skills				Knowledge					Essential or optional?	Course Name	Course Code	the year/the level						
	C1	C2	C3	C4	B1	B2	B3	B4	a1					a2	a3	a4	a1		
C4																			2023-2024

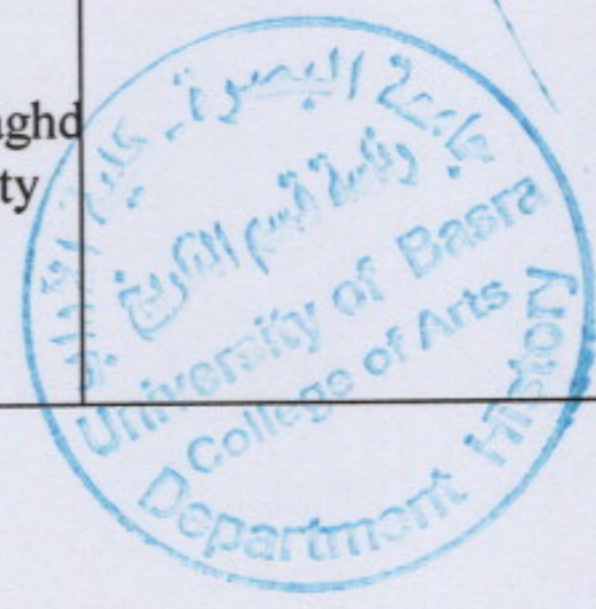


Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

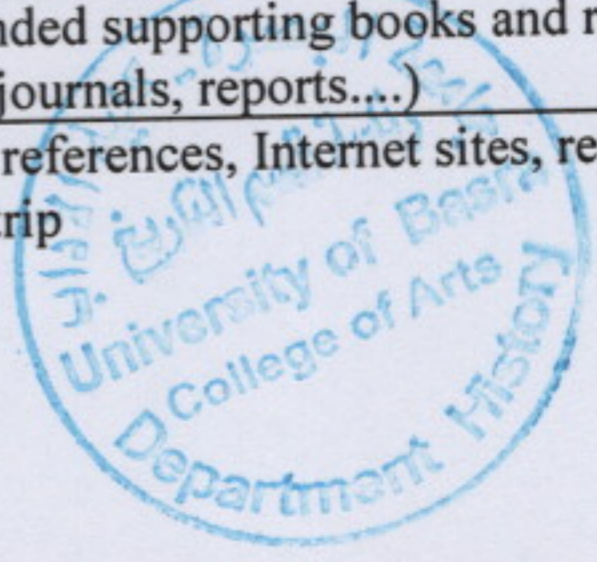
44

Course description form

1. Course Name:					
Modern and contemporary history of Iraq					
2. Course Code:					
3. the semester/the year: Annual					
Annual					
4.					
5. Available attendance forms:					
Attendance only					
6.					
7. Name of the course administrator (if more than one name is mentioned)					
Dr. Naima Latif Abdullah nymha.latif@uobasrah.edu.iq Dr. Taghreed Khashan Falih taghreed.falh@uobasrah.edu.iq					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Shedding light on knowledge of the political circumstances that took place in Baghdad and the Iraqi governorates (Basrah - Kirkuk - Diyala - Mosul) and highlighting the role of the Iraqi resistance in confronting the invasions. 2- Identify the most important reasons that led to the overthrow of the Abba Caliphate in Baghdad			
9. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
10. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Assessment is done through daily, weekly, and monthly	to explain questions and answers Reports	First semester.	Study of modern Iraqi history	2hours	1
		1-Boot (For general conditions (1258-1589)		2hours	2
		1-Mongol invasion of the ruler Islam in general (1258-1508).		2hours	3
		2-Hulagu's campaign against Baghdad		2hours	4
		The reasons for the fall of the city		2hours	5
		3-Minister Muayyad al-Din Ibn Al-Alqami		2hours	6
		4-Hulagu's achievements		2hours	7
				2hours	8
				2hours	9
				2hours	10
				2hours	11



tests.	5-The most prominent Mongol Ilkhanate	2hours	12	
	6-Iraq during control	2hours	13	
	6-Iraq during control	2hours	14	
	6-Iraq during control	2hours	15	
	6-Iraq during control	2hours	15	
	6-Iraq during control	2hours	vacation	
	6-Iraq during control	2hours	16	
	6-Iraq during control	2hours	17	
	6-Iraq during control	2hours	18	
	6-Iraq during control	2hours	19	
	6-Iraq during control	2hours	19	
	6-Iraq during control	2hours	20	
	6-Iraq during control	2hours	21	
	6-Iraq during control	2hours	22	
	6-Iraq during control	2hours	23	
	6-Iraq during control	2hours	24	
	6-Iraq during control	2hours	25	
	6-Iraq during control	2hours	26	
	6-Iraq during control	2hours	27	
	6-Iraq during control	2hours	28	
	6-Iraq during control	2hours	29	
	6-Iraq during control	2hours	30	
	11. Course Assessment			
	Through a student questionnaire.			
	12. Learning and teaching resources			
		Required textbooks (Methodical book)		
		Main references (sources)		
		Recommended supporting books and references (scientific journals, reports...)		
		Electronic references, Internet sites, reports, maps, Scientific trip		



History of the Arabian Gulf

105. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	2	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

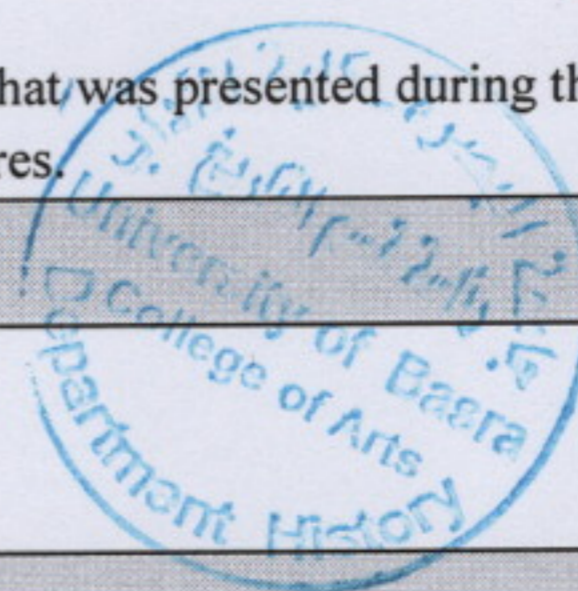
* Of note-taking may include whether the course is core or elective.

106. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	The modern and contemporary history of the Arabian Gulf		2023-2024 / The Third
	theoretical			

107. Expected learning outcomes of the program	
Knowledge	
	Informing students on the history of the Arabian Gulf in modern history, starting from the Portuguese invasion at the beginning of the sixteenth century until the Second Gulf War in 1991, as well as studying the contemporary history of the region and the formation of its modern states.
Skills	
	Introducing students to the modern and contemporary history of the Arabian Gulf region
Value	
	Developing students' abilities to be aware of the importance of the region to the world and Iraq.

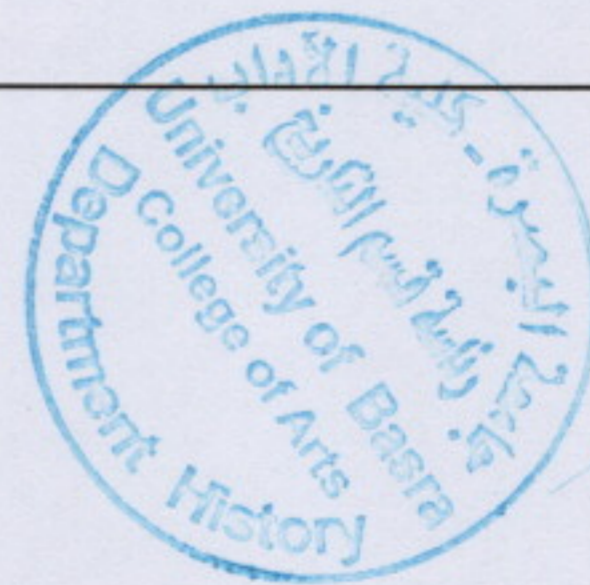
108. The strategies of Teaching and learning	
-Explaining the scientific material by reviewing the history of the Arabian Gulf region, taking into account the chronology of the development of events.	
2- Writing Summary about the most important ideas and information That was presented during the lectures	
3-Extrapolating students' opinions on the topics presented during lectures.	

109. Assessment methods	
Daily exams, quarterly exams, and the end-of-year exam.	
110. Teaching Staff	
Faculty members	



Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Permanent staff			History of the Contemporary Arab World	Modern history	Professor

Professional development
Mentoring new faculty members
Professional development for faculty members
111. Acceptance standard
112. The most important sources of information about the program
<p>1- Muhammad Abdullah Al-Azzawi: Studies in the Modern and Contemporary History of the Arab Gulf, ed., New National House, Damascus, 2011.</p> <p>2- Mustafa Al-Najjar and others: The modern and contemporary history of the Arabian Gulf, 1st edition, Iraq, 1984.</p> <p>3- Fathia Al-Barawi and Muhammad Nasr Muhanna: The Arabian Gulf: A Study in the History of International and Regional Relations, Mansha'at Al-Ma'arif, Alexandria, D.T.</p> <p>4- Muhammad Hassan Al-Aidarous, Modern and Contemporary History of the Arab Gulf, 2nd edition, Ain for Social Studies and Research, Egypt, 1998.</p> <p>5- Mahmoud Shaker, Encyclopedia of the History of the Arabian Gulf, Part 1, Dar Osama, Amman, 2005.</p> <p>6- Tariq Nafie Al-Hamdani, Jaafar Abbas Hamidi, Sadiq Yassin Al-Helou, The modern and contemporary history of the Arabian Gulf, 2nd edition, Adnan House and Library for Printing and Publishing, 2020.</p>
113. Program development plan
<ul style="list-style-type: none"> - Preparing a comprehensive (auxiliary) book for each subject based on the latest sources. - Working to benefit from the experiences of neighboring countries in studying and teaching the subject of modern and contemporary Arab Gulf history.



Program skills chart																
Learning outcomes required from the program																
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level				
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
✓	✓	✓	_____	✓	_____	✓	✓	✓	✓	✓	✓	_____	Basic	The modern and contemporary history of the Arabian Gulf		2023-2024

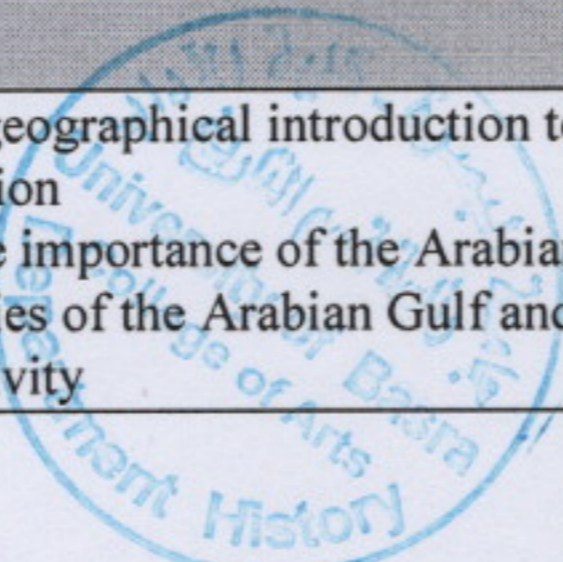


Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

Course description form

153. Course Name: The modern and contemporary history of the Arabian Gulf	
History of the Arabian Gulf	
154. Course Code:	
155. The semester/the year: Annual	
Annual	
156. Date this description was prepared:2/27/2024	
157. Available attendance forms:	
Attendance only	
158. Number of study hours (total)/number of units (total):	
74 hours annually.2 An hour a week	
159. Name of the course administrator (if more than one name is mentioned)	
Prof. Dr. Nazem Rashem Maatouq	
Email: nadhim.reshm@uobasrah.edu.iq	
160. Course objectives	
	<ol style="list-style-type: none"> 1. Studying the history of the modern and contemporary Arabian Gulf between the years 1507-1991. 2. Guiding students on how to extract and present scientific material. 3. Interpreting the events and phenomena experienced by the Arabian Gulf region.
161. The strategies of Teaching and learning	
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.	The strategy

162. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, dai written exams, and th end-of-year exam.	1-Explanation of the article through Presentation of scienti material and give the most important of not	A geographical introduction to the Arabian G		2 hours	1
		region		2 hours	2
		The importance of the Arabian Gulf region		2 hours	3
		Cities of the Arabian Gulf and their commerc		2 hours	4
		activity		2 hours	5



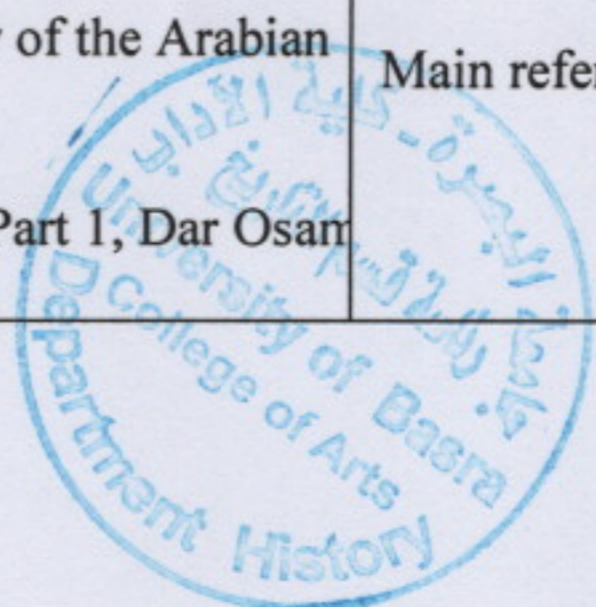
<p>taking on the topic</p> <p>2-Provide a summary each curriculum topic</p> <p>3- Connecting ideas</p> <p>The information is put together in chronological order</p>	The role of the Arabs of the Arabian Gulf in navigation and trade	2 hours	6
	The political situation on the eve of the Portuguese invasion	2 hours	7
	Stages of the Portuguese invasion of the Arabian Gulf	2 hours	8
	Arab revolts against the Portuguese invasion	2 hours	9
	Dutch invasion of the Arabian Gulf region	2 hours	10
	The English invasion of the Arabian Gulf region	2 hours	11
	The French invasion of the Arabian Gulf region	2 hours	12
	Persian invasion of the Arabian Gulf region	2 hours	13
	Britain's position in the Arabian Gulf 1798-18 AD	.....	vacation
	The Ya'ariba state in Oman	2 hours	16
	The civil war in Oman and the Persian intervention	2 hours	17
	Al-Bu Said state in Oman	2 hours	18
	Half year holidays	2 hours	19
	Al-Qawasim and their role in the Arabian Gulf region	2 hours	20
	The Arab Emirate of Bandar Riq	2 hours	21
	The success of the English in imposing their control over the Arabian Gulf region	2 hours	22
	Ottoman attempts to control the Arabian Gulf	2 hours	23
	Germany Caesarea and the Arabian Gulf	2 hours	24
	Tsarist Russia, the Soviet Union, and the Arabian Gulf	2 hours	25
	The United States of America and the Arabian Gulf	2 hours	26
	The national movement in the Arabian Gulf and its development	2 hours	27
	Signs of the national movement in the twenties	2 hours	28
	The national movement in the thirties	2 hours	29
	The national movement in the fifties and sixties	2 hours	30
	British withdrawal and the establishment of the modern Gulf states		
	Political developments in the Arabian Gulf until 1991.		

163. 1 Course Assessment

Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50 Score for final exams

164. Learning and teaching resources

<p>1-Mustafa Al-Najjar and others: The modern and contemporary history of the Arabian Gulf, 1st edition, Iraq, 1984.</p> <p>2-Tariq Nafie Al-Hamdani, Jaafar Abbas Hamidi, Sadiq Yassin Al-Helou, Modern and Contemporary History of the Arabian Gulf, 2nd edition, Adnan House and Library for Printing and Publishing, 2020.</p>	Required textbooks (methodology, if any)
<p>1-Fathia Al-Barawi and Muhammad Nasr Muhanna: The Arabian Gulf, a study in the history of international and regional relations, Knowledge facility, Alexandria, D.T.</p> <p>2-Muhammad Hassan Al-Aidarous, Modern and Contemporary History of the Arabian Gulf, 2nd edition, Ain for Social Studies and Research, Egypt, 1998.</p> <p>3-Mahmoud Shaker, Encyclopedia of the History of the Arabian Gulf, Part 1, Dar Osan Amman, 2005.</p>	Main references (sources)



Muhammad Abdullah Al-Azzawi: Studies in the Modern and Contemporary History of Arab Gulf, ed., New National House, Damascus, 2011.	Recommended supporting books and references (scientific journals, reports....)
https://youtu.be/uRY7fzwaRGM https://youtu.be/LhzGrTuiO0E https://youtu.be/ShKL5cVy_fY https://youtu.be/rEBBsISWIRw	Electronic references, Internet sites

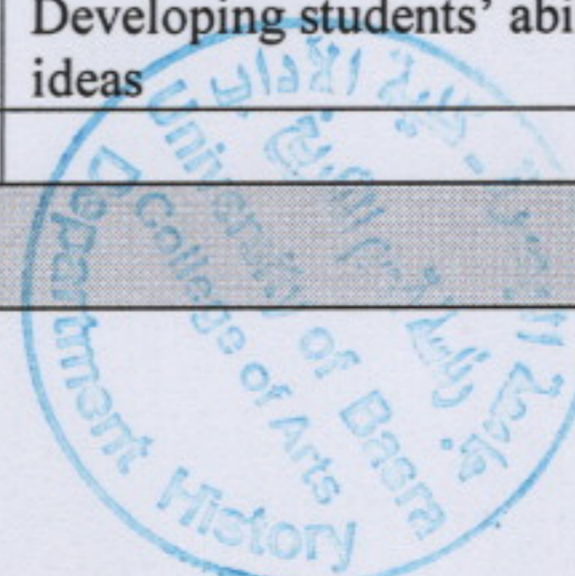
History of the contemporary Arab world

114. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

115. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	The history of the modern and contemporary Arab world		2023-2024 /Third

116. Expected learning outcomes of the program	
Knowledge	
	Informing students about the importance of Historical events that the Middle East went through
Skills	
	Skill expansion Research, study, and investigation of historical facts
Value	
	Developing students' abilities to share ideas
117. The strategies of Teaching and learning	



-Explaining the scientific material through the Study of historical events According to chronological order.
 2- Write a review paper State and its history, Summarizes the most important ideas presented during the lectures

118. Assessment methods

Weekly, monthly, daily exams, and the end-of-the-year exam.

119. Teaching Staff

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Permanent staff			The history of the modern and contemporary Arab world	Contemporary history	Professor

Professional development

Mentoring new faculty members

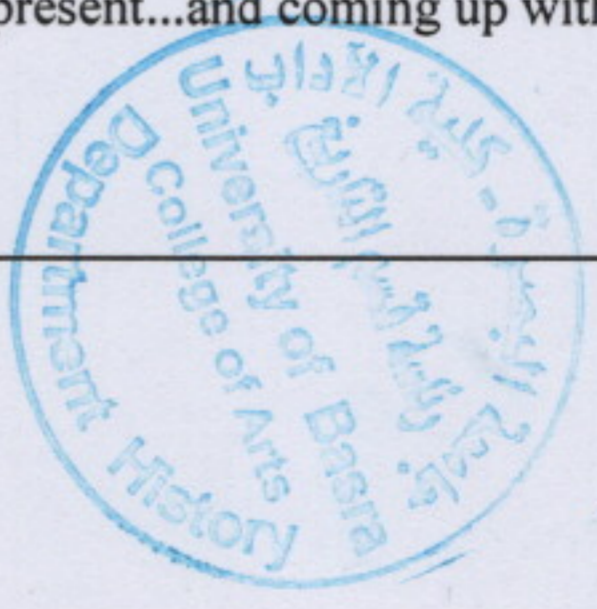
Professional development for faculty members

120. Acceptance standard

121. The most important sources of information about the program

122. Program development plan

Trying to develop the research by studying past events and linking them to the present...and coming up with results that benefit from those events



Program skills chart															
Learning outcomes required from the program															
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level			
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
C4						—									2023-2024



Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

Course description form

165.	Course Name: Contemporary History History of the Arab world and modernity
166.	Course Code:
167.	The semester/the year: Annual Annual
168.	Date this description was prepared: 02/24/2024
169.	Available attendance forms: Attendance only
170.	Number of study hours (total)/number of units (total): 3An hours a week
171.	Name of the course administrator (if more than one name is mentioned) Prof. Dr. Hani Obaid Zubari hani.obeed@uobasrah.edu.iq
172.	Course objectives
• • •	..... ..... ..... 1-Definitions of the history of the political, social, and economic reality of the countries of the Middle East 2- Communicating the events and political reality of the Middle East region from the beginning of World War I to the present day.

173.	The strategies of Teaching and learning	
	1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.	The strategy

174. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, editorial, and end-of-year examinations.	1- Explaining scientific material through reading Historical Sources Selected 2-Giving	English Victorian poetry	1. Provide students with skills to Research and study Historical events. 2- Familiarize students with the importance of theories of	3hour	1
				3hour	2
				3hour	3
				3hour	4
				3hour	5
				3hour	6
				3hour	7
				3hour	8
				3hour	9
				3hour	10
				3hour	11
				3hour	12



	the most important readings		interpretation of historical events	3hour	13
	Events supported by historical documents and evidence.			3hour	14
				3hour	15
					vacation
				3hour	16
				3hour	17
				3hour	18
				3hour	19
				3hour	19
				3hour	20
				3hour	21
				3hour	22
				3hour	23
				3hour	24
				3hour	25
				3hour	26
				3hour	27
				3hour	28
				3hour	29
				3hour	30

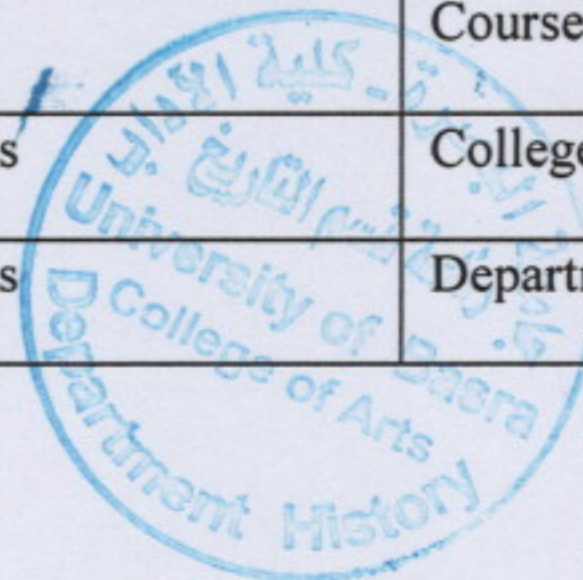
175. Course Assessment	
Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50Score for final exams	
176. Learning and teaching resources	
Sabah Mahdi Rumayd, History of the Arab Countries 1908-1995	Required textbooks (methodology, if any)
Ibrahim Khalil Ahmed, History of the Modern and Contemporary A World, University of Basrah, 1987	Main references (sources)
University theses and dissertations	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

- History of the European Renaissance/Third Phase

123. Program accreditation
NA
124. Other external influences

- The spread of Islam / the third stage

6. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements



			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

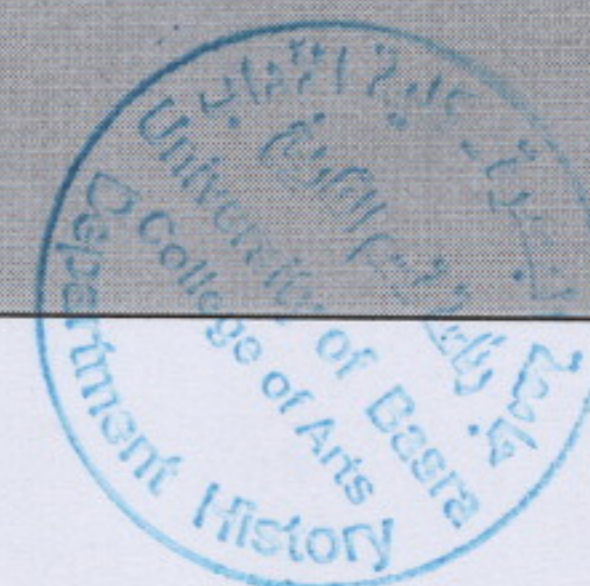
7. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	The spread of Islam in Africa and Southeast Asia		2023-2024 /stage the Third

8. Expected learning outcomes of the program	
Knowledge	
	Informing students about the importance of this topic and the major changes it has brought about through Connections The ancient developments between the Arabs and the African coast and the developments that occurred in this region and the accompanying increase had a great impact.
Skills	
	Expanding students' skills in knowing how Islam moved to this region and knowing the ancient connections between them and the Arabs, as well as knowing the motives and factors that helped the Muslim Arabs to reach those areas
Value	
	Developing students' abilities to share ideas
	Encouraging students to read, focus on primary sources, and meditate on historical texts

9. The strategies of Teaching and learning	
<p>-Explanation of the scientific material.</p> <p>2-Relying on the of brainstorming method and drawing the student to the scientific material.</p> <p>3-Divide the students into groups and follow the method of asking questions, focusing on the student following the method of analysis of the historical material.</p>	

10. Assessment methods	
Weekly, monthly, daily exams, and the end-of-the-year exam.	

11. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/ skills (if any)	Specialization		Scientific rank
lecturer	Permanent staff		private	general	



	Permanent staff				Islamic history	Asaad Abdel Aziz
	Permanent staff			An intellectual and scientific heritage in editing manuscripts	Islamic history	Alia Yousef Yaqoub Abbas
Professional development						
Mentoring new faculty members						
Professional development for faculty members						
12. Acceptance standard						
13. The most important sources of information about the program						
1 - The history of Islam in Africa and Southeast Asia						
Written by: Dr. Sabah Ibrahim Al-Sheikhli, Dr. Adel Mohieddin Al-Alusi						
14. Program development plan						
1-Focusing on knowing and understanding the history of the spread of Islam in Africa and Southeast Asia						



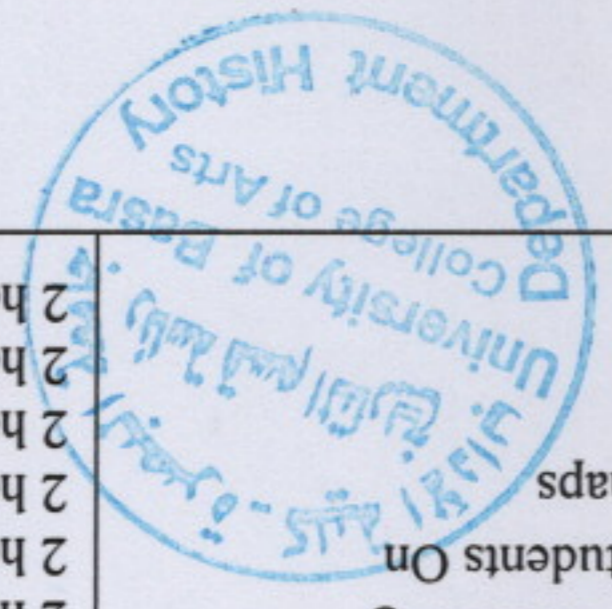
Program skills chart

Learning outcomes required from the program											
Value	Skills			Knowledge				Essential or optional?	Course Name	Course Code	the year/the level
	C1	C2	C3	B1	B2	B3	B4					a1	a2	a3	a4
C4											



Course description form

1.	Course Name: The spread of Islam in Africa and Southeast Asia																																																		
2.	Course Code:																																																		
3.	the semester/the year: Annual																																																		
4.	Date this description was prepared 3/30/2024																																																		
5.	Available attendance forms:																																																		
6.	Attendance only																																																		
6.	Number of study hours (total)/number of units (total): 90hour annually.2hour Weekly																																																		
7.	Name of the course administrator (if more than one name is mentioned)																																																		
	Dr. Asaad Abdel Aziz Dr. Alia Youssef Yagoub																																																		
8.	Course objectives																																																		
	<ul style="list-style-type: none"> • Explaining the importance of studying the history of the spread of Islam in Africa and Southeast Asia, and explaining its links with the Arabs, the factors that helped the Arabs reach that region, and the extent and developments that occurred in this region. 2- Developing the student's mental and Educating al abilities. 3- Preparing students who are qualified to write historical research and follow the method of historical analysis and their knowledge of how to collect material. 																																																		
9.	The strategies of Teaching and learning																																																		
	1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.																																																		
10.	Course structure																																																		
	<table border="1"> <thead> <tr> <th>Learning method</th> <th>Name of the unit or topic</th> <th>Required learning outcomes</th> <th>hours</th> <th>the week</th> </tr> </thead> <tbody> <tr> <td>Explanation of the scientific material</td> <td>1- The importance of Africa and its geographical nature</td> <td>*Student acquisition</td> <td>2 hours</td> <td>1</td> </tr> <tr> <td>2- Write a review paper for each subject and focus on the most important ideas presented during the lectures</td> <td>2- The ancient links between the Arab world and Africa</td> <td>Analysis Skill</td> <td>2 hours</td> <td>4</td> </tr> <tr> <td>3- Connecting famous critical ideas with opinions Cash for students.</td> <td>3- The spread of Islam in the East Africa region</td> <td>Historical material.</td> <td>2 hours</td> <td>5</td> </tr> <tr> <td></td> <td>4- Trade and its impact on the Arab presence and the spread of Islam on the East African coast</td> <td>2- Informing Students On maps</td> <td>2 hours</td> <td>8</td> </tr> <tr> <td></td> <td>5- Arab Islamic centers and cities on the East African coast</td> <td></td> <td>2 hours</td> <td>9</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2 hours</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2 hours</td> <td>11</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2 hours</td> <td>12</td> </tr> <tr> <td></td> <td></td> <td></td> <td>2 hours</td> <td>13</td> </tr> </tbody> </table>	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week	Explanation of the scientific material	1- The importance of Africa and its geographical nature	*Student acquisition	2 hours	1	2- Write a review paper for each subject and focus on the most important ideas presented during the lectures	2- The ancient links between the Arab world and Africa	Analysis Skill	2 hours	4	3- Connecting famous critical ideas with opinions Cash for students.	3- The spread of Islam in the East Africa region	Historical material.	2 hours	5		4- Trade and its impact on the Arab presence and the spread of Islam on the East African coast	2- Informing Students On maps	2 hours	8		5- Arab Islamic centers and cities on the East African coast		2 hours	9				2 hours	10				2 hours	11				2 hours	12				2 hours	13
Learning method	Name of the unit or topic	Required learning outcomes	hours	the week																																															
Explanation of the scientific material	1- The importance of Africa and its geographical nature	*Student acquisition	2 hours	1																																															
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			2 hours	11																																															
			2 hours	12																																															
			2 hours	13																																															



d a i l y , w r i t t e n , a n d e n d - o f - y e a r e x a m s	6-	Muslim Arabs in Sudan and the Nile Valley	2 hours	14
			2 hours	15
	7-	The Arab presence in Abyssinia	2 hours	vacation
	8-	Islam in the West African region	2 hours	16
	9-	Crescent movement	2 hours	17
	10-	The spread of Islam in Western Sudan	2 hours	18
	11-	Arab presence in commercial centers	2 hours	19
	12-	The Altoona tribes and their role in transmitting Islam	2 hours	20
			2 hours	21
	13-	To Western Sudan	2 hours	22
	14-	The Sudanese kingdoms and their role in the expansion of Islam	2 hours	23
			2 hours	24
	15-	Kingdom of Ghana	2 hours	25
	16-	Islamic Empire of Mali	2 hours	26
	17-	General conditions and Islamic cultural influence	2 hours	27
			2 hours	28
	18-	In the Kingdom of Mali	2 hours	29
	19-	Iraq's role in spreading Islam in Asia		30
	20-	The efforts of the Abbasids to secure trade routes with the East		
	21-	Trade with Asia		
	22-	The importance of the countries of the East in Arab culture		
	23-	A list of the names of Arab Muslim travelers and their writings		
	24-	Islam in the East Indian Islands (Indonesia)		
	25-	Arabic influences		
	26-	How did Islam reach Indonesia?		
	27-	The impact of Islam and Arab-Islamic culture in Indonesia		
	28-	The spread of Islam in the Indian subcontinent		
	29-	Sindh Province under Islam		
	30-	Punjab province under Islam		
	31-	Kashmir and Punjab under Islam		
	32-	Arab-Indian cultural exchange		
	33-	China and the Arab world		



11. Course Assessment				
Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50Score for final exams				
12. Learning and teaching resources				
			Required textbooks (methodology, if any)	
History of Islam in Africa and Southeast Asia Written by Dr. Sabah Ibrahim Al-Sheik Dr. Adel Mohieddin Al-Alusi			Main references (sources)	
			Recommended supporting books and references (scientific journals, reports...	
			Electronic references, Internet sites	

Philosophy of history

Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

10. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
	theoretic al	Studies in the philosophy of history		2023-2024

11. Expected learning outcomes of the program	
Knowledge	



	Informing students of the importance of the considered limits of historical philosophical thought and addressing issues in the philosophy of history
Skills	
	Expanding students' skills in understanding the history of treasury
Value	
	Developing students' abilities to share their historical ideas and consider them as an idea from the field of life

12. The strategies of Teaching and learning

Explaining scientific material through historical examples and analyzing the relationship between history and other fields of knowledge
 A notebook for the subject that summarizes everything that was discussed during the lectures
 Listening to students' opinions
 Conduct research that searches for historical events and searches for their roots

13. Assessment methods

Review the previous lesson in the first 5 minutes of the lecture/take daily, monthly, and end-of-year exams
 Scholarship

14. Teaching Staff

Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Permanent staff			Greek philosophy	Etiquette	assistant teacher

Professional development

Mentoring new faculty members

Professional development for faculty members

15. Acceptance standard

Central

16. The most important sources of information about the program



1-Dr. Hashem Yahya Al-Mallah and others: - Studies in the philosophy of history. 2- Dr. Salem Jasser Al-Nasafi, The Philosophy of History, according to Ibn Khaldun /
2-Atiyat Abu Saud: Vico's philosophy of history

17. Program development plan

Work on field visits to archaeological sites

Working on a study that links history and philosophy (establishing the vision of human development and the general context of historical events)



Program skills chart													
Learning outcomes required from the program													
Value	Skills			Knowledge			Essential or optional?	Course Name	Course Code	the year/the level			
✓	✓	✓	✓	✓	✓	✓	Basic	Studies in the philosophy of history			2023-2024		

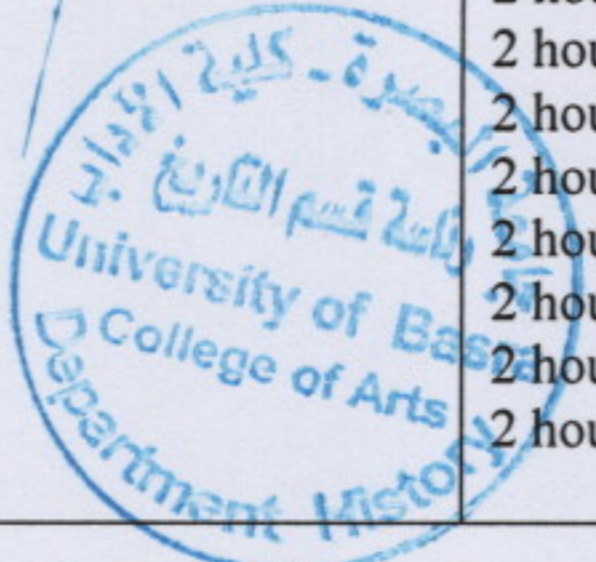
Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

13. Course Name					
Studies in the philosophy of history					
14. Course Code:					

15. the semester/the year: Annual					
Annual					
16. The date this description was prepared					
25/2/2024					
17. Available attendance forms:					
Attendance only					
18.					
19. Name of the course administrator (if more than one name is mentioned)					
Prof. Dr. Tawfiq Dawai					
20. Course objectives					
				1- Student acquisition of knowledge in light of cognitive variables within the framework of the historical stage that complies with the content of the philosophy of history 2- Expand reading skills 3-Clarifying the most important ideas Removing confusion and ambiguity from the student's mind	
21. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
22. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exams Daily And monthly The final exam the year	Explanation of the article Scientific through Vocabulary required Add to summary Subject And writing What is not explain In a notebook Subject-specific			2 hours	1
				2 hours	2
				2 hours	3
				2 hours	4
				2 hours	5
				2 hours	6
				2 hours	7
				2 hours	8
				2 hours	9
				2 hours	10
				2 hours	11
				2 hours	12
				2 hours	13
				2 hours	14
				2 hours	15
					vacation



Scholarship				2 hours	16
				2 hours	17
				2 hours	18
				2 hours	19
				2 hours	19
				2 hours	20
				2 hours	21
				2 hours	22
				2 hours	23
				2 hours	24
				2 hours	25
				2 hours	26
				2 hours	27
				2 hours	28
			2 hours	29	
			2 hours	30	

23. Course Assessment

25Score for monthly and daily exams (first course)
 25Score for monthly and daily exams (second course)
 50Score for the final exam

24. Learning and teaching resources

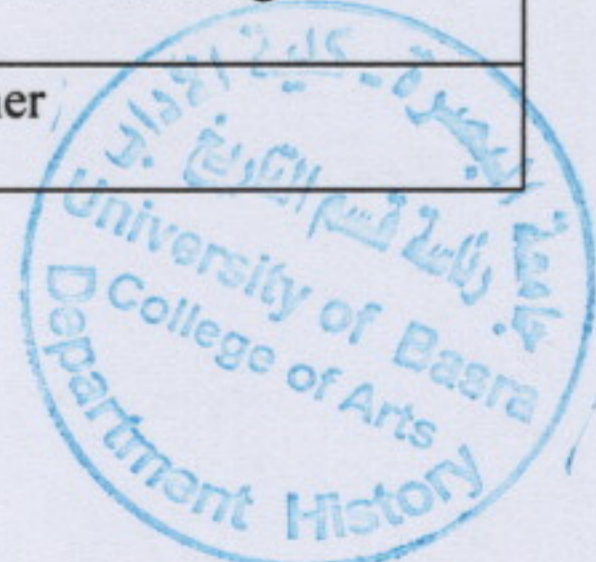
1-Dr. Hashem Yahya Al-Mallah Others: - Studies in the philosophy of history 2-Dr. Salem Jasser Al-Nasafi: - The philosophy of history according to Ibn Khaldun Atiyat Abu Saud: Vico's philosophy of history	Required textbooks (methodology, if any)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

Modern European History/The Third Phase

125. Program structure

comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is basic or not my choice.

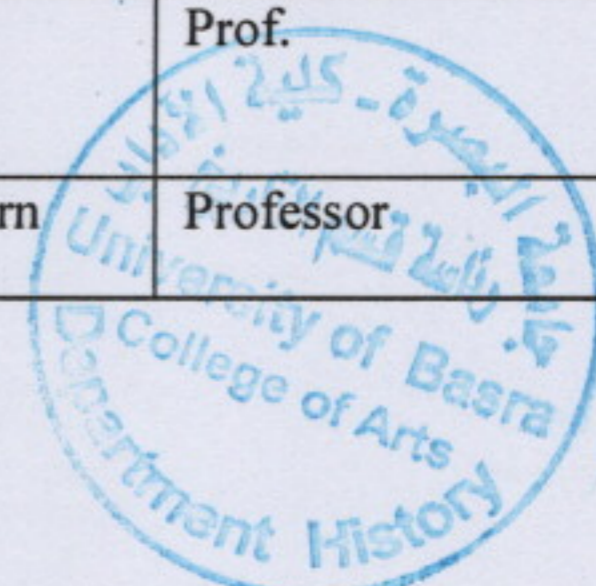


126. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	Modern history of Europe		2023-2024 / The Third
	theoretical			

127. Expected learning outcomes of the program	
Knowledge	
	Informing students on date Europe the conversation started with The French Revolution and the Napoleonic Empire At the beginning of the century ninth Ten even Vienna Conference 1815In addition to studying the history of Modern Europe of the German and Italian units and the industrial revolution in Britain and the formation of Countries Europe Modern
Skills	
	Introducing students to the history of modern Europe
Value	
	Developing students' abilities to be aware of the importance of the region to the world and Europe in particular.

128. The strategies of Teaching and learning	
1-Explaining the scientific material by Reviewing the modern history of Europe, taking into account the chronology of the development of events.	
2- Writing Summary about the most important ideas and information That was presented during the lectures	
3-Extrapolating students' opinions on the topics presented during lectures.	
It flew Decent Assessment	
Daily exams, quarterly exams, and the end-of-year exam.	

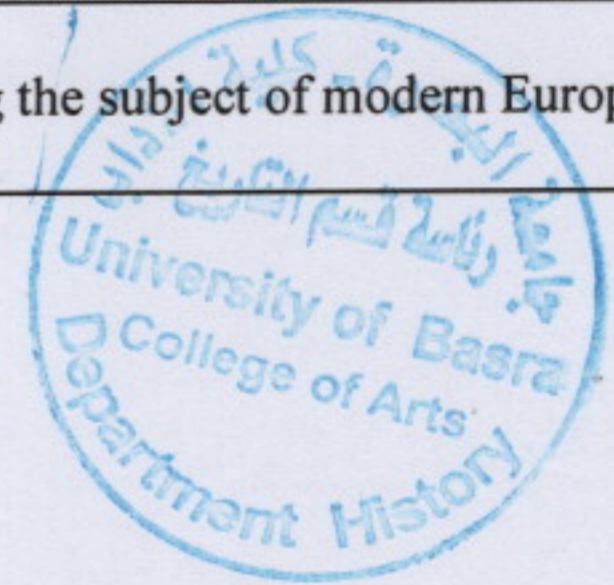
129. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	Permanent staff		private	general	
	Permanent staff		Modern European History	Modern history	Prof.
	Permanent		the modern	the modern	Professor



	staff			history	history	
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Professional development	
Mentoring new faculty members	
Professional development for faculty members	
130.	Acceptance standard
131.	They are sources of information about the program
7-	Muhammad Muzaffar Al-Adhami: History of Modern Europe, Baghdad, 199
8-	2-Zainab Ismat Rashid, Modern History of Europe, Alexandria, D. T.
3-	Abdel Azim Ramadan, Modern and Contemporary History of Europe, Cairo, 2020

132.	Program development plan
<ul style="list-style-type: none"> - Preparing a comprehensive (auxiliary) book for each subject based on the latest sources. - Working to benefit from the experiences of neighboring countries in studying and teaching the subject of modern European history. 	



Program skills chart																			
Learning outcomes required from the program																			
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level							
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4			
C4																			
			---						---										
										Basic	Modern history of Europe						2023-2024		

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



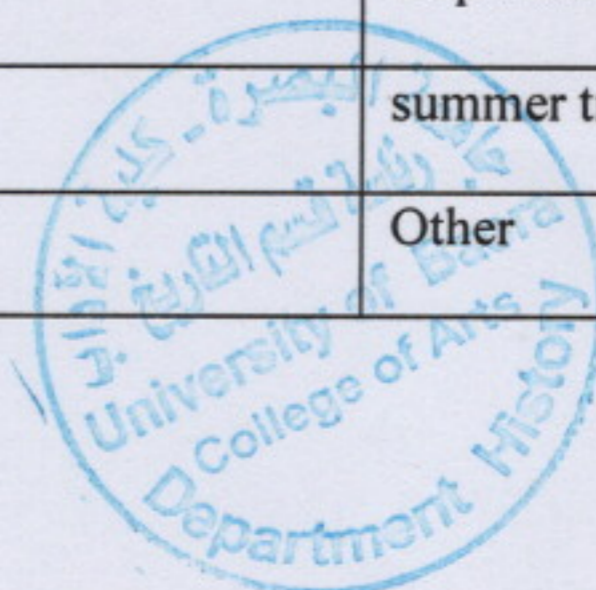
Course description form

177. Course Name: Modern History of Europe	
History of the Arabian Gulf	
178. Course Code:	
179. The semester/the year: Annual	
Annual	
180. Date this description was prepared:2/27/2024	
181. Available attendance forms:	
Attendance only	
182. Number of study hours (total)/number of units (total):	
74 hours annually.2 An hour a week	
183. Name of the course administrator (if more than one name is mentioned)	
Prof. Dr. Mishal Mufreh Daher Email: meshal.mefreh@uobasrah.edu.iq Professor Dr. Zahraa Hamid Khalil	
184. Course objectives	
	<ol style="list-style-type: none"> 1. Study of the history of modern Europe between the years 1789-1914. 2. Guiding students on how to extract and present scientific material. 3. Interpreting the events and phenomena experienced by the European continent
185. The strategies of Teaching and learning	
<ol style="list-style-type: none"> 1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking. 	The strategy

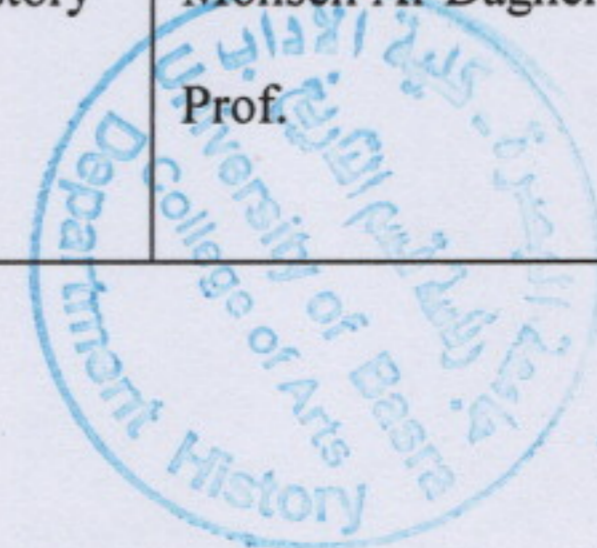
The first Abbasid era

15. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.



16. Program description						
Credit hours		Name of the course or course		Course or course code		Year/Level
practical	theoretical	The first Abbasid era				2023-2024 /stage Third
17. Expected learning outcomes of the program						
Knowledge						
				Informing students about the importance of this era and the great intellectual renaissance it brought about, and a great cultural boom in various fields of science and knowledge as a result of the expansion of the Abbasid state in political and intellectual terms.		
Skills						
				Expanding students' skills in knowing the political thought of the Abbasid state		
Value						
				Developing students' abilities to share ideas		
				Encouraging students to read, focus on primary sources, and meditate on historical texts		
18. The strategies of Teaching and learning						
-Explanation of the scientific material. 2-Relying on the of brainstorming method and drawing the student to the scientific material. 3-Divide the students into groups and follow the method of asking questions, focusing on the student following the method of analysis of the historical material.						
19. Assessment methods						
Weekly, monthly, daily exams, and the end-of-the-year exam.						
20. Teaching Staff						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	Permanent staff			private	general	
	Permanent staff			Thought and Civilization of the Levant and the Abbasid State	Islamic history	Prof. Dr. Nizar Abdel Mohsen Al-Dagher Prof.

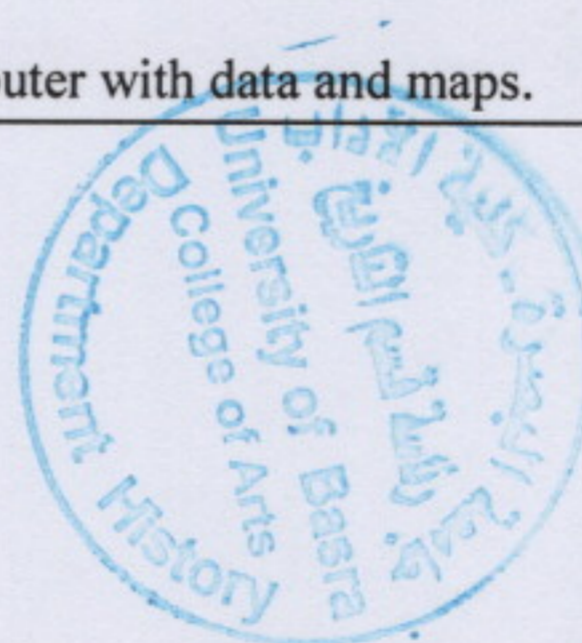


	Permanent staff			Islamic thought	Islamic history	Professor Dr. Sarah Abdel Razzaq Zaji Al-Asadi Professor Doctor
--	-----------------	--	--	-----------------	-----------------	--------------------------------------------------------------------

Professional development
Mentoring new faculty members
Professional development for faculty members
21. Acceptance standard

22. The most important sources of information about the program
1-The Arab State in the Abbasid Era/Abdul Jabbar Naji and others 2- The First Abbasid Era/Abdul Aziz Al-Duri

23. Program development plan
1-Focusing on knowing and understanding the history of the first Abbasid era. 2-The possibility of displaying the material through the use of a computer with data and maps.



Program skills chart

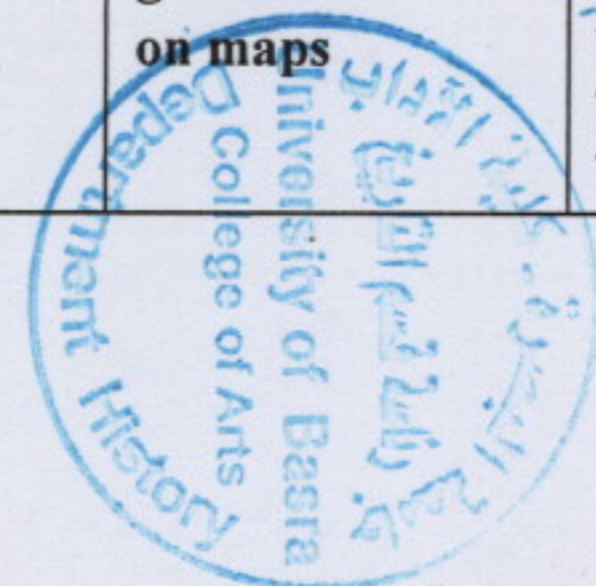
Learning outcomes required from the program

Value	Skills							Knowledge				Essential or optional?	Course Name	Course Code	the year/the level		
	C1	C2	C3	C4	B	B1	B2	B3	B4	a1	a2					a3	a4
C4			—														

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



13. Course Name: The first Abbasid era					
The first Abbasid era					
14. Course Code:					
15. the semester/the year: Annual					
Annual					
16. Date this description was prepared: 02/29/2024					
17. Available attendance forms:					
Attendance only					
18. Number of study hours (total)/number of units (total):					
90hour annually. 3An hours a week					
19. Name of the course administrator (if more than one name is mentioned)					
Prof. Dr. Nizar Abdel Mohsen Al-Dagher. Dr. Sarah Abdel Razzaq Zaji Al-Asadi.					
20. Course objectives					
<ul style="list-style-type: none"> • • • 		<p>4- Explaining the importance of studying the history of the first Abbasid era in historical studies and using it in writing historical research.</p> <p>5- Developing the student's mental and Educating al abilities.</p> <p>6- Preparing qualified students to write historical research, followers of the method of historical analysis, and followers of the method of deconstructing the text.</p>			
21. The strategies of Teaching and learning					
<p>1-Educating the strategy of collaborative concept planning.</p> <p>2-Teaching the strategy of brainstorming.</p> <p>3-Educating the strategy of note-taking.</p>					The strategy
22. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekl y, monthl y, daily, written , and end-of- year	Explanati on of the scientific material 2- Write a review paper for each subject and focus on the most importan	34- Abbasid call	*Student acquisitio n Analysis skill Historical material. 2- Informin g students on maps	3 hours	1
		35- The slogan of contentment from the family of Muhammad		3 hours	2
		The secret organization in Kufa and Khorasan		3 hours	3
		36- The Abbasids and their role in advocacy activi		3 hours	4
		37- The Abbasid Revolution and its men		3 hours	5
		38- Caliphs of the period of power: Al-Mansur Al-Mahdi Al-Hadi		3 hours	6
		39- Liquidating the centers of power, Abu Salma A Khallal		3 hours	7
		Abdullah bin Ali Al-Abbasi		3 hours	8
		40- Elimination of extremists Abu Muslim Al-Khorasani		3 hours	9
		3 hours		10	
		3 hours		11	
		3 hours		12	
		3 hours		13	
		3 hours		14	
		3 hours		15	



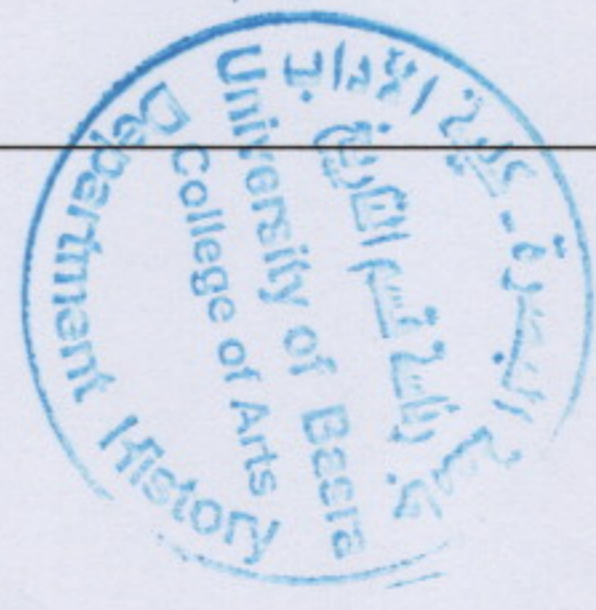
exams.	t ideas presented during the lectures 3- Linking famous critical ideas with students' critical opinions.	41- Rhubarb			
		42- Building the capital, Baghdad		3 hours	16
		43- Magiote movements		3 hours	17
		44- Racist Zoroastrian movements (with Fred and Professor Sis		3 hours	18
		45- Heresy		3 hours	19
		46- Alawite movements, the movement of Muhammad bin Abdullah al-Hasani in Hijaz		3 hours	20
		47- The movement of Ibrahim bin Abdullah in Basra and Hussein bin Ali, the owner of a trap		3 hours	21
		48- a test		3 hours	22
		49- The Abbasid Caliphate in its faithful golden age Al-Mamoun. Al-Mu'tasim, Al-Wathiq, Al-Mutawakkil		3 hours	23
		50- al-Rashid's relationship with the Barmakids		3 hours	24
		51- Crown Prince		3 hours	25
		52- The war of Al-Amin and Al-Mamun		3 hours	26
		53- Crown Prince of Imam Al-Rida, peace be upon him		3 hours	27
		54- The Abbasid caliphs and the Mu'tazila		3 hours	28
		55- The impact of retirement on the scientific movement		3 hours	29
		56- Transfer of the Caliphate to Samarra		3 hours	30
		57- Samarra building			
		58- Turkish control over the state. Administrative corruption			
		59- The nine years of military chaos			
		60- The succession of Al-Muntasir and Al-Musta'in			
		61- The caliphate of Al-Mu'tazz and Al-Muhtadi			
		62- Zanj movement			
		63- a test			

23. Course Assessment

Distribution as follows: 25 monthly and daily exam grades for the first semester. 25 monthly and daily exam grades for the second semester. 50 Score for final exams

24. Learning and teaching resources

The Arab State in the Abbasid Era/Abdul Jabbar Naji and others	Required textbooks (methodology, if any)
The First Abbasid Era / Abdul Aziz Al-Duri	Main references (sources)
	Recommended supporting books and references (scientific journals, reports....)



History of the Ottoman Empire / the third stage

1. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		60	2	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

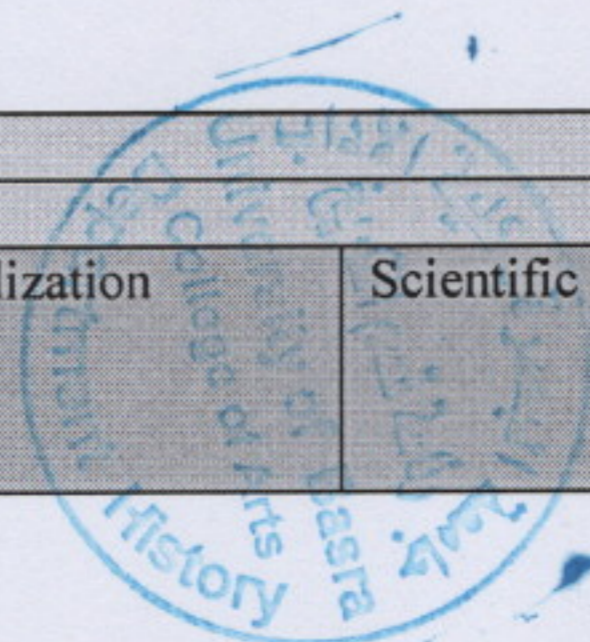
2. Program description				
Credit hours	Name of the course or course	Course or course code	Year/Level	
theoretical	History Country Ottoman		2023-2024	

3. Expected learning outcomes of the program	
Knowledge	
	Looking students on the importance of the history of the Ottoman which subjugated the country Arabic for centuries under its control
Skills	
	Expand reading skills for the history of Ottoman
Value	
	Capacity development Students on Share In ideas and information

4. The strategies of Teaching and learning
-Explanation of the article Scientific by tracking the most important developments in the history Country Ottoman since Established _ Writing a research and report on Ottoman history

5. Assessment methods
Exams Daily Monthly and end-of-year exams

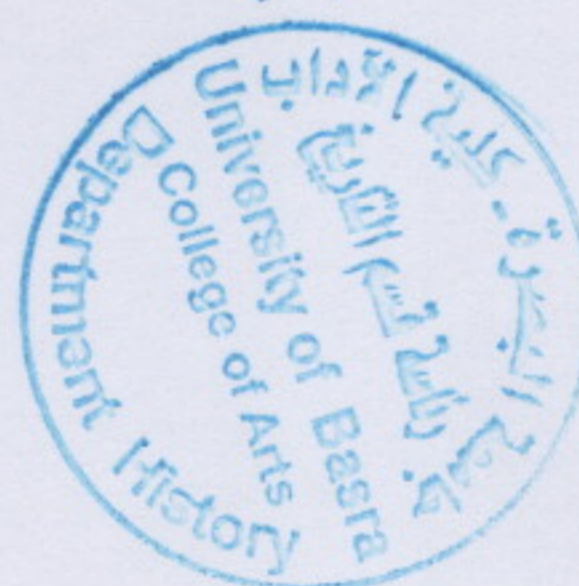
6. Teaching Staff			
Faculty members			
Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank



Lecturer	Permanent staff			private	general	
	Permanent staff			International relations	Modern and contemporary history	Prof.

Professional development
Mentoring new faculty members
Professional development for faculty members
training courses
7. Acceptance standard
Central
8. The most important sources

9. Program development plan



Program skills chart																
Learning outcomes required from the program																
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	Year/Level				
	C1	C2	C3	C4	B1	B2	B3	B4					A1	A2	A3	A4
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Ottoman history		2023-2024

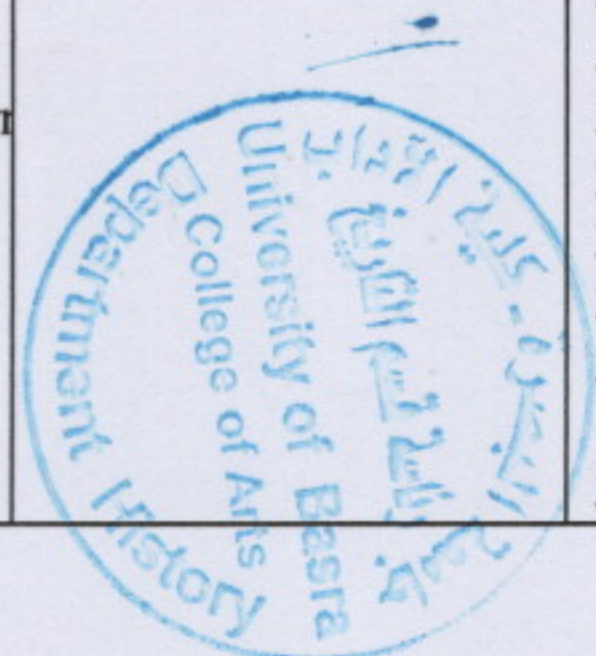
Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

1. Course Name:					
Ottoman history					
2. Course Code:					

3. Semester/Year: Annual					
Annual					
4.					
5. Available attendance forms:					
Attendance only					
6.					
7. Name of the course administrator (if more than one name is mentioned)					
Prof. Dr. Khawla Talib Lafta khawlah.taleb@uobasrah.edu.iq					
8. Course objectives					
<ul style="list-style-type: none"> • • • 				Capacity development Students on Share In ideas and information.	
9. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
10. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests, reports, research, weekly, monthly, and daily exams, and the end-of-year written exam	First: explanation Scientific materi through lecture Which depends On the discussio And the storm Mental secondly: Most important summary Ideas that posed during The lecture and Brainstorm Cash	Factors of state weakness	Introducing students to	3 hours	1
		The Ottoman Empire and the emergence of the issue	most important	3 hours	2
		Eastern, Janissaries and	Developments in the country	3 hours	3
		Its role in weakening the state	the Ottoman Empire ov	3 hours	4
		Ottoman, the emergence of	the centuries	3 hours	5
		dynasties	17, 18 and early 20's	3 hours	6
		Governing, treaty		3 hours	7
		KJK Kinarji 1774,		3 hours	8
		Verona Congress 1822f		3 hours	9
		The emergence of the Eastern		3 hours	10
		Question,		3 hours	11
		Reforms and regulations		3 hours	12
		Ottoman 1757, 1876,		3 hours	13
		Reforms from the era		3 hours	14
		Mustafa III to		3 hours	15
		Reign of Mahmoud II 1757		3 hours	16
					vacation



		1808, the Reform movement	3 hours	17
		The Ottoman Empire during	3 hours	18
		reign of the Sultan	3 hours	19
		Mahmoud II 1808,	3 hours	19
		1838, Ottoman Tanzimat	3 hours	20
		1839, 1876, Ottoman Empire	3 hours	21
		1876, 1932	3 hours	22
		The Ottoman Empire during	3 hours	23
		reign of Sultan Abdul Hamid	3 hours	24
		1876-1909, government	3 hours	25
		Federalists 1909-1918	3 hours	26
		Council of Ottoman Envoys	3 hours	27
		Entering the Ottoman Empire	3 hours	28
		In World War I	3 hours	29
		Causes and consequences,	3 hours	30
		cancel		
		Ottoman Caliphate 1924		
11. Course Assessment				
Student questionnaire to evaluate students				
12. Learning and teaching resources				
		Required textbooks (methodology, if any)		
		Main references (sources)		
Electronic references, Internet sites		Recommended supporting books and references (scientific journals, reports....)		

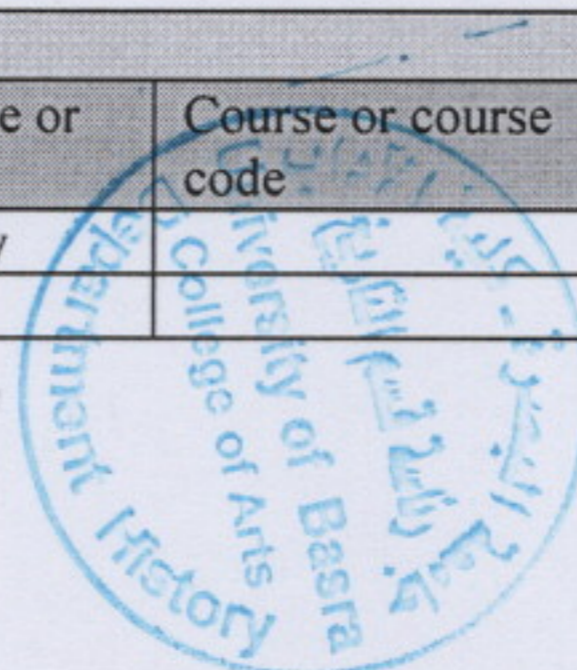
The fourth stage

History of Andalusia / the fourth stage

133. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course				Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

134. Program description				
Credit hours		Name of the course or course	Course or course code	Year/Level
hour	2	Andalusian history		2023-2024

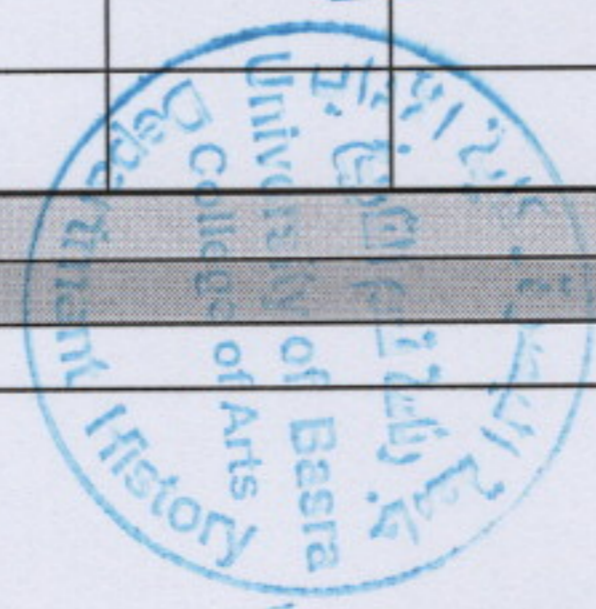


135. Expected learning outcomes of the program	
Knowledge	
Understanding the factors that influenced the Islamic presence in Andalusia at all political, social, economic, and intellectual levels, their relationships with each other, and their repercussions on historical reality.	Understanding the historical development of the Islamic presence in Andalusia
Skills	
Teaching students how to think critically and analytically in studying Andalusian history so that student can evaluate and analyze historical sources systematically and critically, enables them to understand the historical roots of history in general and Andalusian history in particular and apply this understanding in their personal and professional lives.	Critical and analytical thinking in the study of Andalusian history, and historical awareness
Training students in the research skills necessary to find reliable historical sources and use them in studying Andalusian history, collecting data, analyzing and interpreting them systematically, and effective communication to transfer historical knowledge so that they can convey their ideas and opinions clearly and logically through writing and speaking. Creating historical awareness among students and an understanding of influences. Historicism focuses on the contemporary moment by linking historical events	Research skills and effective communication
Value	
Knowing Andalusian history can enhance students' understanding of cultural coexistence and mutual respect between different cultures, and how Andalusia was an example of this.	Cultural coexistence and respect

136. The strategies of Teaching and learning
1- Case study by presenting the historical event 2- Group discussions, asking questions, and exchanging opinions, ideas, and analyses. 3- Using multimedia such as illustrations such as geographical maps and mental maps.

137. Assessment methods
Monthly and daily exams, preparing students for the subject and discussing it in the classroom

138. Teaching Staff				
Faculty members				
Preparing the teaching staff	Special requirements/skills (if any)	Specialization		Scientific rank
	Permanent staff	private	Andalusian	
				Dr.
Professional development				
Mentoring new faculty members				

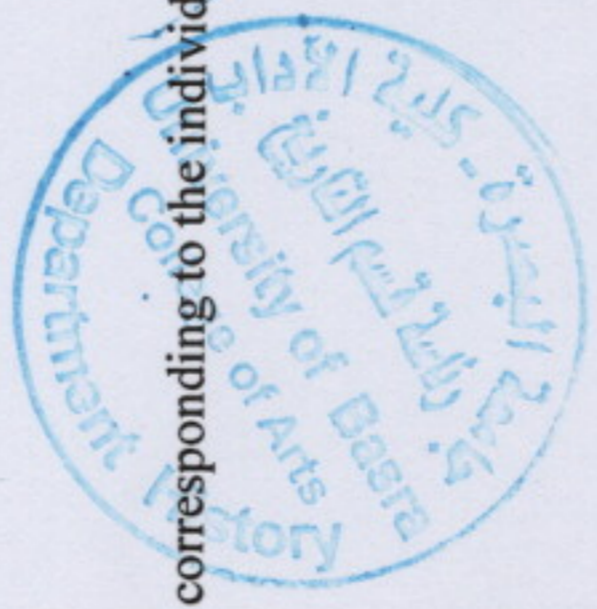


Professional development for faculty members	
139.	Acceptance standard
140.	The most important sources of information about the program
	1-The history of the Arabs and their civilization in Andalusia / Abdul Wahed Taha Dhannoun and others 2-The Islamic State in Andalusia / Muhammad Abdullah Annan 3-The history of the Arabs and their effects in Andalusia / Ahmed Mukhtar Al-Abadi
141.	Program development plan
	The program can be developed through 1-Determine Educating al objectives 2-Define content 3-.design Units Academic 4 Using various Educating al methods 5- Providing opportunities for interaction and discussion- Performance Assessment- Always review and improve the program



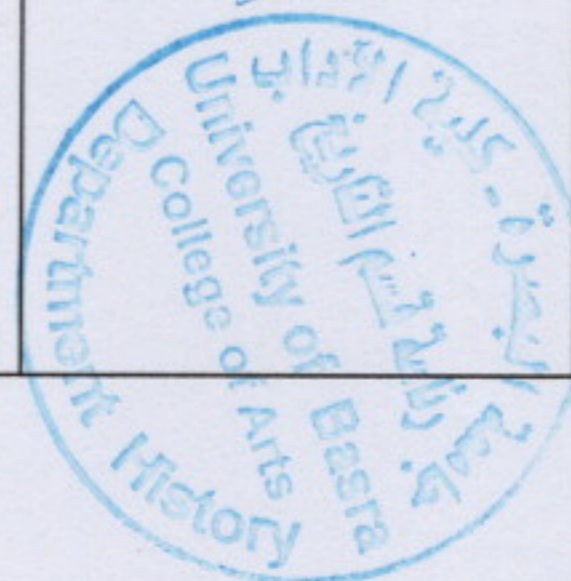
Program skills chart																
Learning outcomes required from the program																
Value	C1				C2				C3				Essential or optional?	Course Name	Course Code	the year/the level
	Skills				Knowledge				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	a4	a3	a2	a1					
														Andalusian history		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description template

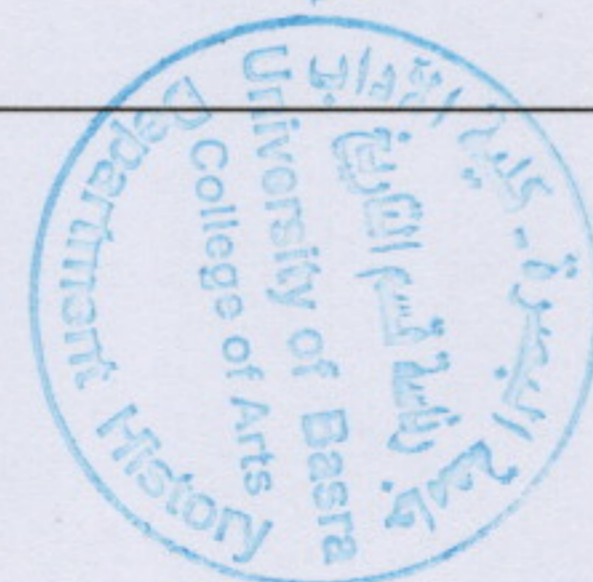
186. Headquarters name: Andalusian History					
187. Course Code:					
188. The semester/the year: Annual					
The annual system for the year 2023-2024 AD					
189.					
190. Available attendance forms:					
Attendance only					
191.					
192. Name of the course administrator (if more than one name is mentioned)					
Prof. Dr. Ansam Ghadhban Abboud					
193.					
<ul style="list-style-type: none"> • • • 		<p>1-Introducing one aspect of Andalusian civilization and coexistence between minorities and religions during the Middle Ages</p> <p>2-Introducing the importance of Islamic civilization and its impact on European civilization</p> <p>3-Introducing the historical relations between the East and the West and their importance within the framework of the dialogue of civilizations</p>			
194. The strategies of Teaching and learning					
<p>1- Case study by presenting the historical event 2- Group discussions, asking questions, and exchanging opinions, ideas, and analyses. 3- Using multimedia such as illustrations such as geographical maps and mental maps.</p>					The strategy
195. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
				2 hours	1
				2 hours	2
				2 hours	3
				2 hours	4
				2 hours	5
				2 hours	6
				2 hours	7
				2 hours	8
				2 hours	9
				2 hours	10
				2 hours	11
				2 hours	12
				2 hours	13
				3 hours	14
				3 hours	15
					vacation



142. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		2	2	Course requirements
			Yes	College requirements

				2 hours	16
				2 hours	17
				2 hours	18
				2 hours	19
				2 hours	19
				2 hours	20
				2 hours	21
				2 hours	22
				2 hours	23
				2 hours	24
				2 hours	25
				2 hours	26
				2 hours	27
				2 hours	28
				2 hours	29
				2 hours	30

196. Course Assessment	
Using the calendar through student questionnaires	
197. Learning and teaching resources	
(The history and civilization of the Arabs in Andalusia/Ab Wahid Taha Sins Dhanoon et al)	Required prescribed books
(The Islamic State in Andalusia / Muhammad Abdullah Annan) The history of the Arabs and their effects in Andalusia / Ahmed Mukhtar Al-Abadi	Main references
(magazine Institute Studies Islamic in Madrid, the magazine Moroccan, magazine Academy Moroccan, magazine Manholes Tunisian, Reports....)	Recommended supporting books and references



			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

143. Program description

Credit hours	Name of the course or course	Course or course code	Year/Level
2 weekly	History of Islamic Thought		2023-2024

144. Expected learning outcomes of the program

Knowledge	
Skills	
Value	

145. The strategies of Teaching and learning

-

146. Assessment methods

147. Education / institution

Faculty members

Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank



lecturer	Permanent staff		private	general	
Professional Development					
Mentoring new faculty members					
Professional development for faculty members					
148. Acceptance standard					
149. The most important sources of information about the program					
150. Program development plan					



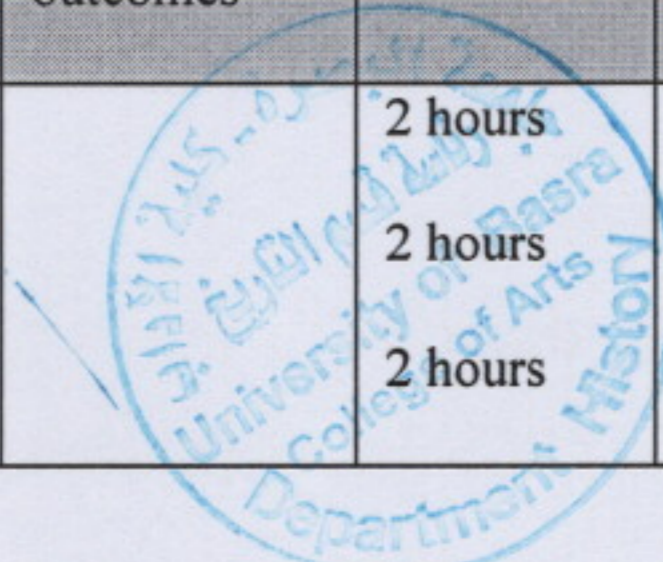
Program skills chart															
Learning outcomes required from the program															
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level			
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
C4			—			—							History of Islamic thought		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

198. Course Name:					
History of Islamic Thought					
199. Course Code:					
200. the semester/the year: Annual					
Annual					
201.					
202. Available attendance forms:					
Attendance only					
203.					
204. Name of the course administrator (if more than one name is mentioned)					
Prof. Dr. Jawad Kazem Al-Nasrallah					
Dr. Zainab Jassim Hassan					
205. Course objectives					
				1 -Giving the student a historical overview of the development of the history of Islamic thought. 2 - Explaining the leadership of Muslim scholars in arriving at scientific theories before Western scholars 3 -Increasing the motivation of students by following in the footsteps of these scholars.	
206. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
207. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
		Arab thought before Islam		2 hours	1
		Arab thought before Islam		2 hours	2
		The impact of Islam on Arab thought		2 hours	3



	The impact of Islam on Arab thought	2 hours	4
	Foreign influences on thought	2 hours	5
	Translation movement causes	2 hours	6
	Traffic translation results	2 hours	7
	the sciences	2 hours	8
	Sciences of the Qur'an and Hadith	2 hours	9
	Jurisprudence and language	2 hours	10
	And history	2 hours	11
	Ibn Khaldun	2 hours	12
	Geography	2 hours	13
	Philosophy	2 hours	14
	Al-Kindi, Al-Farabi, Ibn Sina, and Ibn	2 hours	15
	Rushd	2 hours	16
	theology		17
	Speech currents	2 hours	18
	Speech difference	2 hours	19
	Sufism	2 hours	19
	Medicine	2 hours	20
	the pharmacy	2 hours	21
	mathematics	2 hours	22
	Engineering	2 hours	23
	Astronomy	2 hours	24
	Physics	2 hours	25
	Chemistry	2 hours	26
	The impact of Islamic thought on	2 hours	27
	European 1		
	The impact of Islamic thought on	2 hours	28
	European 2	2 hours	29
		2 hours	30



208. Course Assessment	
209. Learning and teaching resources	
1 - Studies in the history of Arab thought. Dr. Ibrahim Al-Samarrai 2 - Arab Thought: Omar Farroukh	Required textbooks (methodology, if any)
Ibn Jaljal: Classes of the wise Al-Qifti History of the Wise Men Ibn al-Nadim: Al-Fahrist	Main references (sources)
Arab Thought Magazine	Recommended supporting books and references (scientific journals, reports....)
	Electronic references, Internet sites

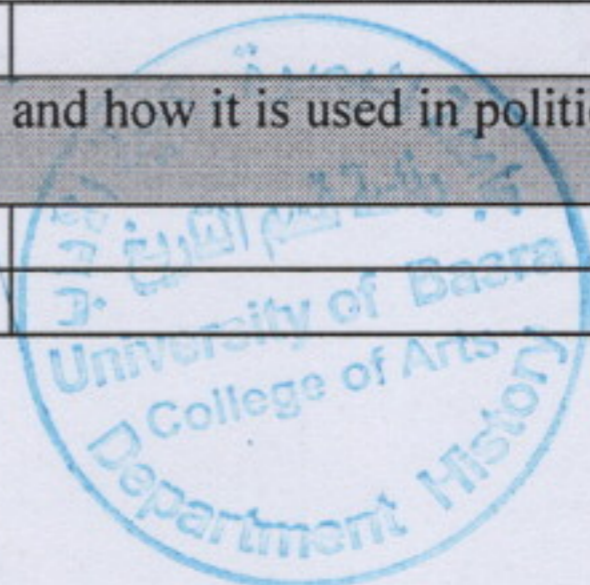
History of major countries

1. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course				Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

2. Program description				
Credit hours	Name of the course or course	Course or course code	Year/Level	
3 hours	History of major countries		2023-2024	

3. Expected learning outcomes of the program	
Knowledge/The curriculum addresses students' definition of the term major countries and who are the countries concerned with that for the period from 1914 to 1945.	
Skills/teaching students the skill of diplomatic dealing between countries and how it is used in political dealings by examining the most important historical sources in the English language.	



Value	
4. The strategies of Teaching and learning	
-	
5. Assessment methods	

6. Teaching Staff					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)		Specialization: Modern and contemporary history	
lecturer	Permanent staff/Permanent staff			private	general
				History of America	Modern and contemporary history
Academic rank: Professor					
Dr.					
Professional development					
Mentoring new faculty members					
Professional development for faculty members					

7. Acceptance standard	

8. The most important sources of information about the program	

9. Program development plan	



Program skills chart

Learning outcomes required from the program

Value	Skills				Knowledge			Essential or optional?	Course Name	Course Code	the year/the level	
	C1	C2	C3	C4	B1	B2	B3					B4	a1	a2	a3
									Victorian and modern English poetry			2023-2024
									Basic			

Please check the boxes corresponding to the learning outcomes from the program subject to Assessment



Course description form

1. Course Name:					
History of major countries					
2. Course Code:					
3. the semester/the year:					
Annual					
4. /The fourth stage					
5. Available attendance forms:					
Attendance only/My presence/Blended learning through communication with students through speci websites					
6.					
7. Name of the course administrator (if more than one name is mentioned)					
Dr. Raghad Faisal Abdul Wahab Dr. Hussein Abdul Qadir Mohi					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Providing students with the skill of teaching the English language 2 –Expanding reading and writing skills by examining sources on the history of major countries 3-Clarifying the most important modern ideas in international relations			
9. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
10. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
				3hours	1
				3hours	2
				3hours	3
				3hours	4
				3hours	5
				3hours	6
				3hours	7
				3hours	8
				3hours	9
				3hours	10
				3hours	11
				3hours	12
				3hours	13
				3hours	14
				3hours	15
					vacation



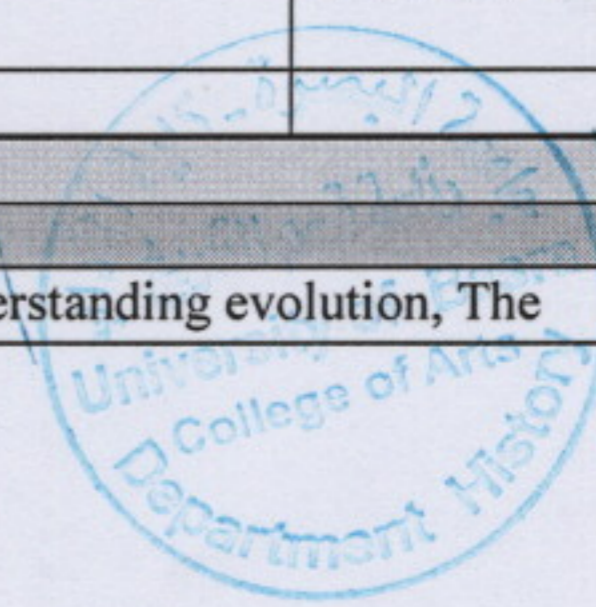
				3hours	16
				3hours	17
				3hours	18
				3hours	19
				3hours	19
				3hours	20
				3hours	21
				3hours	22
				3hours	23
				3hours	24
				3hours	25
				3hours	26
				3hours	27
				3hours	28
				3hours	29
				3hours	30
11. Course Assessment					
12. Learning and teaching resources					
			Required textbooks (methodology, if any)		
			Main references (sources)		
			Recommended supporting books and references (scientific journals, reports....)		
			Electronic references, Internet sites		

- Abbasid history/the fourth stage

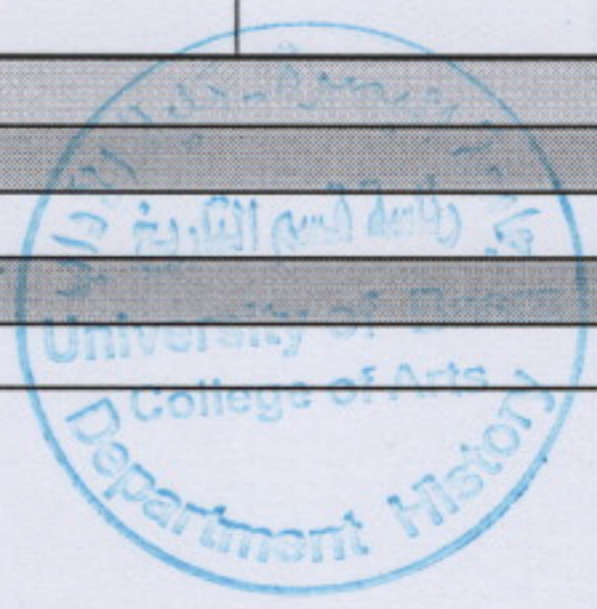
Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course				Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

Program description				
Credit hours		Name of the course	Course code	Year/Level
hour	2	the History of Late Abbasid		2023-2024
Expected learning outcomes of the program				
Knowledge				
Understand the factors the reasons that led to Buyid and Seljuk's control			Understanding evolution, The	



and the weakness and strength factors that the Abbasid Caliphate experienced later led to attempts by the Abbasid Caliphs to restore the prestige of the Abbasid Caliphate once again, as well as what relates to the Crusades and its exposure to Islamic countries and the study of the causes, motives, and results.		historical history of Buyid and Seljuk control over the Arab Islamic state until the fall of Baghdad in the year 656 AH.	
Skills			
Teaching students how to think critically and analytically in studying late Abbasid history so that students can evaluate and analyze historical sources systematically and critically, and enable them to understand the historical roots of history in general and late Abbasid history in particular and apply this understanding in their personal and professional lives.		Critical and Analytical Thinking in the Study of History Late Abbasid and Historical Awareness	
Training students in the research skills necessary to find reliable historical sources and use them in studying late Abbasid history, collecting data, analyzing and interpreting them systematically, and effective communication to transfer historical knowledge so that they can convey their ideas and opinions clearly and logically through writing and speaking. Creating students' historical awareness and understanding of Historical influences on the contemporary moment by linking historical events		Research skills and effective communication	
Value			
Knowledge of late Abbasid history can enhance students' understanding of cultural coexistence and mutual respect between different cultures.		Cultural coexistence and respect	
The strategies of Teaching and learning			
1- Case study by presenting the historical event 2- Group discussions, asking questions, and exchanging opinions, ideas, and analyses. 3- Using multimedia such as illustrations such as geographical maps and mental maps.			
Assessment methods			
Monthly and daily exams, preparing students for the subject and discussing it in the classroom			
Teaching Staff			
Faculty members			
Preparing the teaching staff		Special requirements/skills (if any)	Specialization
	Permanent staff		private Late Abbasid
			Dr
Professional development			
Mentoring new faculty members			
Professional development for faculty members			



Acceptance standard

The most important sources of information about the program

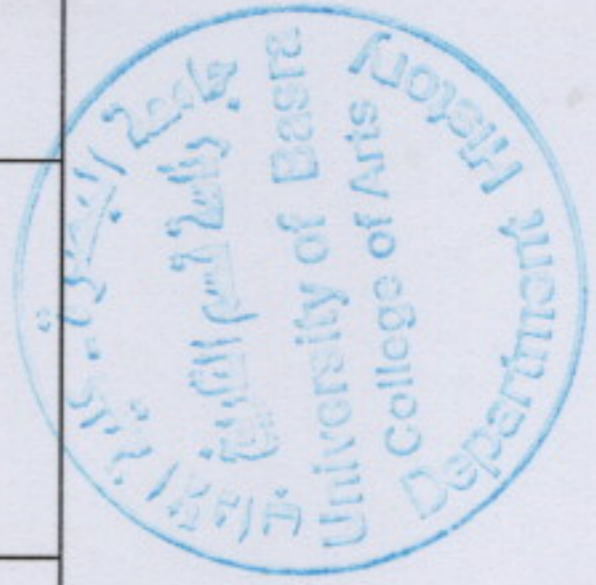
- 1- The Late Abbasid Ages by Abd al-Aziz al-Dawri
- 2-In the Abbasid and Fatimid history by Ahmed Mukhtar Al-Abadi
- 3-The Arab Islamic State in the Second Abbasid Era Ahmed Hashim Sultan and others

Program development plan

The program can be developed through: 1-Determine Educating al objectives2-Define content4-.design Units Academic
5-Using various Educating al methods6- Providing opportunities for interaction and discussion7- Performance
Assessment8- Always review and improve the program



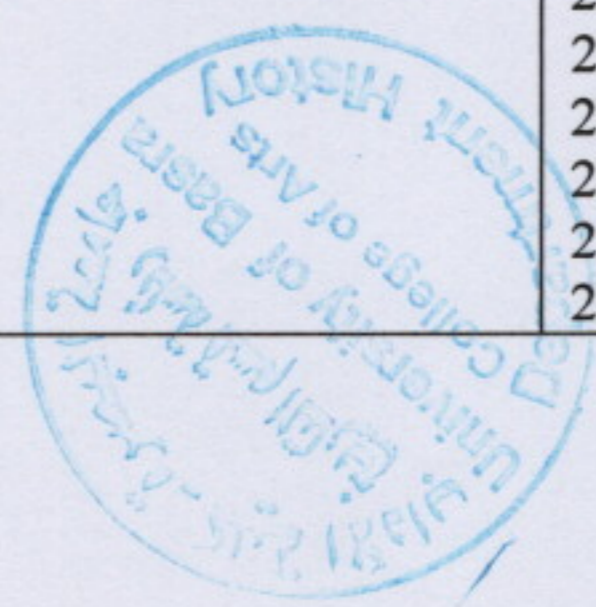
Program skills chart													
Learning outcomes required from the program													
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level	
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
										Basic	Late Abbasid history		2023-2024



Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment

Course description form

25. Course Name: Late Abbasid history					
26. Course Code:					
27. the semester/the year: Annual					
The annual system for the year 2023-2024 AD					
28.					
29. Available attendance forms:					
Attendance only					
30.					
31. Name of the course administrator (if more than one name is mentioned)					
Dr. Muayad Ibrahim Muhammad Hassan					
32. Course objectives					
<ul style="list-style-type: none"> • • • 		<p>1- Introducing an aspect of the history of the Islamic state in the Abbasid era in the late period.</p> <p>2- Introducing the importance of this period due to the control of the Abbasid Caliphate, whether Turkish, Buwayhi, Seljuk, or Crusader.</p> <p>3- Introducing the efforts of the Abbasid caliphs and their tireless and important attempts to advance the reality of the Abbasid Caliphate and restore what was destroyed by previous wars.</p>			
33. The Strategies of Teaching and Learning					
1- Case study by presenting the historical event 2- Group discussions, asking questions, and exchanging opinions, ideas, and analyses. 3- Using multimedia such as illustrations such as geographical maps and mental maps.					The strategy
34. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
				2hours	1
				2hours	2
				2hours	3
				2hours	4
				2hours	5
				2 hours	6
				2hours	7



Modernization/fourth stage

1. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic course		90		Course requirements
			Yes	College requirements
			Yes	Department requirements

35. Course Assessment					
36. Learning and Teaching Resources		Required prescribed books			
(date The Arab Islamic State, the Abbasid Era, Part Two / Fathi Sultan Hashem		Main references			
The first Abbasid era Farouk Omar Fawzi / The late Abbasid eras Abdul Aziz Al-Duri / In Abbasid and Fatimid history Ahmed Mukhtar Al-Abadi		Recommended supporting books and references			
Comprehensive Library website / Endowment Library / Al-Muayyad Electronic Library		Electronic references, Internet sites			





			NA	summer training
				Other

* Of note-taking may include whether the course is core or elective.

2. Program description

Credit hours	Name of the course or course	Course code	Year/Level
	Modernization in contemporary Islamic countries		2023-2024

3. Expected learning outcomes of the program

Knowledge	
Skills	
Value	

4. The strategies of Teaching and learning

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5. Assessment methods

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6. Teaching Staff

Faculty members			
Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank

lecturer	Permanent staff		private	general	
	Permanent staff			general	Doctor

Professional development

Mentoring new faculty members

Professional development for faculty members

7. Acceptance standard

8. The most important sources of information about the program

1-Ibrahim Khalil Ahmed, Khalil Ali Murad, Turkey and Iran, Mosul, 2008

2-Karar Talib Al-Himyari, Modernization in Contemporary Islamic Countries, 1st edition, Babylon, 2021.

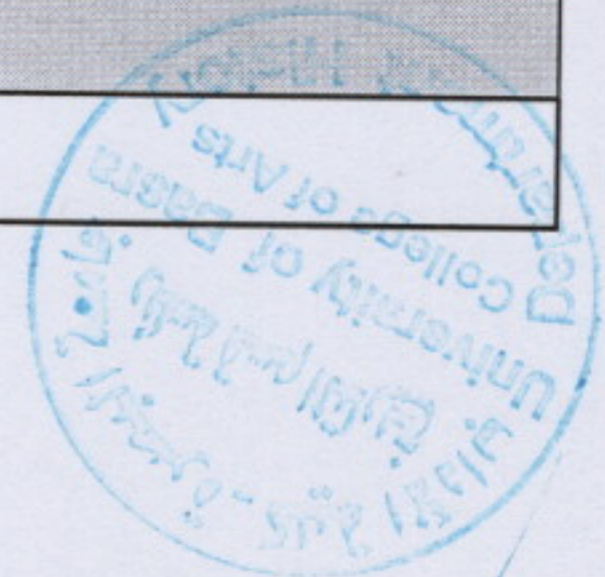
3-Khudair Mazloun Farhan Al-Badiri, Modernization in Contemporary Islamic Countries.

4-Maher Jabbar Al Khalili, Mahathir, and his role in modernizing Malaysia.

5-Mahmoud Shaker Al-Harstani, Indonesia, 2010.

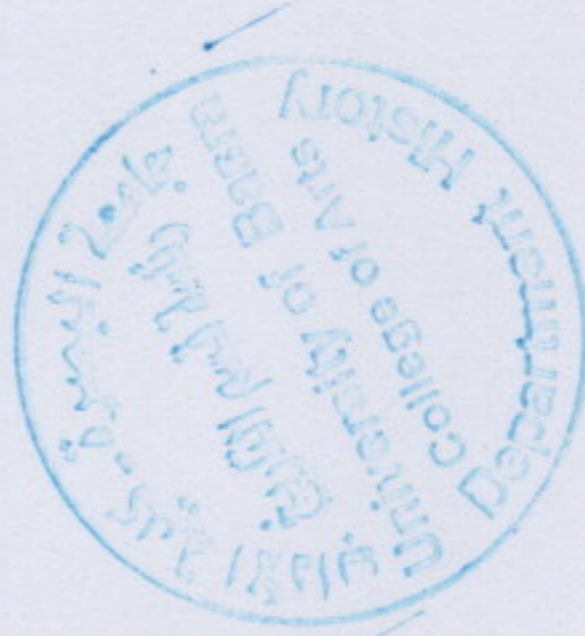
6-Mahmoud Shaker, Pakistan, 2022.

9. Program development plan



Program skills chart																
Learning outcomes required from the program																
Value	Skills				Knowledge				Essential or optional?	Course Name	Course Code	the year/the level				
	C1	C2	C3	C4	B1	B2	B3	B4					a1	a2	a3	a4
✓	✓	✓	—	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Modernization in contemporary Islamic countries		2023-2024

Please check the boxes corresponding to the individual learning outcomes from the program subject to Assessment



Course description form

1. Course Name:					
Modernization in contemporary Islamic countries: Turkey, Iran, Malaysia, Indonesia, Pakistan					
2. Course Code:					
3. the semester/the year: Annual					
Annual					
4.					
5. Available attendance forms:					
Attendance only					
6.					
7. Name of the course administrator (if more than one name is mentioned)					
Dr. Ara'a Jassim Mohammed					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		<p>1-Knowledge of the concept of modernization in contemporary Islamic countries.</p> <p>2-Explaining the most important modern democratic ideas</p> <p>3- Modernizing political institutions and systems, domestic policy and foreign policy, and moving from a single-party system to multi-parties.</p>			
9. The Strategies of Teaching and Learning					
10. Course structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

11. Course Assessment	
12. Learning and teaching resources	
Turkey and Iran, Ibrahim Khalil Ahmed, Khalil Ali Murad, Mosul, 2008	Required textbooks (methodology, if any)
Karar Talib Al-Himyari, Modernization in Islamic Countries Contemporary, 1st edition, Babylon, 2021.	Main references (sources)
Mahathir and his role in modernizing Malaysia, Maher Jabbar Al-Khalil	Recommended supporting books and references (scientific journals, reports....)
1 - Mahmoud Shaker Al-Haristani, Indonesia, 2010. 2 - Khudair Mazloun Farhan Al-Badiri, Modernization in Contemporary Islamic Countries. 3 – Mahmoud Shaker, Pakistan, 2022.	Electronic references, Internet sites

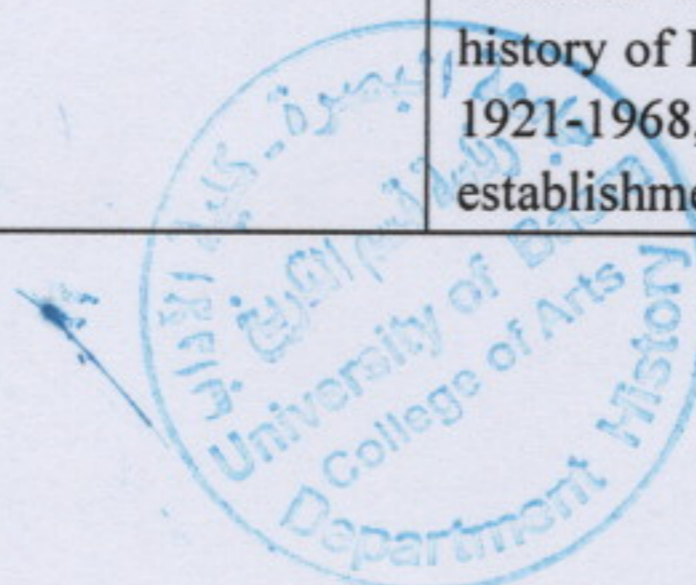
- Contemporary Iraqi History subject/fourth stage

10. Program structure				
comments *	percentage	Study unit	Number of courses	Program structure
Basic		90	3	Course requirements
			Yes	College requirements
			Yes	Department requirements
			NA	summer training
				Other

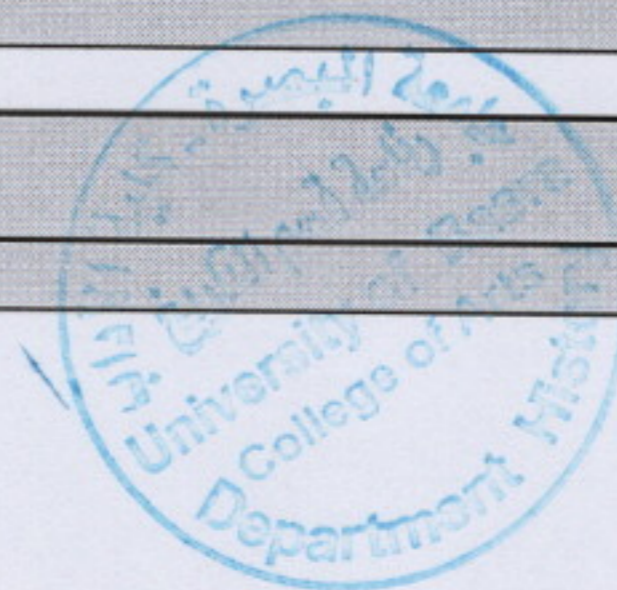
* Of note-taking may include whether the course is core or elective.

11. Program Description				
Credit hours		Name of the course or course	Course or course code	Year/Level
practical	theoretical	Contemporary history of Iraq		2023-2024 / Fourth

12. Expected learning outcomes of the program	
Knowledge	
	Students study the contemporary history of Iraq for the period from 1921-1968, from the establishment of the modern Iraqi



	state (monarchy), and the revolution of July 14, 19158 to the end of the first republican era in 1968.			
Skills				
	Expanding their knowledge of the contemporary history of their country, and acquiring the skill of reading, researching, receiving and answering questions, and how to prepare reports on topics.			
Value				
	Evoking the contemporary history of Iraq, and the importance of the student's study of its history and events to obtain information using a historical scientific approach.			
13. The Strategies of Teaching and Learning				
-Explanation of the scientific material Adopting the division of topics. 1-Asking comprehensive questions related to the topic being explained, and drawing sub-questions 2-Review sources on the topic. 3- Form groups of students to answer the questions directed to them.				
14. Assessment Methods				
- Daily duties - (writing a report, daily test) -Weekly, monthly, daily exams, and the end of the year exam.				
15. Teaching Staff				
Faculty members				
Preparing the teaching staff		Special requirements/skills (if any)	Specialization	Scientific rank
	Permanent staff		private general	
	Permanent staff		Contemporary history of Iraq Modern and contemporary history of Iraq	Dr.
Professional development				
Professional development for faculty members				
16. Acceptance standard				
Central				
17. The most important sources of information about the program				
18. Program development plan				



Course description template

13. Course Name:					
Contemporary history of Iraq					
14. Course Code:					
NA					
15. the semester/the year:					
Annual					
16. Date this description was prepared					
12/3/2024					
17. Available attendance forms:					
Attendance only					
18. Number of study hours (total)/number of units (total):					
3 hours per week / 6 units					
19. Name of the course administrator (if more than one name is mentioned)					
Professor Dr. Najat Abdel Karim Abdel Sada Email: najat.abdulkareem@uobsarah.edu.iq					
20. Course objectives					
<ul style="list-style-type: none"> • • • 		1. Provide students with the application of information in practical life. 2-Through applying the historical research method in reading and writing. 3- Explaining the importance of the student studying his history to enhance his patriotic spirit.			
21. The strategies of Teaching and learning					
1-Educating the strategy of collaborative concept planning. 2-Teaching the strategy of brainstorming. 3-Educating the strategy of note-taking.					The strategy
22. Course Structure					
Assessment method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	The week
Weekly, monthly, daily, editorial, and end-of-year examinatio	Explaining the scientific material through Vocabulary required in the curriculum. 2-Drawing a plan for the lecture and asking central and subsidiary questions. 3- Connect Events in	1-British occupation of Iraq	1- Providing students with the skill of reading and researching in the field of history.	3hours	1
		2-The National Movement and the Great Iraqi Revolution.		3hours	2
		3-The establishment of the monarchy and the establishment of the Iraqi state.		3hours	3
		4- Internal political developments 1933-1939		3hours	4
		5- Iraqi ministries 1921-1958		3hours	5
				3hours	6
				3hours	7
				3hours	8
				3hours	9
				3hours	10
				3hours	11
				3hours	12

<p>1- Abdul Razzaq Al-Hasani, History of the Iraqi Ministries.</p> <p>2- Political thought in the contemporary history of Iraq 1914-1958, Kuwait, 1984.</p> <p>3- Majeed Khadduri, Republican Iraq, Beirut-1974.</p> <p>4- memoirs for Iraqi politicians.</p> <p>The student is assigned to inventory books on contemporary Iraqi history for the duration of the curriculum.</p>	<p>Recommended supporting books and references (scientific journals, reports....) in</p>
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