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And accreditation Academic  
to divide Accreditation**



**Anbar University**

**Description of the  
academic program  
and course  
2024**

**Anbar University  
College of Education for Girls  
Department of History**

**Description of the academic  
program  
2023-2024**

**Program description Academic  
circulated according to the letter of the  
Department of Studies T.M. 3-2906 in  
3/5/2023**

**Preparation  
A0 M0 D. Nadia Mahmoud Farhan  
Al-Kahli  
Head of the History Department  
2024**

## Academic Program Description

**University Name :** Anbar University

**Faculty/Institute:** : College of Education for Girls

**Scientific Department :**History Department

**Academic or Professional Program Name:** Bachelor of  
General History

**Final Certificate Name:** BA in Public History

**Academic System:** ... (semester system of four years)

**Description Preparation Date:** : 2-10-2024 AD

**File Completion Date:** : 2-10-2024 AD



Signature



**Signature:**

**Head of Department Name:**

**Prof. Firas Fadel Ali Hamad**

**Scientific Associate Name:**

**Prof. Dr. Nadia Mahmoud**

**Farhan**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance**

**Department: Prof. Dr. Ahmed Abd El-Sattar**

**Signature:**



**Date**

**Approval of the Dean**

See the program .\

**The History Department program seeks to be distinguished locally and regionally in its scientific and educational programs, scientific research, and educational mechanisms by striving to achieve the goals of the university and college in accordance with comprehensive quality standards. Working to achieve creativity in the study of history according to the sound scientific method and preserving the cultural heritage from distortion and distortion**

Program message .\

**The department's mission is to contribute effectively to meeting the needs of society, and to disseminate historical knowledge at the theoretical and field levels in accordance with the approved standards and requirements of official educational institutions, with full awareness of society's problems and professional ethics through the contributions made by faculty members to enrich historical knowledge through teaching and conducting solid scientific research. Purposeful writing and translation, in addition to serving the community through historical consultations and holding conferences, seminars, courses, lectures and workshops in a way that keeps pace with scientific developments in the field of history.**

Program Goals Academic.\

In line with the objectives of Anbar University and the College of Education for Girls, the programs of the History Department were designed to achieve the following objectives:

First: At the level of education and learning:

- **Preparing female teachers and guides in the field of history and heritage with a high level of competence, professionalism and the ability to bring about the desired change in society and meet the needs of the labor market in official and private institutions.**
- **Developing female students' skills in reconciling the theoretical and practical aspects of professional**

work in the field of history in accordance with educational developments in the educational process.

- Employing technological techniques and modern educational programs, and adopting them in the educational process in accordance with comprehensive quality standards.

- Developing positive attitudes towards the teaching and counseling profession, and developing awareness of professional ethics.

Second: At the level of scientific research:

- Conducting sound theoretical research by faculty members in the field of general history to meet the challenges facing.

- Providing female students with scientific research skills in the field of history to enable female students to continue postgraduate studies.

- Activating the department's role as a research advisory center in the field of history - Contributing to raising the level of historical knowledge for different segments of society by providing services and consultations in the field of historical knowledge.

- Increasing awareness of the importance of historical knowledge in the development of society.

Third: At the level of community service:

- Building an integrated system that handles the methods of transferring historical knowledge between the university and society, including teachers and students, sheds light on the needs of historical knowledge, and helps alleviate the various problems of society in accordance with contemporary trends through seminars, courses, lectures and meetings.

#### Program accreditation.ξ

The department's self-evaluation report is the file for evaluating the scientific department in terms of a comprehensive examination of the overall tasks, functions and activities, taking into account the mission and objectives of the department within the quality assurance standards and accreditation and programmatic standards for the Department of History in accordance with the standards of the NCATE program accreditation standards . The responsibility for conducting the self-study falls on those in charge of the department under the supervision of the Quality Assurance and University Performance Division in the college, so that everyone is committed to conducting an objective and scientific self-evaluation in the department in light of its mission, where the evaluation is an effective means of knowing the strengths and weaknesses and improvement plans, and it should also support the results of the evaluation. By attaching the required evidence and documentary property, this was done through the following procedures:

Forming a committee to write a self-evaluation report for the History Department in accordance with program accreditation standards.

Holding periodic meetings to follow up on the progress of work according to the plans formulated by the committee within precise timings, identifying obstacles and trying to solve them.

The necessary data is collected and documented by the relevant department, authenticated by the Head of the History Department, and then authenticated by the Dean of the College.

Other external influences.

The program is prepared within the framework of all external variables, including challenges and the opportunities or threats they produce, and internal variables and the strengths or weaknesses they produce.

| Program structure Department Code ( HIST Department of History), Department Guide: 2023-2024 |            |            |                   |                         |
|--|------------|------------|-------------------|-------------------------|
| comments *   | percentage | Study unit | Number of courses | Program structure       |
|  |            | 16         | 16                | Enterprise requirements |
|  |            | 24         | <b>24</b>         | College requirements    |
|  |            | 114        | <b>114</b>        | Department requirements |
|  |            |            | nothing           | summer training         |
|  |            |            |                   | Other                   |

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

**Approved for courses according to the four academic levels**

| the total | Academic levels |           |            |           | Courses          |
|-----------|-----------------|-----------|------------|-----------|------------------|
|           | the fourth      | the third | the second | the first |                  |
| 16        | 2               | 2         | 2          | 10        | Basic University |
| 16        | 2               | 2         | 2          | 10        | the total        |
| 24        | 6               | 6         | 6          | 6         | Basic college    |
| 24        | 6               | 6         | 6          | 6         | the total        |
| 114       | 28              | 32        | 26         | 28        | Basic specialty  |
| 114       | 28              | 32        | 26         | 28        | the total        |
| 154       | 36              | 40        | 34         | 44        | Total units      |

**Graduation requirements**

| Approved | Requirements            |
|----------|-------------------------|
| 16       | University requirements |
| 24       | College requirements    |
| 114      | Department requirements |
| 154      | the total               |

| Instructor's name | the total | Weekly hours | Accredited units | Course title          | Course Code |
|-------------------|-----------|--------------|------------------|-----------------------|-------------|
|                   |           | 2            | 2                | Calculators           | COMP101     |
|                   |           | 2            | 2                | human rights          | UOA101      |
|                   |           | 2            | 2                | Freedom and democracy | UOA102      |
|                   |           | 2            | 2                | English               | ENGI101     |
|                   |           | 2            | 2                | Arabic                | ARAB101     |
|                   |           | 2            | 2                | English               | ENGI201     |
|                   |           | 2            | 2                | English               | ENGI301     |
|                   |           | 2            | 2                | English               | ENGI301     |
|                   | 16        | 16           | 16               | the total             |             |

Foundation requirements : 16 credit hours

College requirements: 24 credit hours

| the total | Weekly hours |         |        | Accredited units | Course title                                       | Course Code |
|-----------|--------------|---------|--------|------------------|--|-------------|
|           | Laboratory   | Applied | theory |                  |  |             |
|           |              |         | 2      | 2                | Geography in general                               | GEOG101     |
|           |              |         | 2      | 2                | Foundations of education                           | PSYC101     |
|           |              |         | 2      | 2                | Educational psychology                             | PSYC102     |
|           |              |         | 2      | 2                | Geography of the Arab world                        | GEOG201     |
|           |              |         | 2      | 2                | Educational administration and secondary education | PSYC201     |
|           |              |         | 2      | 2                | Developmental psychology                           | PSYC202     |
|           |              |         | 2      | 2                | Geography of Iraq                                  | GEO3201     |
|           |              |         | 2      | 2                | Educational counseling and mental health           | PSYC301     |
|           |              |         | 2      | 2                | Curricula and teaching methods                     | PSYC302     |
|           |              |         | 2      | 2                | Measurement and evaluation                         | PSYC401     |
|           |              |         | 2      | 2                | View and apply                                     | PSYC402     |
|           |              | 2       |        | 2                | Practical education                                | PSYC403     |



|    |  |    |    |    |               |  |
|----|--|----|----|----|---------------|--|
|    |  |    |    |    | (application) |  |
| 24 |  | 22 | 22 | 24 | the total     |  |

### Requirements Section 114 credit hours

| the total | Weekly hours |         |        | Accredited units | Course title  | Course Code |
|-----------|--------------|---------|--------|------------------|---|-------------|
|           | Laboratory   | Applied | theory |                  |   |             |
|           |              |         | 3      | 3                | History of ancient Iraq   | HIST101     |
|           |              |         | 3      | 3                | History of the Arabs before Islam   | HIST102     |
|           |              |         | 3      | 3                | History of the message era  | HIST103     |
|           |              |         | 3      | 3                | History of the European Middle Ages   | HIST104     |
|           |              |         | 2      | 2                | The historical research method is theoretical                               | HIST105     |
|           |              |         | 3      | 3                | History of ancient Iraq   | HIST106     |
|           |              |         | 3      | 3                | History of the Arabs before Islam, Iraq and the Hijaz                       | HIST107     |
|           |              |         | 3      | 3                | History of the Rightly Guided Caliphate                                     | HIST108     |
|           |              |         | 3      | 3                | The history of the European Middle Ages, the political and cultural aspects | HIST109     |
|           |              |         | 2      | 2                | The historical research method is practical                                 | HIST110     |
|           |              |         | 3      | 3                | The ancient history of the Arab countries                                   | HIST201     |
|           |              |         | 2      | 2                | History of Europe in the Renaissance  | HIST202     |
|           |              |         | 2      | 2                | History of the Umayyad state  | HIST203     |

|  |  |  |   |   |   |         |
|--|--|--|---|---|---|---------|
|  |  |  | 2 | 2 | History of the Arab civilization of Andalusia | HIST204 |
|  |  |  | 2 | 2 | Modern history of the Arab countries          | HIST205 |
|  |  |  | 2 | 2 | History of ancient world civilizations        | HIST206 |
|  |  |  | 3 | 3 | The ancient history of the Arab countries     | HIST207 |
|  |  |  | 2 | 2 | History of Europe in the Renaissance          | HIST208 |
|  |  |  | 2 | 2 | History of the Umayyad state                  | HIST209 |
|  |  |  | 2 | 2 | History of the Arab civilization of Andalusia | HIST210 |
|  |  |  | 2 | 2 | Modern history of the Arab countries          | HIST211 |
|  |  |  | 2 | 2 | History of ancient world civilizations        | HIST212 |
|  |  |  | 2 | 2 | Modern history of Iraq                        | HIST301 |
|  |  |  | 3 | 3 | Islamic civilization                          | HIST302 |
|  |  |  | 3 | 3 | History of the Abbasid state                  | HIST303 |
|  |  |  | 2 | 2 | History of Europe in the nineteenth century   | HIST304 |
|  |  |  | 2 | 2 | Philosophy of history                         | HIST305 |
|  |  |  | 2 | 2 | Modernizing Islamic countries                 | HIST307 |
|  |  |  | 2 | 2 | Modern history of Iraq                        | HIST308 |
|  |  |  | 3 | 3 | Islamic civilization                          | HIST309 |
|  |  |  | 3 | 3 | History of the Abbasid state                  | HIST310 |
|  |  |  | 2 | 2 | History of Europe in the nineteenth century   | HIST311 |
|  |  |  | 2 | 2 | Philosophy of history                         | HIST312 |
|  |  |  | 2 | 2 | Asian history                                 | HIST313 |
|  |  |  | 2 | 2 | Modernizing Islamic countries                 | HIST314 |
|  |  |  | 3 | 3 | Contemporary history of Iraq                  | HIST401 |
|  |  |  | 2 | 2 | History of Islamic states and emirates        | HIST402 |

|            |  |          |            |            |   |                |
|------------|--|----------|------------|------------|---|----------------|
|            |  |          | <b>3</b>   | <b>3</b>   | <b>Contemporary history of the Arab countries</b> | <b>HIST403</b> |
|            |  |          | <b>3</b>   | <b>3</b>   | <b>Contemporary world history</b>                 | <b>HIST404</b> |
|            |  |          | <b>2</b>   | <b>2</b>   | <b>History of the Americas</b>                    | <b>HIST405</b> |
|            |  |          | <b>3</b>   | <b>3</b>   | <b>Contemporary history of Iraq</b>               | <b>HIST406</b> |
|            |  |          | <b>2</b>   | <b>2</b>   | <b>History of Islamic states and emirates</b>     | <b>HIST407</b> |
|            |  |          | <b>3</b>   | <b>3</b>   | <b>Contemporary history of the Arab countries</b> | <b>HIST408</b> |
|            |  |          | <b>3</b>   | <b>3</b>   | <b>Contemporary world history</b>                 | <b>HIST409</b> |
|            |  |          | <b>2</b>   | <b>2</b>   | <b>History of the Americas</b>                    | <b>HIST410</b> |
|            |  | <b>2</b> |            | <b>2</b>   | <b>Graduation research</b>                        | <b>HIST411</b> |
| <b>114</b> |  | <b>2</b> | <b>112</b> | <b>114</b> | <b>the total</b>                                  |                |

## The first stage

|   |           | Chapter one  |         |        |                   |  |             |
|---|-----------|--------------|---------|--------|-------------------|--|-------------|
| Instructor's name   | the total | Weekly hours |         |        | Accredit ed units | Course title   | Course Code |
|   |           | Labora tory  | Applied | Theory |                   |  |             |
| A.M.D. Nadia Mahmoud Farhan                                 |           |              |         | 3      | 3                 | History of ancient Iraq  | HIST101     |
| A.M.D. Khaled Ahmed Saleh                                   |           |              |         | 3      | 3                 | History of the Arabs before Islam  | HIST102     |
| A.M.D. Rezab Hatem Yassin                                   |           |              |         | 3      | 3                 | History of the message era   | HIST103     |
| A.M.D. Musleh Muhammad Abd                                  |           |              |         | 3      | 3                 | History of the European Middle Ages  | HIST104     |
| M.D. Fatima Sami Shehab                                     |           |              |         | 2      | 2                 | The historical research method is theoretical  | HIST105     |
| a. Dr.. Zabin Khalaf Nawaf                                  |           |              |         | 2      | 2                 | human rights   | UOA101      |
| M. Dr. Salwa Khalil Ali Salem                               |           |              |         | 2      | 2                 | Arabic   | ARAB101     |
| millimeter . Hamsa Imad Abdel Karim                         |           |              |         | 2      | 2                 | Foundations of education   | PSE109      |
| millimeter . Asia Shaker Mahmoud                            |           |              |         | 2      | 2                 | English  | ENGI101     |
|   |           | Chapter II   |         |        |                   |  |             |
| A.M.D. Nadia Mahmoud Farhan                                 |           |              |         | 3      | 3                 | The history of ancient Iraq from the end of the Babylonian era until the liberation of Iraq in the Islamic era | HIST106     |
| A.M.D. Khaled Ahmed Saleh                                   |           |              |         | 3      | 3                 | History of the Arabs before Islam, Iraq and the Hijaz  | HIST107     |
| A.M.D. Rezab Hatem Yassin                                   |           |              |         | 3      | 3                 | History of the Rightly Guided Caliphate  | HIST108     |
| A.M.D. Musleh Muhammad Abd                                  |           |              |         | 3      | 3                 | The history of the European Middle Ages, the political and cultural aspects                                    | HIST109     |
| M.D. Fatima Sami Shehab                                     |           |              |         | 2      | 2                 | The historical research method is practical  | HIST110     |
| M.M. Nazhzen Ismail (theoretical) + Saraa Jihad (practical) |           | 1            |         | 1      | 2                 | Calculators  | COMP101     |
| Dr.. Enas Muhammad Saleh                                    |           |              |         | 2      | 2                 | Geography in general   | GEOG101     |
| M.D. Qusay Ajaj Saud  |           |              |         | 2      | 2                 | General psychology   | PSE110      |
|   | 43        | 1            |         | 40     | 42                | the total  |             |

The second phase

| Chapter one                      |           |              |         |        |                  |  |               |
|----------------------------------|-----------|--------------|---------|--------|------------------|--|---------------|
| Instructor's name                | the total | Weekly hours |         |        | Accredited units | Course title                                       | Course number |
|                                  |           | Laboratory   | Applied | theory |                  |  |               |
| Dr.. Inaam Hamid Sharmut         |           |              |         | 3      | 3                | The ancient history of the Arab countries          | HIST201       |
| A.M.D. Musleh Muhammad Abd       |           |              |         | 2      | 2                | History of Europe in the Renaissance               | HIST202       |
| Mr. Dr. Hammad Farhan Hammadi    |           |              |         | 2      | 2                | History of the Umayyad state                       | HIST203       |
| A.M.D. Ismail Mijbal Hamad       |           |              |         | 2      | 2                | History of Arab civilization in Andalusia          | HIST204       |
| Six Abrar Mahmoud Saleh          |           |              |         | 2      | 2                | Modern history of the Arab countries               | HIST205       |
| Dr.. Nadia Mahmoud Farhan        |           |              |         | 2      | 2                | History of ancient world civilizations             | HIST206       |
| Dr.. Enas Muhammad Saleh         |           |              |         | 2      | 2                | Geography of the Arab world                        | GEOG201       |
| Mr. Dr.                          |           |              |         | 2      | 2                | Baath Party crimes                                 |               |
| M.D. Qusay Ajaj Saud             |           |              |         | 2      | 2                | Developmental psychology                           | PSYC202       |
| Chapter II                       |           |              |         |        |                  |  |               |
| Dr.. Inaam Hamid Sharmut         |           |              |         | 3      | 3                | The ancient history of the Arab countries          | HIST207       |
| A.M.D. Musleh Muhammad Abd       |           |              |         | 2      | 2                | History of Europe in the Renaissance               | HIST208       |
| Mr. Dr. Zabin Khalaf Nawaf       |           |              |         | 2      | 2                | History of the Umayyad state                       | HIST209       |
| A.M.D. Ismail Mijbal Hamad       |           |              |         | 2      | 2                | History of the Arab civilization of Andalusia      | HIST210       |
| Six Abrar Mahmoud Saleh          |           |              |         | 2      | 2                | Modern history of the Arab countries               | HIST211       |
| Dr.. Nadia Mahmoud Farhan        |           |              |         | 2      | 2                | History of ancient world civilizations             | HIST212       |
| millimeter . Asia Shaker Mahmoud |           |              |         | 2      | 2                | English  | ENGI201       |
| Mr. Dr. Walid Ahmed Abd          |           |              |         | 2      | 2                | Educational administration and secondary education | PSYC201       |
|                                  | 34        |              |         | 34     | 34               | the total  |               |

third level

| Chapter one                        |           |              |         |        |                  |   |                 |
|------------------------------------|-----------|--------------|---------|--------|------------------|---|-----------------|
| Instructor's name                  | the total | Weekly hours |         |        | Accredited units | Article title                               | Material symbol |
|                                    |           | Laboratory   | Applied | theory |                  |   |                 |
| millimeter . Suhad Jassim Mohammed |           |              |         | 2      | 2                | Modern history of Iraq                      | HIST301         |
| A.M.D. Siham Jamil Jassim          |           |              |         | 3      | 3                | Islamic civilization                        | HIST302         |
| Dr.. Inaam Hamid Sharmut           |           |              |         | 3      | 3                | History of the Abbasid state                | HIST303         |
| Dr.. Qais Adnan Odeh               |           |              |         | 2      | 2                | History of Europe in the nineteenth century | HIST304         |
| Dr.. Fatima Sami Shehab            |           |              |         | 2      | 2                | Philosophy of history                       | HIST305         |
| Dr.. Saja Saadi Abouda             |           |              |         | 2      | 2                | History of Asia                             | HIST306         |
| A.M.D. Youssef Sami Farhan         |           |              |         | 2      | 2                | Modernizing Islamic countries               | HIST307         |
| Dr.. Enas Muhammad Saleh           |           |              |         | 2      | 2                | Geography of Iraq                           | GEO3201         |
| Mr. Dr. Walid Ahmed Abd            |           |              |         | 2      | 2                | Curricula and teaching methods              | PSYC302         |
| Chapter II                         |           |              |         |        |                  |   |                 |
| millimeter . Suhad Jassim Mohammed |           |              |         | 2      | 2                | Modern history of Iraq                      | HIST308         |
| A.M.D. Siham Jamil Jassim          |           |              |         | 3      | 3                | Islamic civilization                        | HIST309         |
| Dr.. Inaam Hamid Sharmut           |           |              |         | 3      | 3                | History of the Abbasid state                | HIST310         |
| Dr.. Qais Adnan Odeh               |           |              |         | 2      | 2                | History of Europe in the nineteenth century | HIST311         |
| Dr.. Fatima Sami Shehab            |           |              |         | 2      | 2                | Philosophy of history                       | HIST312         |
| Dr.. Saja Saadi Abouda             |           |              |         | 2      | 2                | History of Asia                             | HIST313         |
| A.M.D. Youssef Sami Farhan         |           |              |         | 2      | 2                | Modernizing Islamic countries               | HIST314         |
| millimeter . Asia Shaker Mahmoud   |           |              |         | 2      | 2                | English                                     | ENGI301         |
| M.D. Qusay Ajaj Saud               |           |              |         | 2      | 2                | Educational guidance and mental health      | PSYC301         |
|                                    | 40        |              |         | 40     | 40               | the total                                   |                 |

fourth stage

| Instructor's name                  | the total | Weekly hours |         |        | Credit hours | Course title                               | Course Code |
|------------------------------------|-----------|--------------|---------|--------|--------------|--|-------------|
|                                    |           | Laboratory   | Applied | theory |              |  |             |
| A.M.D. Youssef Sami Farhan         |           |              |         | 3      | 3            | Contemporary history of Iraq               | HIST401     |
| Mr. Dr. Iftikhar Abdul Hakim Rajab |           |              |         | 2      | 2            | History of the mini-states in the Levant   | HIST402     |
| Dr.. Salima Sateh Muhammad Ali     |           |              |         | 3      | 3            | Contemporary history of the Arab countries | HIST403     |
| Dr.. Qais Adnan Odeh               |           |              |         | 3      | 3            | Contemporary world history                 | HIST404     |
| Dr.. Saja Saadi Abboud             |           |              |         | 2      | 2            | History of the Americas                    | HIST405     |
| millimeter . Asia Shaker Mahmoud   |           |              |         | 2      | 2            | English                                    | ENGI401     |
| A.M.D. Dhar Mounir Musahir         |           |              |         | 2      | 2            | Measurement and evaluation                 | PSYC401     |
| A.M.D. Dhar Mounir Musahir         |           |              |         | 2      | 2            | View and apply                             | PSYC402     |
| <b>Chapter II</b>                  |           |              |         |        |              |  |             |
| A.M.D. Youssef Sami Farhan         |           |              |         | 3      | 3            | Contemporary history of Iraq               | HIST406     |
| Mr. Dr. Iftikhar Abdul Hakim Rajab |           |              |         | 2      | 2            | History of Islamic states and emirates     | HIST407     |
| Dr.. Salima Sateh Muhammad Ali     |           |              |         | 3      | 3            | Contemporary history of the Arab countries | HIST408     |
| Dr.. Qais Adnan Odeh               |           |              |         | 3      | 3            | Contemporary world history                 | HIST409     |
| Dr.. Saja Saadi Abboud             |           |              |         | 2      | 2            | History of the Americas                    | HIST410     |
|                                    |           |              | 2       |        | 2            | Practical education (application)          | PSYC403     |
|                                    |           |              | 2       |        | 2            | Graduation Project                         | HIST411     |
|                                    | 36        |              | 4       | 32     | 36           | the total                                  |             |

Expected learning outcomes of the programme .V

| <b>Knowledge</b>  |  |
|---|--|
| <p>The ability to follow the sources and information required in the field of history</p> <p>Methods of assessing knowledge and understanding</p> | <p>The ability to master the basics and methods of scientific research</p> <p>The ability to keep pace with vocabulary developments through knowledge of history</p> |

|  |   |
|--|---|
|  |   |
| <b>Skills</b>  |   |
| <ul style="list-style-type: none"> <li>▪ Learn basic professional skills in teaching history</li> <li>▪ Try to use historical mapping software</li> </ul>  | <p style="text-align: center;"><b>Subject-specific skills thinking skills :</b></p>   |
| <p style="text-align: center;">Trying to understand the basics of quality in higher education.</p> <ul style="list-style-type: none"> <li>▪ Developing curriculum vocabulary for history and its various branches</li> </ul> | <ul style="list-style-type: none"> <li>▪ The ability to understand the basics of scientific research and its methods.</li> <li>▪ The ability to understand what history and its branches are</li> </ul> |
| <b>Value</b>   |   |
|  | <ul style="list-style-type: none"> <li>▪ The ability to follow the sources and information required in the field of history</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>▪ The ability to keep pace with vocabulary developments through knowledge of history</li> </ul>  |



**Teaching and learning strategies** .٩

- Daily theoretical lectures. .
- Graduation research for final stage students and its discussion.
- Application in secondary schools for final stage students

**education institution** .١٠

**Faculty members**

| Preparing the teaching staff  |       | Special requirements/skills (if any) | Specialization  |         | Scientific rank   |
|-------------------------------|-------|--------------------------------------|-----------------|---------|---|
| lecturer                      | angel |                                      | Private         | general |   |
|                               | 21    |                                      | Islamic history | date    | A.M.D. Nadia Mahmoud Farhan   |
| <b>Evaluation methods</b> .١١ |       |                                      |                 |         |   |
|                               |       |                                      | Islamic history | date    | Mr. Dr. Hammad Farhan   |
|                               |       |                                      |                 |         | ▪ Monthly and quarterly written exams.<br>▪ Rapid exams.<br>▪ Homework. |
|                               |       |                                      | Islamic history | date    | Mr. Dr. Zabin Khalaf Nawaf  |
|                               |       |                                      |                 |         | ▪ Writing scientific reports  |
|                               |       |                                      | Islamic history | date    | Mr. Dr. Iftikhar Abdul Hakim Rajab                                      |
|                               |       |                                      | Recent history  | date    | Prof. Dr. Youssef Sami Farhan   |
|                               |       |                                      | Islamic history | date    | A.M.D. Ismail Mijbal Hamad  |
|                               |       |                                      | Islamic history | date    | A.M.D. Siham Jamil  |

|  |  |  |  |                 |      |  |
|--|--|--|--|-----------------|------|--|
|  |  |  |  |                 |      | Jassim                                 |
|  |  |  |  | Islamic history | date | A.M.D. Rezab Hatem<br>Yassin           |
|  |  |  |  | Islamic history | date | A.M.D. Khaled Ahmed<br>Saleh           |
|  |  |  |  | Recent history  | date | A.M.D. Musleh<br>Muhammad Abd          |
|  |  |  |  | Recent history  | date | M.D. Qais Adnan Odeh                   |
|  |  |  |  | Islamic history | date | M.D. Inaam Hamid<br>Sharmut            |
|  |  |  |  | Recent history  | date | M.D. Salima Sateh<br>Muhammad Ali      |
|  |  |  |  | Recent history  | date | millimeter . Abrar<br>Mohammed Saleh   |
|  |  |  |  | Recent history  | date | millimeter . Suhad<br>Muhammad Jassim  |
|  |  |  |  | Islamic history | date | Dr.. Fatima Sami Shehab                |
|  |  |  |  | Recent history  | date | The names are Ismail<br>Ibrahim Khalil |
|  |  |  |  | Recent history  | date | Saja Saadi Abboud                      |
|  |  |  |  | Recent history  | date | Areej Hajim Faisal                     |
|  |  |  |  | Recent history  | date | Doaa Ahmed Fayyad<br>Jassim            |
|  |  |  |  | Recent history  | date | Amani Ahmed Saleh<br>Muhammad          |
|  |  |  |  | Recent history  | date | Raghad Basil and Sami                  |

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| <b>Professional development</b>  |
| <b>Orienting new faculty members</b>   |
| <b>Guiding new, visiting, full-time and part-time faculty members at the institution and department levels to complete the pedagogical and learning process with ease.</b>       |
| <b>Professional development for faculty members</b>  |
| <b>Promote faculty members with many tools , discussions , teaching and learning strategies , and assessment of learning outcomes, to develop their professional style, etc.</b> |

|   |
|---|
| <b>Acceptance standard . ١١</b>   |
| <b>(Developing regulations related to enrollment in the college or institute, whether central admission or other mentioned)</b> |

|  |
|--|
| <b>The most important sources of information about the program . ١٢</b>  |
| <b>Market needs.</b>   |
| <ul style="list-style-type: none"> <li>• Local trends of the governorate.</li> <li>• Studies and questionnaires</li> </ul> |

|  |
|--|
| <b>Program development plan . ١٣</b>   |
| <b>Admission standard (establishing regulations related to admission to the . ١ college or institute)</b>  |
| <b>Approving admission conditions for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research ( central admission )</b>  |
| <ul style="list-style-type: none"> <li>• To pass the written test and the department’s personal interview.</li> <li>• Must be fit for medical examination.</li> <li>• High school average.</li> <li>• The college’s absorptive capacity</li> </ul> |



## Program skills chart

| Learning outcomes required from the programme |    |    |    |        |    |    |     |           |    |    |    |                        |   |             |                                |
|---|----|----|----|--------|----|----|-----|-----------|----|----|----|------------------------|---|-------------|--------------------------------|
| Value   |    |    |    | Skills |    |    |     | Knowledge |    |    |    | Essential or optional? | Course title                                  | Course Code | Year/level<br>2023-2024        |
| C4  | C3 | C2 | C1 | B4     | B3 | B2 | B 1 | A4        | A3 | A2 | A1 |                        |   |             |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | History of ancient Iraq                       | HIST101     | The first stage<br>Chapter one |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | History of the Arabs before Islam             | HIST102     |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | History of the message era                    | HIST103     |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | History of the European Middle Ages           | HIST104     |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | The historical research method is theoretical | HIST105     |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | human rights                                  | UOA101      |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | Arabic  | ARAB101     |                                |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | Foundations of education                      | PSE109      |                                |

| Program skills chart                          |        |           |           |              |  |            |
|---|--------|-----------|-----------|--------------|--|------------|
| Learning outcomes required from the programme |        |           |           |              |  |            |
| Value   | Skills | Knowledge | Essential | Course title |  | Year/level |
|   |        |           |           |              |  |            |

| C4 | C3 | C2 | C1 | B4 | B3 | B2 | B 1 | A4 | A3 | A2 | A1 | or optional? |  | Course Code | 2023-2024                     |
|----|----|----|----|----|----|----|-----|----|----|----|----|--------------|--|-------------|-------------------------------|
|    |    |    |    |    |    |    |     |    |    |    |    | Basic        | The history of ancient Iraq from the end of the Babylonian era until the liberation of Iraq in the Islamic era | HIST106     | The first stage<br>Chapter II |
|    |    |    |    |    |    |    |     |    |    |    |    | Basic        | History of the Arabs before Islam, Iraq and the Hijaz  | HIST107     |                               |
|    |    |    |    |    |    |    |     |    |    |    |    | Basic        | History of the Rightly Guided Caliphate  | HIST108     |                               |
|    |    |    |    |    |    |    |     |    |    |    |    | Basic        | The history of the European Middle Ages, the political and cultural aspects                                    | HIST109     |                               |
|    |    |    |    |    |    |    |     |    |    |    |    | Basic        | The historical research method is practical  | HIST110     |                               |
|    |    |    |    |    |    |    |     |    |    |    |    | Basic        | Calculators  | COMP101     |                               |





|   |    |    |    |        |    |    |     |           |    |    |    |                        |   |               |  |
|---|----|----|----|--------|----|----|-----|-----------|----|----|----|------------------------|---|---------------|--|
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | History of Arab civilization in Andalusia | HIST204       |  |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | Modern history of the Arab countries      | HIST205       |  |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | History of ancient world civilizations    | HIST206       |  |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | Geography of the Arab world               | GEOG201       |  |
|   |    |    |    |        |    |    |     |           |    |    |    | Basic                  | Developmental psychology                  | PSYC202       |  |
|   |    |    |    |        |    |    |     |           |    |    |    |                        |   |               |  |
| Learning outcomes required from the programme |    |    |    |        |    |    |     |           |    |    |    |                        |   |               |  |
| Value   |    |    |    | Skills |    |    |     | Knowledge |    |    |    | Essential or optional? | Course title                              | Course number | Year/level<br>2023-2024,<br>second phase<br>Chapter II |
| C4  | C3 | C2 | C1 | B4     | B3 | B2 | B 1 | A4        | A3 | A2 | A1 |                        |   |               |  |

|  |  |  |  |  |  |  |  |  |  |  |  |       |   |         |  |
|--|--|--|--|--|--|--|--|--|--|--|--|-------|---|---------|--|
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | The ancient history of the Arab countries     | HIST207 |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | History of Europe in the Renaissance          | HIST208 |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | History of the Umayyad state                  | HIST209 |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | History of the Arab civilization of Andalusia | HIST210 |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | Modern history of the Arab countries          | HIST211 |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | History of ancient world civilizations        | HIST212 |  |
|  |  |  |  |  |  |  |  |  |  |  |  | Basic | English                                       | ENGI201 |  |



|  |  |  |  |  |  |  |  |  |  |  |  |  |  |   |            |   |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|---|------------|---|
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Philosophy of history                       | HIST305    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | History of Asia                             | HIST306    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Modernizing Islamic countries               | HIST307    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Geography of Iraq                           | GEO3201    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Curricula and teaching methods              | PSYC302    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | <b>Chapter II</b>                           | Chapter II | Year/level<br>2023-2024<br>third level<br>Chapter one |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Modern history of Iraq                      | HIST308    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | Islamic civilization                        | HIST309    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | History of the Abbasid state                | HIST310    |   |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  | History of Europe in the nineteenth century | HIST311    |   |

| Program skills chart                          |    |    |    |        |    |    |     |           |    |    |    |                        |  |             |  |
|---|----|----|----|--------|----|----|-----|-----------|----|----|----|------------------------|--|-------------|--|
| Learning outcomes required from the programme |    |    |    |        |    |    |     |           |    |    |    | HISTORY OF ASIA        |  | HIS1313     |  |
| Value   |    |    |    | Skills |    |    |     | Knowledge |    |    |    | Essential or optional? | Course Name<br>countries               | Course Code | Year/level<br>2023-2024<br>The fourth stage<br>Chapter one |
| C4  | C3 | C2 | C1 | B4     | B3 | B2 | B 1 | A4        | A3 | A2 | A1 |                        |  |             |  |
|   |    |    |    |        |    |    |     |           |    |    |    |                        | English                                | ENGI301     |  |
|   |    |    |    |        |    |    |     |           |    |    |    |                        | Educational guidance and mental health | PSYC301     |  |









|   |                                 |
|---|---------------------------------|
| 1. : Course Name  |                                 |
| <b>History of ancient Iraq</b>  |                                 |
| 2. Course Code  |                                 |
| HIST 101  |                                 |
| 3. Semester/year  |                                 |
| for the first stage ٢٠٢٤-٢٠٢٣ First semester/   |                                 |
| 4. The date this description was prepared   |                                 |
| AD ٢٠٢٤-١٠-٢ Date of preparing the description:<br>AD ٢٠٢٤-١٠-٢ Date of filling the file:   |                                 |
| 5. Available attendance forms   |                                 |
| Direct attendance in classrooms   |                                 |
| 6. (number of units (total\Number of study hours (total)  |                                 |
| units ٣ (Number of units (total   |                                 |
| 7. (mentioned Name of the course administrator (if more than one name is  |                                 |
| Kahli-Name: A.M.D. Nadia Mahmoud Farhan Al<br>mail-E <a href="mailto:edw.nadeh_alkhlee@uoanbar.edu.iq">edw.nadeh_alkhlee@uoanbar.edu.iq</a>   |                                 |
| 8. Course objectives  |                                 |
| <ul style="list-style-type: none"> <li>Identify the history of : objectives Course<br/>And the ruling dynasties that arose ancient Iraq<br/>there, and giving a clear vision of the cultural<br/>achievements, sciences and knowledge of the<br/>people of Mesopotamia and their impact on</li> </ul> | Objectives of the study subject |

the emphasizing while ,other civilizations  
 tance of the national unity experienced by impor  
 the Iraqi people despite the multiplicity of  
 . nationalities and ethnicities

9. Teaching and learning strategies

|  |              |
|--|--------------|
| <p><b>Giving the student a complete idea of the ancient history of Iraq and the m<br/>         important eras and stages it went through</b></p> <p><b>Studying the political, social and economic conditions of the country in which<br/>         it originated</b></p> <p><b>Identifying the cultural aspects of Mesopotamia, the sciences and –<br/>         impact of Iraqi civilization knowledge that emerged in that period, and the<br/>         .on other civilizations</b></p> | The strategy |
|--|--------------|

**structure: History of Iraq**  
 for the first stage ٢٠٢٤-٢٠٢٣ First semester/

| Evaluation method     | Learning method                                      | Name of the unit or topic   | Required learning outcomes | hours | the week   |
|-----------------------|--|---|----------------------------|-------|------------|
| Questions and answers | <b>Explanation and clarification</b>                 | <b>influence of the The *<br/>           geographical environment on the emergence of the civilizations of<br/>           .(Mesopotamia (Iraq</b> |                            | ٣     | the first  |
| Written exercises     | Presenting historical events in the style of a story | The societal *<br>composition of the civilizations of<br>.(Mesopotamia (Iraq  |                            | ٣     | the second |
| Written exercises     | lecture  | The covenant similar to *<br>the Bible and its features   |                            | ٣     | the third  |
| Written exercises     | Exchanging roles                                     | The era of the dawn of *<br>dynasties and our sources of information<br>Iraq about the history of   |                            | ٣     | the fourth |

|                       |  |   |  |   |            |
|-----------------------|--|---|--|---|------------|
| First month exam      | Discussion panel                                     | The political * development of Mesopotamia (Iraq). And the emergence of the .state-city                                     |  | ۳ | Fifth      |
| Written exercises     | <b>Explanation and clarification</b>                 | The Sumerians and the * most important theories that were said about them   |  | ۳ | VI         |
| questions and answers | Presenting historical events in the style of a story | Cuneiform writing and * its development, and written numbers  |  | ۳ | Seventh    |
| Written exercises     | lecture  | Civilizational *  |  | ۳ | VIII       |
| Written exercises     | <b>Explanation and clarification</b>                 | Akkadian Empire and its most important characteristics<br><br>The Kutians and the * most important cultural characteristics |  | ۳ | Ninth      |
| questions and answers | Presenting historical events in the style of a story | The Third Empire of Ur * and the most important ( cultural characteristics  |  | ۳ | The tenth  |
| Written exercises     | lecture  | Old Babylonian * Testament ( Amorites   |  | ۳ | eleventh   |
| Written exercises     | Exchanging roles                                     | Hammurabi The era of*   |  | ۳ | twelfth    |
| Oral exercises        | Discussion panel                                     | The cultural * achievements of the Amorites   |  | ۳ | Thirteenth |

|                   |                  |  |  |   |            |
|-------------------|------------------|--|--|---|------------|
| Written exercises | lecture          | The Kassites ... *<br>Babylonia after the Kassite era                              |  | ٣ | fourteenth |
| Oral exercises    | Exchanging roles | important The most*<br>cultural characteristics of the Kassite era in ancient Iraq |  | ٣ | Fifteenth  |

#### 10. Course evaluation

according to the tasks assigned to the student, such as daily ... Distribution of the grade out of ... preparation, daily, oral, monthly, written exams, reports, etc  
on minutes of preparation including ) for the first and second month exam ... Pursuing score of (minutes of commitment to attendance and daily exams, marks ... The final exam is

#### 11. Learning and teaching resources

|   |   |
|---|---|
| ‘Iraq in ancient history, Amer Suleiman first section   | (Methodology, if any) Required prescribed books                               |
| Introduction to the history of ancient and Part ... civilizations / Taha Baqir, Part ٢  | (Main references (sources   |
| History of Mesopotamia Civilization/Ahm. Sousa<br>.Ancient Civilizations / F. Diakov ,<br>٣ and C ... Kovalev C<br>From the Tablets of Sumer / Samuel Noah Kramer | books and references supporting Recommended (...scientific journals, reports) |
| Nothing   | Electronic references, websites   |

#### 12. : Course Name

**History of ancient Iraq**

#### 13. Course Code

HIST 101

#### 14. Semester/year

Second semester/first stage

#### 15. description was prepared The date this

|  |                                 |
|--|---------------------------------|
| AD ٢٠٢٤-١٠-٢٠ Date of preparing the description:   |                                 |
| AD ٢٠٢٤-١٠-٢٠ Date of filling the file:  |                                 |
| 16. Available attendance forms   |                                 |
| Direct attendance in classrooms  |                                 |
| 17. (number of units (total)\Number of study hours (total)   |                                 |
| units ٣ (Number of units (total  |                                 |
| 18. (Name of the course administrator (if more than one name is mentioned  |                                 |
| Kahli-Name: A.M.D. Nadia Mahmoud Farhan Al   |                                 |
| mail-E <a href="mailto:edw.nadeh_alkhlee@uoanbar.edu.iq">edw.nadeh_alkhlee@uoanbar.edu.iq</a>  |                                 |
| 19. Course objectives  |                                 |
| <ul style="list-style-type: none"> <li>• ancient Identify the history of : objectives Course And the ruling dynasties, including the Iraq Assyrian and Chaldean, that arose there</li> <li>• Giving a clear vision of the cultural achievements, sciences and knowledge of the people of Mesopotamia and their impact on other .civilizations</li> <li>• Emphasizing the importance of the national unity experienced by the Iraqi people despite the . races multiplicity of nationalities and</li> </ul> | Objectives of the study subject |
| 20. Teaching and learning strategies   |                                 |
| <p><b>Giving the student a complete idea of the ancient history of Iraq and the most important eras and stages it went through</b></p> <p><b>Studying the political, social and economic conditions of the country in which it originated</b></p> <p><b>Mesopotamia, the sciences and Identifying the cultural aspects of –</b></p> <p><b>knowledge that emerged in that period, and the impact of Iraqi civilization on .other civilizations</b></p>  | The strategy                    |

## History of Iraq : Course structure

### Chapter II

| Evaluation method            | Learning method                                 | Name of the unit or topic   | Required learning outcomes | hours   | the week               |
|------------------------------|---|---|----------------------------|---------|------------------------|
|                              | Giving lectures - ١                             | The Assyrian state - ١  |                            | ٣ hours | the first              |
|                              | Use a map to explain the course of events       | (Ancient Assyrian era)<br>The Middle Assyrian era - ٢   |                            |         | the second             |
| Direct observation           |   | Assyrian era-The Neo - ٣  |                            |         | the third              |
| To written tests .exercises/ | Questions and answer<br>Discussion seminars - ٤ | the second for The first month's exam - ٤<br>semester<br>Babylonian era-The Neo - ٥                               |                            |         | the fourth             |
|                              | Use an exchange - ٥<br>method                   | The emergence of the Chaldeans and the<br>the New Babylonian state establishment                                  |                            |         | Fifth                  |
|                              | Roles   |   |                            |         | VI                     |
|                              | Giving lectures - ١                             | King Nebuchadnezzar and his most - ٦<br>important work was the Achaemenian<br>occupation                          |                            |         | Seventh                |
|                              | Use a map to explain -<br>the course of events  | And the end of the New Babylonian state   |                            |         | VIII                   |
|                              |   | Iraq was in a stage of weakness and - ٧<br>dissolution until 612AD<br>Aspects of the civilization of ancient Iraq |                            |         | Ninth                  |
|                              | Questions and answer<br>seminars Discussion - ٨ | (Social conditions, religious beliefs)  |                            |         | The tenth<br>atheistic |
|                              | Use an exchange - ٥<br>method                   | Economic conditions, laws and human<br>rights   |                            |         | ten<br>twelveth        |
|                              | Roles   | Science and knowledge   |                            |         | Thirteenth             |
|                              | Giving lectures - ١                             | Pure science  |                            |         | fourteenth             |

|  |   |  |  |  |           |
|--|---|--|--|--|-----------|
|  | Use a map to explain the course of events | Humanities<br>other The impact of Iraqi civilization on civilizations<br>Second month exam |  |  | Fifteenth |
|--|---|--|--|--|-----------|

#### 21. Course evaluation

according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc  
 Distribution of the grade out of :. preparation, daily, oral, monthly, written exams, reports, etc  
 on minutes of preparati including ) for the first and second month exam Pursuing score of (minutes of commitment to attendance and daily exams,  
 marks The final exam is

#### 22. Learning and teaching resources

|  |   |
|--|---|
| Iraq in ancient history, Amer Suleiman first section   | (Methodology, if any) Required prescribed books                               |
| Introduction to the history of ancient and Part civilizations / Taha Baqir, Part ٢   | (Main references (sources   |
| History of Mesopotamia Civilization/Ahm Sousa<br>.Ancient Civilizations / F. Diakov ,<br>and C Kovalev C<br>From the Tablets of Sumer / Samuel Noah Kramer | books and references supporting Recommended (...scientific journals, reports) |

## Course Description

|                              |
|------------------------------|
| 1. Course Name:              |
| Contemporary history of Iraq |
| 2. Course Code               |



| : HIST406  |         |  |  |                   |                   |
|--|---------|--|--|-------------------|-------------------|
| 3. Semester / Year:  |         |  |  |                   |                   |
| Quarterly  |         |  |  |                   |                   |
| 4. Description Preparation Date:   |         |  |  |                   |                   |
| Date of preparing the description: 2-10-2024    ADDate of filling the file: 2-10-2024 AL   |         |  |  |                   |                   |
| 5.   |         |  |  |                   |                   |
| Available Attendance Forms: Direct attendance in classrooms  |         |  |  |                   |                   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)  |         |  |  |                   |                   |
| Number of units (total) 3 units  |         |  |  |                   |                   |
| 7. Course administrator's name (mention all, if more than one name)  |         |  |  |                   |                   |
| Name: yousif sami farhan<br>Email: edw.dr.yousiffarhan@uoanbar.edu.iq  |         |  |  |                   |                   |
| 8. Course Objectives   |         |  |  |                   |                   |
| <b>Course Objectives</b> • Course objectives: To learn about the contemporary history of Iraq, how the British occupied Iraq, how the modern Iraqi state was formed, as well as the growing role of the Iraqi national movement, the Iraqi-British treaties, and how Iraq gained its rule in 1932. |         |  |  |                   |                   |
| 9. Teaching and Learning Strategies  |         |  |  |                   |                   |
| <b>Strategy</b>  |         | Giving the student a complete idea of the contemporary history of Iraq and the most important stages it went through<br>- Studying the political, social and economic conditions of the modern Iraqi state<br>- Identifying the stage of the establishment of the Iraqi national movement and how Iraq gained its independence |  |                   |                   |
| 10. Course Structure   |         |  |  |                   |                   |
| Week   | Hours   | Required Learning Outcomes   | Unit or subject name                                   | Learning method   | Evaluation method |
|  | 3 hours |  | The reasons for the British occupation of Iraq and the | 1- Giving lecture |                   |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>beginning of the national movement</p> <p>The establishment of monarchy and the establishment of the modern Iraqi state</p> <p>The founding council and the formation of the constitution</p> <p>Iraqi-British treaties (1922-1927)</p> <p>Iraqi-British treaties (1930-1948)</p> <p>Internal political developments in Iraq 1933-1939</p> <p>Secret and public parties Iraq</p> <p>Economic developments Iraq 1921-1958</p> <p>Iraq during World War II</p> <p>Internal political developments in Iraq 1953-1958</p> <p>Reconstruction Council</p> <p>The revolution of July 14 1958 in Iraq</p> <p>Economic developments Iraq 1958-1963</p> <p>February 8 Revolution in Iraq 1963</p> <p>The July 17 Revolution in Iraq in 1968</p> | <p>2- Use a map explain the course of events</p> <p>3- Questions and answers</p> <p>4- Discussion seminars</p> <p>5- Use the role exchange method</p> <p>Direct observation</p> <p>For written tests/exercises</p> |  |
|--|--|--|--|--|--|

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Distribution of grades out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.: For each course, 40 grades (20 minutes for the first and second month exams/including 5 minutes for preparation and daily exams, 5 minutes for commitment to attendance)

### 12. Learning and Teaching Resources

|  |  |
|--|--|
| Required textbooks ( curricular books any)                         | Jaafar Abbas Hamidi, Contemporary History of Iraq  |
| Main references (source)   | Ibrahim Khalil Ahmed and Jaafar Abbas Hamidi, contemporary history of Iraq   |
| Recommended books and references (scientific journals, reports...) | Touch Bell messages<br>- Charles Tripp, Contemporary History of Iraq<br>- Abdul Majeed Khaduri, History of Republican Iraq |
| Electronic references, websites.                                   |  |

### Course Description

|  |   |
|--|---|
| 13. Course Name:   | Contemporary history of Iraq  |
| 14. Course Code  | : HIST406   |
| 15. Semester / Year:   | Quarterly   |
| 16. Description Preparation Date:                                    | Date of preparing the description: 2-10-2024 AD<br>Date of filling the file: 2-10-2024 AD   |
| 17. Available Attendance Forms: Direct attendance in classrooms      |   |
| 18. Number of Credit Hours (Total) / Number of Units (Total)         | Number of units (total) 3 units   |
| 19. Course administrator's name (mention all, if more than one name) | Name: yousif sami farhan<br>Email: edw.dr.yousiffarhan@uoanbar.edu.iq   |
| 20. Course Objectives  | <p><b>Course Objectives</b> • Course objectives: To learn about the contemporary history of Iraq, how the British occupied Iraq, how the modern Iraqi state was formed, as well as the growing role of the Iraqi national movement, the Iraqi-British treaties, and how Iraq gained its rule in 1932.</p> |

| 21. Teaching and Learning Strategies |  |
|--------------------------------------|--|
| <b>Strategy</b>                      | <p>Giving the student a complete idea of the contemporary history of Iraq and the most important stages it went through</p> <ul style="list-style-type: none"> <li>- Studying the political, social and economic conditions of the modern Iraqi state</li> <li>- Identifying the stage of the establishment of the Iraqi national movement and how Iraq gained its independence</li> </ul> |

| 22. Course Structure |         |                            |   |   |                   |
|----------------------|---------|----------------------------|---|---|-------------------|
| Week                 | Hours   | Required Learning Outcomes | Unit or subject name  | Learning method   | Evaluation method |
|                      | 3 hours |                            | <p>The reasons for the British occupation of Iraq and the beginning of the national movement</p> <p>The establishment of monarchy and the establishment of the modern Iraqi state</p> <p>The founding council and the formation of the constitution</p> <p>Iraqi-British treaties (1922-1927)</p> <p>Iraqi-British treaties (1930-1948)</p> <p>Internal political developments in Iraq 1933-1939</p> <p>Secret and public parties in Iraq</p> <p>Economic developments in Iraq 1921-1958</p> <p>Iraq during World War II</p> <p>Internal political developments in Iraq</p> | <p>1- Giving lectures</p> <p>2- Use a map to explain the course of events</p> <p>3- Questions and answers</p> <p>4- Discussion seminars</p> <p>5- Use the role exchange method</p> <p>Direct observation</p> <p>For written tests/exercises</p> |                   |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | 1953-1958<br>Reconstruction Council<br>The revolution of July 14<br>1958 in Iraq<br>Economic developments<br>Iraq 1958-1963<br>February 8 Revolution in<br>Iraq 1963<br>The July 17 Revolution in<br>Iraq in 1968 |  |  |
|--|--|--|---|--|--|

### 23. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Distribution of grades out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.: For each course, 40 grades (20 minutes for the first and second month exams/including 5 minutes for preparation and daily exams, 5 minutes for commitment to attendance)

### 24. Learning and Teaching Resources

|  |  |
|--|--|
| Required textbooks ( curricular books any)                         | Jaafar Abbas Hamidi, Contemporary History of Iraq  |
| Main references (source)   | Ibrahim Khalil Ahmed and Jaafar Abbas Hamidi, contemporary history of Iraq   |
| Recommended books and references (scientific journals, reports...) | Touch Bell messages<br>- Charles Tripp, Contemporary History of Iraq<br>- Abdul Majeed Khaduri, History of Republican Iraq |
| Electronic references, websites.                                   |  |

## Course Description

|  |  |
|--|--|
| 25. Course Name:A  |  |
| History of Modern Europe 1789–1914                                   |  |
| 26. Course Code:   |  |
| HIST304  |  |
| 27. Semester / Year:   |  |
| Quarterly  |  |
| 28. Description Preparation Date:                                    |  |
| 10/2/2024  |  |
| 29. Available Attendance Forms:                                      |  |
| Direct attendance in the halls                                       |  |
| 30. Number of Credit Hours (Total) / Number of Units (Total)         |  |
|  |  |
| 31. Course administrator's name (mention all, if more than one name) |  |
| Name: Qais Adnan Odeh<br>Email: qais.adnan@uoanbar.edu.iq            |  |
| 32. Course Objectives  |  |
| <b>Course Objectives</b>   | <p>For the student to understand the history modern Europe</p> <p>The student gets to know the systems government in Europe</p> <p>The student gets to know the European revolutions and their impact on neighboring countries</p> <ul style="list-style-type: none"> <li>• .....</li> </ul> |
| 33. Teaching and Learning Strategies                                 |  |
| <b>Strategy</b>  | <p>Giving the student an idea of the concept of European countries in the modern era</p> <p>Giving the student an idea about the European revolutions and their causes</p> <p>Giving the student an idea about the industrial revolution, its causes</p>                                     |

and results

34. Course Structure

| Week | Hours | Required Learning Outcomes   | Unit or subject name  | Learning method                              | Evaluation method |
|------|-------|--|---|--|-------------------|
|      | 2     | Method giving lectures<br>Question and answer method<br>Use maps illustrate<br>Discussion method | 1. The French Revolution and Napoleon's accession to power 1789-1804<br>2. The causes of the French Revolution and its results<br>3. Napoleon's accession to power and Brumaire's coup, the consular government<br>The Napoleonic wars and their results<br>5. The international alliances against Napoleon Bonaparte<br>The return of Napoleon and the rule of the Hundred Days<br>7. The fall of Napoleon and the Congress of Vienna<br>8. Final month exam | Through direct observation and written tests |                   |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  | <p>The rule Alexander I Russia until the end of the rule Alexander 10. The rule Alexander and internal and foreign policy 11. The rule Alexander and internal and foreign policy 12. The foreign policy of Austria Austria's problems with France 14. The second stage of the Industrial Revolution Factors for the emergence of the Industrial Revolution Britain before other countries The results of the Industrial Revolution on the European continent Second morning exam</p> |  |
|--|--|--|--|--|

35. Course Evaluation



|   |   |
|---|---|
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.<br>Through monthly exams, the grade is 20, through attendance, 5 grades, and through participation, 5 grades for the first and second months . |   |
| <b>36. Learning and Teaching Resources</b>  |   |
| Required textbooks ( curricular books, if any)  | History of Europe in the nineteenth century, Muhammad Muzaffar Adhami |
| Main references (source)  |   |
| Recommended books and references (scientific journals, reports...)  |   |
| Electronic references, websites.  |   |

### Course Description

|   |
|---|
| <b>37. Course Name:A</b>  |
| History of Modern Europe 1789–1914  |
| <b>38. Course Code:</b>   |
| HIST304   |
| <b>39. Semester / Year:</b>   |
| Quarterly   |
| <b>40. Description Preparation Date:</b>                                    |
| 10/2/2024   |
| <b>41. Available Attendance Forms:</b>                                      |
| Direct attendance in the halls  |
| <b>42. Number of Credit Hours (Total) / Number of Units (Total)</b>         |
| ٢   |
| <b>43. Course administrator's name (mention all, if more than one name)</b> |
| Name: Qais Adnan Odeh<br>Email: qais.adnan@uoanbar.edu.iq                   |

**44. Course Objectives**

|                          |  |
|--------------------------|--|
| <b>Course Objectives</b> | <p>For the student to understand the history modern Europe</p> <p>The student gets to know the systems government in Europe</p> <p>The student gets to know the European revolutions and their impact on neighboring countries</p> <ul style="list-style-type: none"> <li>• .....</li> </ul> |
|--------------------------|--|

**45. Teaching and Learning Strategies**

|                 |  |
|-----------------|--|
| <b>Strategy</b> | <p>Giving the student an idea of the concept of European countries in the modern era</p> <p>Giving the student an idea about the European revolutions and their causes</p> <p>Giving the student an idea about the industrial revolution, its causes and results</p> |
|-----------------|--|

**46. Course Structure**

| Week | Hours | Required Learning Outcomes  | Unit or subject name   | Learning method                                     | Evaluation method |
|------|-------|---|--|---|-------------------|
|      | 2     | <p>Method giving lectures</p> <p>Question and answer method</p> <p>Use maps illustrate</p> <p>Discussion method</p> | <ul style="list-style-type: none"> <li>• European revolutions 1830-1870</li> <li>Causes and Results</li> <li>Britain during the Victorian era 1837-1901</li> <li>• British foreign policy 1880-1901</li> <li>The Irish issue 1801-1916</li> <li>1919</li> <li>Development in the Irish crisis</li> </ul> | <p>Through direct observation and written tests</p> |                   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p>1901 • British policy towards India 1857-1914 • The 1857 Sepoy Revolt and the Bengal Revolt, causes and results</p> <p>• Russia and Ottoman relations from the Crimean War until the Berlin Conference 1853-1878</p> <p>The worsening political situation after the Crimean War, causes and results</p> <p>The settlement of Ottoman-Russian disputes at the Berlin Conference</p> <p>Italy from the Vienna Conference until the achievement of unity 1871</p> <p>1815 • Prussia and its role in achieving German unification</p> <p>• • 1871-18</p> |  |
|--|--|--|---|--|

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• France signed the declaration of the Republic in 1871-1914</li> <li>The outbreak of World War I (1871-1914)</li> <li>The Balkan countries from the revolution of independence (1875-1913)</li> <li>Alliances between major European countries and their results (1872-1907)</li> </ul> |  |
|--|--|--|---|--|

**47. Course Evaluation**

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc.  
 Through monthly exams, the grade is 20, through attendance, 5 grades, and through participation, 5 grades for the first and second months .

**48. Learning and Teaching Resources**

|  |   |
|--|---|
| Required textbooks ( curricular books, if any)                     | History of Europe in the nineteenth century, Muhammad Muzaffar Adhami |
| Main references (source)   |   |
| Recommended books and references (scientific journals, reports...) |   |
| Electronic references, websites.                                   |   |

|   |
|---|
| <b>1. Course Name:</b>                      |
| <b>Islamic civilization/Islamic thought</b> |
| <b>2. Course Code:</b>                      |
| <b>HIST302</b>                              |
| <b>3. Semester / Year:</b>                  |

|  |              |  |                             |                        |                          |
|--|--------------|--|-----------------------------|------------------------|--------------------------|
| <b>First semester/2023-2024</b>  |              |  |                             |                        |                          |
| <b>4. Description Preparation Date:</b>                                    |              |  |                             |                        |                          |
| The date the description was prepared is 2/10/2024                         |              |  |                             |                        |                          |
| Description filling date: 2/10/2024  |              |  |                             |                        |                          |
| <b>5. Available Attendance Forms:</b>                                      |              |  |                             |                        |                          |
| Actual attendance in classrooms  |              |  |                             |                        |                          |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>         |              |  |                             |                        |                          |
| Number of hours: 45. Number of units: 45                                   |              |  |                             |                        |                          |
| <b>7. Course administrator's name (mention all, if more than one name)</b> |              |  |                             |                        |                          |
| Name: Dr. Siham Jamil Jassim   |              |  |                             |                        |                          |
| Email: edw.noobqq550@uoanbar.edu.iq  |              |  |                             |                        |                          |
| <b>8. Course Objectives</b>  |              |  |                             |                        |                          |
| <b>Course Objectives</b>   |              | 1- That the student understands the concept of Islamic civilization<br>2- Identify the components of Islamic civilization<br>3- That the student knows the civilization's language and terminology<br>4- The student will be familiar with the impact of Arab civilization on other civilizations<br>5- For the student to become familiar with the most important transmission sciences, their origins and development<br>6- That the student becomes familiar with the most important mental sciences their origins and development<br>7- That the student understands the concept of Islamic civilization<br>8- Identifying the components of Islamic civilization<br>9- That the student knows civilization, language and terminology<br>10- That the student becomes familiar with the most important transmission sciences, their origins and development<br>11- For the student to learn about the impact of Arab civilization on other civilizations |                             |                        |                          |
| <b>9. Teaching and Learning Strategies</b>                                 |              |  |                             |                        |                          |
| <b>Strategy</b>  |              | - Knowledge and understanding:<br>1- That the student recognizes the characteristics of Islamic civilization<br>2- That the student understands the impact of civilization on other civilizations<br>3- That the student becomes familiar with the classification of sciences and knowledge in Islam<br>4- That the student understands how the rational sciences and the transmission sciences appeared<br>B- Subject-specific skills:<br>1- The student's ability to analyze events<br>2- The student's ability to link events<br>3- The student's ability to understand events  |                             |                        |                          |
| <b>10. Course Structure</b>  |              |  |                             |                        |                          |
| <b>Week</b>  | <b>Hours</b> | <b>Required Learning Outcomes</b>  | <b>Unit or subject name</b> | <b>Learning method</b> | <b>Evaluation method</b> |

|            |   |  |  |                        |                                    |
|------------|---|--|--|------------------------|------------------------------------|
| the first  | 3 | Knowledge, understanding and subject-specific skills | Elements of Arab-Islamic civilization                          | Lecture and discussion | Conduct daily and monthly tests. . |
| the second | 3 | Knowledge, understanding and subject-specific skills | Characteristics of Arab-Islamic civilization                   | Lecture and discussion | Conduct daily and monthly tests.   |
| the third  | 3 | Knowledge, understanding and subject-specific skills | Civilization is a language, terminology and civil civilization | Lecture and discussion | Conduct daily and monthly tests.   |
| the fourth | 3 | Knowledge, understanding and subject-specific skills | Translational sciences/history                                 | Lecture and discussion | Conduct daily and monthly tests.   |
| Fifth      | 3 | Knowledge, understanding and subject-specific skills | Arabic   | Lecture and discussion | Conduct daily and monthly tests.   |
| sixth      | 3 | Knowledge, understanding and subject-specific skills | Jurisprudence and Hadith science                               | Lecture and discussion | Conduct daily and monthly tests.   |
| Seventh    | 3 | Knowledge, understanding and subject-specific skills | Geographic travel literature                                   | Lecture and discussion | Conduct daily and monthly tests. . |
| eighth     | 3 | Knowledge, understanding and subject-specific skills | Mental sciences/medicine                                       | Lecture and discussion | Conduct daily and monthly tests.   |
| Ninth      | 3 | Knowledge, understanding and subject-specific skills | Engineering  | Lecture and discussion | Conduct daily and monthly tests.   |
| The tenth  | 3 | Knowledge, understanding and subject-specific skills | Mathematics and algebra  | Lecture and discussion | Conduct daily and monthly tests.   |
| eleventh   | 3 | Knowledge, understanding and subject-specific skills | Chemistry  | Lecture and discussion | Conduct daily and monthly tests.   |
| twelfth    | 3 | Knowledge, understanding and subject-specific skills | Physics  | Lecture and discussion | Conduct daily and monthly tests. . |
| Thirteenth | 3 | Knowledge, understanding and subject-specific skills | Zoology  | Lecture and discussion | Conduct daily and monthly tests.   |
| fourteen   | 3 | Knowledge, understanding and subject-specific skills | Botany   | Lecture and discussion | Conduct daily and monthly tests.   |
| Fifteenth  | 3 | Knowledge, understanding and subject-specific skills |  |                        | Conduct daily and monthly tests.   |

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.  
40 pursuit marks (divided into monthly and daily exams, attendance, and reports)  
60 final exam score

### 12. Learning and Teaching Resources

|  |   |
|--|---|
| Required textbooks ( curricular books, if any)         | Studies in the history of Islamic thought/Khalil Ibrahim Al-Samarrai  |
| Main references (source)                               | Al-Tabari / History of the Apostles and Kings<br>Ibn al-Atheer / Al-Kamil in History<br>Ibn Kathir / The Beginning and the End<br>Golden/History of Islam |
| Recommended books and references (scientific journals, | Omar Farroukh/The History of Science among t  |

|                                  |   |
|----------------------------------|---|
| reports...)                      | Arabs<br>Omar Reda Kahhala/Pure Sciences<br>Abu Zaid Shalabi/Islamic civilization and Islamic thought |
| Electronic references, websites. | Wikipedia, Al Jazeera Net   |

|   |   |
|---|---|
| <b>1. Course Name:</b>  |   |
| Islamic civilization/Islamic systems  |   |
| <b>2. Course Code:</b>  |   |
| HIST309   |   |
| <b>3. Semester / Year:</b>  |   |
| Second semester/2023-2024   |   |
| <b>4. Description Preparation Date:</b>   |   |
| The date the description was prepared is 2/10/2024<br>Description filling date: 2/10/2024 |   |
| <b>5. Available Attendance Forms:</b>   |   |
| Actual attendance in classrooms   |   |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>                        |   |
| Number of hours: 45. Number of units: 45  |   |
| <b>7. Course administrator's name (mention all, if more than one name)</b>                |   |
| Name: Dr. Siham Jamil Jassim<br>Email: edw.noobqq550@uoanbar.edu.iq                       |   |
| <b>8. Course Objectives</b>   |   |
| Course Objectives   | 1- That the student gets to know the social and economic life in the Arab Islamic country<br>2- That the student understands the concept of the political system<br>3- That the student knows the most important administrative systems<br>4- That the student is familiar with the most important military systems, including the army and navy<br>5- The student should know the most important financial and economic systems                                |
| <b>9. Teaching and Learning Strategies</b>  |   |
| Strategy  | <b>A- Knowledge and understanding:</b><br>1- The student gets to know the details of social life<br>2- That the student understands the economic conditions of the Arab Islamic country<br>3- That the student knows the most important political systems<br>4- Identify the most important administrative systems<br>5- Identify the most important military systems<br>6- Identify the most important financial systems<br><b>B- Subject-specific skills:</b> |

|  |  |
|--|--|
|  | 1- The student's ability to analyze events<br>2- The student's ability to link events<br>3- The student's ability to understand events<br>4- The student's ability to analyze events<br>5- The student's ability to link the events of that era with the present<br>6- The student should compare the systems in that era and the present time |
|--|--|

#### 10. Course Structure

| Week       | Hours | Required Learning Outcomes                           | Unit or subject name  | Learning method        | Evaluation method                  |
|------------|-------|--|---|------------------------|------------------------------------|
| the first  | 3     | Knowledge, understanding and subject-specific skills | Components of Islamic society                                   | Lecture and discussion | Conduct daily and monthly tests. . |
| the second | 3     | Knowledge, understanding and subject-specific skills | Nationalities and religions                                     | Lecture and discussion | Conduct daily and monthly tests.   |
| the third  | 3     | Knowledge, understanding and subject-specific skills | People of crafts and professions                                | Lecture and discussion | Conduct daily and monthly tests.   |
| the fourth | 3     | Knowledge, understanding and subject-specific skills | Customs and traditions and the importance of family             | Lecture and discussion | Conduct daily and monthly tests.   |
| Fifth      | 3     | Knowledge, understanding and subject-specific skills | Food, drinks and clothing                                       | Lecture and discussion | Conduct daily and monthly tests.   |
| sixth      | 3     | Knowledge, understanding and subject-specific skills | Economic life   | Lecture and discussion | Conduct daily and monthly tests.   |
| Seventh    | 3     | Knowledge, understanding and subject-specific skills | Political systems/succession                                    | Lecture and discussion | Conduct daily and monthly tests. . |
| eighth     | 3     | Knowledge, understanding and subject-specific skills | Ministry  | Lecture and discussion | Conduct daily and monthly tests.   |
| Ninth      | 3     | Knowledge, understanding and subject-specific skills | The book and the veil   | Lecture and discussion | Conduct daily and monthly tests.   |
| The tenth  | 3     | Knowledge, understanding and subject-specific skills | Administrative system/judiciary and consideration of grievances | Lecture and discussion | Conduct daily and monthly tests.   |
| eleventh   | 3     | Knowledge, understanding and subject-specific skills | Collections   | Lecture and discussion | Conduct daily and monthly tests.   |
| twelfth    | 3     | Knowledge, understanding and subject-specific skills | Hisba and the police  | Lecture and discussion | Conduct daily and monthly tests. . |
| Thirteenth | 3     | Knowledge, understanding and subject-specific skills | Army and Navy   | Lecture and discussion | Conduct daily and monthly tests.   |



|            |   |  |                                 |                        |                                  |
|------------|---|--|---------------------------------|------------------------|----------------------------------|
|            |   | subject-specific skills                              |                                 |                        |                                  |
| fourteenth | 3 | Knowledge, understanding and subject-specific skills | Financial and economic systems  | Lecture and discussion | Conduct daily and monthly tests. |
| Fifteenth  | 3 | Knowledge, understanding and subject-specific skills | Agriculture, industry and trade |                        | Conduct daily and monthly tests. |

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.  
**40 pursuit marks (divided into monthly and daily exams, attendance, and reports)**  
**60 final exam score**

### 12. Learning and Teaching Resources

|  |  |
|--|--|
| Required textbooks ( curricular books, if any)                     | Naji Maarouf / The authenticity of Arab civilization<br>The family in Islam, the martyr Muhammad Al-Sadr   |
| Main references (source)   | Al-Tabari / History of the Apostles and Kings<br>Ibn al-Atheer / Al-Kamil in History<br>Ibn Kathir / The Beginning and the End<br>Golden/History of Islam<br>Maori/Provisions Sultan<br>Abi Ya'la/The Royal Provisions |
| Recommended books and references (scientific journals, reports...) | Islamic Systems / Hassan Ibrahim Hassan<br>Islamic Systems/ Farouk Omar Fawzi<br>Islamic Systems/Natur Beggar  |
| Electronic references, websites.                                   | Wikipedia, Al Jazeera Net  |

## Course description

|  |              |   |  |                        |                          |
|--|--------------|---|--|------------------------|--------------------------|
| <b>1. Course Name:</b>   |              |   |  |                        |                          |
| Crimes of the defunct Baath party  |              |   |  |                        |                          |
| <b>2. Course Code:</b>   |              |   |  |                        |                          |
| The second phase   |              |   |  |                        |                          |
| <b>3. Semester / Year:</b>   |              |   |  |                        |                          |
| The first course   |              |   |  |                        |                          |
| <b>4. Description Preparation Date:</b>  |              |   |  |                        |                          |
| 10/2/2024  |              |   |  |                        |                          |
| 10/2/2024  |              |   |  |                        |                          |
| <b>5. Available Attendance Forms:</b>  |              |   |  |                        |                          |
| Direct attendance in classrooms  |              |   |  |                        |                          |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>   |              |   |  |                        |                          |
| 2  |              |   |  |                        |                          |
| <b>7. Course administrator's name (mention all, if more than one name)</b>   |              |   |  |                        |                          |
| Mr. Dr. Zabin Khalaf Nawaf Hussein<br>E-mail: <a href="mailto:edw.zbnalhbwsy6@uoanbar.edu.iq">edw.zbnalhbwsy6@uoanbar.edu.iq</a> |              |   |  |                        |                          |
| <b>8. Course Objectives</b>  |              |   |  |                        |                          |
| <b>Course Objectives</b>   |              |   | <p>In order for the university student to have complete knowledge about the violations and crimes of the defunct Baath Party in Iraq, and give a clear vision of the types of international crimes, with an emphasis on the violations of Iraqi laws by the defunct Baath Party.</p> |                        |                          |
| <b>9. Teaching and Learning Strategies</b>   |              |   |  |                        |                          |
| <b>Strategy</b>  |              | Giving the student a complete idea of the crimes committed by the defunct Baath Party throughout their rule in Iraq |  |                        |                          |
| <b>10. Course Structure</b>  |              |   |  |                        |                          |
| <b>Week</b>  | <b>Hours</b> | <b>Required Learning Outcomes</b>   | <b>Unit or subject name</b>  | <b>Learning method</b> | <b>Evaluation method</b> |

|   |  |  |  |   |                               |
|---|--|--|--|---|-------------------------------|
| 2 |  |  | <p><b>1- Baath crime</b> according to the law of the Iraqi Supreme Criminal Court in 2005<br/> The concept of crimes and their types<br/> Definition of crime linguistically and Idiomatically</p> <p><b>2-Crime departments</b><br/> <b>Crimes of the Baath regime according to court documentation</b><br/> <b>Criminal Code 2005</b><br/> <b>Types international crimes</b></p> <p><b>3- Decisions issued by the court</b><br/> High criminal</p> <p><b>4- Psychological and social crimes</b><br/> And its effects<br/> Psychological effects of crimes</p> <p><b>5- First month exam</b></p> <p><b>6- Social crimes</b><br/> Military and Militarization of society<br/> The Baath position religion</p> <p><b>7- Violations of Iraqi laws</b><br/> Pictures of human rights violations<br/> And crimes of power</p> <p><b>8- Some violations decisions</b><br/> Political and military affairs of the defunct Baath regime<br/> Prison and</p> | <p>Throwing preparations<br/> Questions answers</p> | <p>Written and oral tests</p> |
|---|--|--|--|---|-------------------------------|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p>detention places<br/> the Baath regime<br/> Defunct<br/> <b>9-Environmental</b><br/> crimes of the<br/> defunct Baath<br/> regime<br/> in Iraq<br/> Military and<br/> radioactive<br/> contamination and<br/> explosion<br/> Mine<br/> <b>10-Destruction</b><br/> cities and villages<br/> (policy).<br/> scorched earth<br/> <b>11- Second mo</b><br/> exam<br/> <b>12-Drying the</b><br/> marshes<br/> Razing of<br/> groves and trees<br/> <b>13-Mass</b> gr<br/> crimes<br/> <b>14- Creating</b><br/> genocide<br/> cemeteries<br/> Committed by<br/> the Baathist<br/> regime in<br/> Iraq<br/> <b>15- Chronologic</b><br/> classification of<br/> extermination<br/> graves<br/> Collectivism<br/> Iraq for the<br/> duration<br/> 1963 AD<br/> 2003 AD</p> |  |  |
|--|--|--|--|--|--|

**11. Course Evaluation**

Distribution of grades out of 100 according to the tasks assigned to the student, such as daily preparation, daily,

|   |  |
|---|--|
| oral, monthly, and written exams, reports, etc.: For each course, 40 grades (20 minutes for the first and second month exams/including 5 minutes for preparation and daily exams, 5 minutes for commitment to attendance) |  |
| <b>12. Learning and Teaching Resources</b>  |  |
| Required textbooks ( curricular books, if any)  | The crimes of the Baath regime in Iraq |
| Main references (source)  |  |
| Recommended books and references (scientific journals, reports...)  |  |
| Electronic references, websites.  |  |

|   |
|---|
| <b>23. : Course Name</b>  |
| <b>History of the ancient world</b>   |
| <b>24. Course Code</b>  |
| <b>HIST212</b>  |
| <b>25. Semester/year</b>  |
| stage for the ٢٠٢٤-٢٠٢٣ First semester/ the second  |
| <b>26. The date this description was prepared</b>   |
| AD ٢٠٢٤-١٠-٢٠ Date of preparing the description:<br>AD ٢٠٢٤-١٠-٢٠ Date of filling the file: |
| <b>27. Available attendance forms</b>   |
| Direct attendance in classrooms   |

|   |                                 |
|---|---------------------------------|
| 28. (total) number of units\Number of study hours (total)   |                                 |
| units √ (Number of units (total   |                                 |
| 29. (Name of the course administrator (if more than one name is mentioned   |                                 |
| Kahli-Name: A.M.D. Nadia Mahmoud Farhan Al<br>Emailedw.nadeh_alkhlee@uoanbar.edu.iq   |                                 |
| 30. Course objectives   |                                 |
| Developing actual skills and abilities, by training and exercising the student on the principles of research, thinking, criticism, analysis, comparison, and conscious reading of history that affects his daily and from the historical lesson in achieving national behavioral life, benefiting and national awareness in light of a changing world full of events, changes, and developments. Looking at history and heritage from a renewed perspective that contributes to Serving contemporary life, ering history as a means to achieve a better understanding of consid contemporary relations between peoples in a way that serves the goals of cooperation for peace, freedom and progress, preparing a successful and eland and his loyalty to competent history teacher who is proud of his hom his nation, its heritage and its civilization and who is able to understand the present, anticipate the future and reveal the requirements of changing .social life   | study Objectives of the subject |
| 31. Teaching and learning strategies  |                                 |
| to learn about his history and heritage, to give him an incentive to be proud of his nation's history<br><br>The student can give an opinion regarding the events and developments that the world is going through through extensive reading<br><br>capable of utilizing the information gained and transforming it into ideas that reflect the student's intellectual and cultural awareness<br><br>Make the student able to remember information, repeat it, and draw lessons from it<br><br>the extent of the student's understanding of the academic material, including questions: discuss, explain, explain, and define<br><br>Studying in the four stages helps the student be able to give a future outlook on the events he is experiencing<br><br>.jectives of the courseThe skills ob -B<br><br>The graduate student can prepare question formulations that utilize all of the student's studies in the academic stages<br><br>Work to provide the student with skills through which he can apply What is he | The strategy                    |

| <p>studying</p> <p>by the student develops the power of observation, deduction, The curriculum studied by reasoning and understanding</p> <p><b>Emotional and value goals -C</b></p> <p><b>Solve problems related to intellectual issues</b></p> <p><b>Collecting and analyzing data and statistics</b></p> <p><b>ngObjective, critical thinking and creative thinki</b></p> |                 |                           |                            |       |          |
|--|-----------------|---------------------------|----------------------------|-------|----------|
| <p>Course structure:History of the ancient world</p> <p>1- :Chapter One</p>  |                 |                           |                            |       |          |
| Evaluation method  | Learning method | Name of the unit or topic | Required learning outcomes | hours | the week |

## Course Description

|   |
|---|
| 1. Course Name:   |
| History of the States and the Islamic Emirates              |
| 2. Course Code:   |
| HIS402  |
| 3. Semester / Year:   |
| Chapter One   |
| 4. Description Preparation Date:                            |
| 10-2-2024   |
| 5. Available Attendance Forms:                              |
| Face-to-face classroom attendance                           |
| 6. Number of Credit Hours (Total) / Number of Units (Total) |

Credit Hours (2) Number of Units (2)

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

Name: Iftekhhar Abul Hakeem Rajab  
 Email: [edw.driftekhar2020@uoanbar.edu.iq](mailto:edw.driftekhar2020@uoanbar.edu.iq)

**8. Course Objectives**

|                          |  |
|--------------------------|--|
| <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>• The student should get acquainted with the Islamic Emirates that appeared in the Islamic Mashreq</li> <li>• To familiarize the student with the processes of liberation of the Maghreb and Islamic rule</li> <li>• The student should get acquainted with the Emirates and the states that appeared in Arab Maghreb.....</li> </ul> |
|--------------------------|--|

**9. Teaching and Learning Strategies**

|                 |  |
|-----------------|--|
| <b>Strategy</b> | <p><b>the history of the East and the Islamic Maghreb through the Islamic Emirates that appeared in those areas of the Arab Islamic state and identifying the civilizational achievements of those emirates and their role in spreading Islam and enhancing the student's ability to analyze, link, catch up and understand events</b></p> |
|-----------------|--|

**10. Course Structure Studying**

| Week | Hours | Required Learning Outcomes   | Unit or subject name   | Learning method  | Evaluation method |
|------|-------|--|--|--|-------------------|
|      | 2     | -The Tahiriya Emirate and the Saffari Emirate<br>-Samanid Emirate<br>Zaydi Emirate<br>Ghaznavid Emirate<br>Emirate Algorithm<br>The geographical and social environment of the Maghreb<br>The spread of Islam in the Maghreb - the state | 1- Use maps of the Mashreq and Maghreb countries<br>2- Use the whiteboard to illustrate<br>3- Bring relevant sources | 1- Conducting daily tests from time to time<br>2- Conduct monthly tests<br>3 Discussions in the classroom by raising objective questions |                   |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>of missions and companies</p> <p>The stage of organization of armies and liberation leaders and the most important battles</p> <p>The main reasons for the liberation of Morocco and the most important factors that helped to liberate the Arab Maghreb</p> <p>The most important factors that led to the emergence of the UAE and countries in Morocco</p> <p>Tropical Emirate</p> <p>Rustumiya Emirate</p> <p>Emirate of the school</p> <p>Aghlabid Emirate</p> <p>Almoravids</p> <p>Almohads in Morocco</p> <p>The most important princes of Morocco, the longest sea</p> <p>Princes of the Umayyad dynasty</p> |  |  |  |
|--|--|--|--|--|--|

**11. Course Evaluation**

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

**12. Learning and Teaching Resources**

|   |   |
|---|---|
| Required textbooks (curricular books, if any) | <p>Islamic States in the East / Muhammad Ali Haidar</p> <p>History of the States and the Islamic Emirates / Suhad Khazal Najib</p> <p>History of Morocco and Andalusia in the Abbasid era / Muhammad Saeeed</p> <p>Reda</p> |
|---|---|

|                          |   |
|--------------------------|---|
| Main references (source) | <p>The complete in history / Ibn al-Atheer</p> <p>History of Africa and Morocco / Kairouan slaves</p> |
|--------------------------|---|

|   |  |
|---|--|
|   | Morocco in the description of Africa and Morocco<br>Bakri  |
| Recommended books and references<br>(scientific journals, reports...) | History of the Arab-Islamic States in the East and<br>the Maghreb / Rashid Abdel Jumaili and Khasha<br>Maadidi |
| Electronic references, websites.                                      | Wikipedia  |

## Course Description

|   |  |
|---|--|
| <b>1. Course Name:</b>  |  |
| History of the States and the Islamic Emirates  |  |
| <b>2. Course Code:</b>  |  |
| HIS402  |  |
| <b>3. Semester / Year:</b>  |  |
| Chapter One   |  |
| <b>4. Description Preparation Date:</b>   |  |
| 10-2-2024   |  |
| <b>5. Available Attendance Forms:</b>   |  |
| Face-to-face classroom attendance   |  |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>  |  |
| Credit Hours (2) Number of Units (2)  |  |
| <b>7. Course administrator's name (mention all, if more than one name)</b>  |  |
| Name: Iftexhar Abul Hakeem Rajab<br>Email: <a href="mailto:edw.driftekhar2020@uoanbar.edu.iq">edw.driftekhar2020@uoanbar.edu.iq</a> |  |
| <b>8. Course Objectives</b>   |  |
| <b>Course Objectives</b>  | <ul style="list-style-type: none"> <li>• The student should get acquainted with the most prominent caliphs of Morocco and Andalusia</li> <li>• The student should get acquainted with the Islamic countries in Egypt and the Levant</li> <li>• The student should recognize the atabeg</li> <li>• To familiarize the student with the spread of Islam, its importance and methods in sub-Saharan Africa</li> </ul> |
| <b>9. Teaching and Learning Strategies</b>  |  |
| <b>Strategy</b>   |  |

|  |   |
|--|---|
|  | <p><b>Studying the history of Islamic countries that emerged in the Islamic world identifying the civilizational achievements of those countries and their role in spreading Islam and enhancing the student's ability to analyze, link, catch up with events and understand them</b></p> |
|--|---|

| <b>Course Structure Studying</b> |              |   |  |   |                          |
|----------------------------------|--------------|---|--|---|--------------------------|
| <b>Week</b>                      | <b>Hours</b> | <b>Required Learning Outcomes</b>   | <b>Unit or subject name</b>  | <b>Learning method</b>  | <b>Evaluation method</b> |
|                                  | 2            | <p><b>The most prominent caliphs of Morocco, the Fatimids and the Hafsids</b></p> <ul style="list-style-type: none"> <li>-Moroccan and Andalusian naval fleets</li> <li>-The stage of weakness and the era of sects</li> <li>- Political and military relations between the emirates of Morocco and Andalusia, Madaria, Rustumiya, Idriss, Aghlabids</li> <li>-Fatimids, Maraitun, Almohads</li> <li>-Islamic countries in Egypt and the Levant, Hamdanids in Mosul, Hamdanids in Aleppo</li> <li>The Tulunid state in Egypt and the Levant</li> <li>-Ikhshidids in the Levant and Egypt</li> <li>-The Fatimid state in Egypt and the Levant</li> <li>-Ayyubid state</li> <li>-Atabeg - definition - Atabeg of Damascus - Artaqa in Diyarbakir - Atabeg of Azerbaijan</li> <li>A-Latabakia Zengia</li> <li>-The spread of Islam in Africa</li> <li>-Ways of spreading Islam in Africa</li> <li>- The importance of the spread of Islam in Africa</li> </ul> | <p><b>1- Use maps of the Mashreq and Maghreb countries</b></p> <p><b>2- Use the whiteboard to illustrate</b></p> <p><b>3-Bringrelevant sources</b></p> | <p><b>1- Conducting daily tests from time to time</b></p> <p><b>2- Conduct monthly tests</b></p> <p><b>3 Discussions in theclassroom by raising objective questions</b></p> |                          |

**Course Evaluation**

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

**Learning and Teaching Resources**

|   |   |
|---|---|
| <b>Required textbooks ( curricular books, if any)</b>                     | <b>Islamic States in the East / Muhammad Ali Haidar</b><br><b>History of the States and the Islamic Emirates / Suhad Khazal</b><br><b>Najib History of Morocco and Andalusia in the Abbasid era / Muhammad Saeed Reda</b> |
| <b>Main references (source)</b>   | <b>The complete in history / Ibn al-Atheer</b><br><b>History of Africa and Morocco / Kairouan slaves</b><br><b>Morocco in the description of Africa and Morocco / Bakri</b>   |
| <b>Recommended books and references (scientific journals, reports...)</b> | <b>History of the Arab-Islamic States in the East and the Maghreb / Rashid Abdel Jumaili and Khasha Al-Maadidi</b><br><b>The spread of Islam in Africa / Hassan Ibrahim Hassan</b>  |
| <b>Electronic references, websites.</b>                                   | <b>Wikipedia</b>  |

## Course Description

|  |              |                                   |
|--|--------------|-----------------------------------|
| <b>1. Course Name:</b>   |              |                                   |
| M. Dr. Saja Saadi Abboud   |              |                                   |
| <b>2. Course Code:</b>   |              |                                   |
| HIST405  |              |                                   |
| <b>3. Semester / Year:</b>   |              |                                   |
| The first semester/2024  |              |                                   |
| <b>4. Description Preparation Date:</b>  |              |                                   |
| Date of preparation of the description / 2/2024 AD   |              |                                   |
| The date of filling the file is 2/10/2024 AD   |              |                                   |
| <b>5. Available Attendance Forms:</b>  |              |                                   |
| Direct attendance in classrooms  |              |                                   |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>                                       |              |                                   |
| 4 units  |              |                                   |
| <b>7. Course administrator's name (mention all, if more than one name)</b>                               |              |                                   |
| Name: M. Dr. Saja Saadi Abboud   |              |                                   |
| Email: <a href="mailto:Saja.Saadi.uoanbar.uoe.iq">Saja.Saadi.uoanbar.uoe.iq</a>                          |              |                                   |
| <b>8. Course Objectives</b>  |              |                                   |
| <b>Course Objectives:</b>  |              |                                   |
| 1- For the student to become familiar with the social and political conditions of the American continent |              |                                   |
| 2- For the student to become familiar with the country's conditions before World War I                   |              |                                   |
| 3- The student will learn about the French and English struggle for control of the American continent    |              |                                   |
| 4- The student will know the extent of the influence of the American continent on the region and Europe  |              |                                   |
| 5- Empowering the student with the ability to conduct academic scientific research                       |              |                                   |
| 6- That the student understands the country's political situation after World War II                     |              |                                   |
| <b>9. Teaching and Learning Strategies</b>   |              |                                   |
| <b>Strategy</b>  |              |                                   |
| <b>10. Course Structure</b>  |              |                                   |
| <b>Week</b>  | <b>Hours</b> | <b>Required Learning Outcomes</b> |

|  |   |  |
|--|---|--|
|  |   |  |
|  | 4 | <p>Geographic explorations and the discovery of the American continent</p> <p>British colonies in North America</p> <p>Methods of governance, political conditions in the colony, and social conditions</p> <p>Economic, cultural and intellectual conditions</p> <p>The growth of patriotism and the American War of Independence</p> <p>The American Constitution and state building</p> <p>American Civil War</p> <p>The emergence of the United States as the superpower in the twentieth century</p> <p>French colonies in Canada</p> <p>French-British rivalry and the relationship with the Native Americans</p> <p>The French role in the War of Independence and the end of the French presence</p> <p>Spanish and Portuguese colonies in America</p> <p>Introduction to liberation movements in Latin America</p> <p>Central American countries (Mexico and Nicaragua)</p> <p>South America (Brazil and Argentina)</p> |

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, oral, monthly, or written exams, reports, ...etc. Each course has 40 marks (15) for both months (first and second), including the final exam.

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any) Studies in American History/Abdul Majeed Al-Nana'

Main references (source): Abdel Fattah Hassan Abu Ali, The History of the Americas and the Political Formation of the United States

Recommended books and references (scientific journals, reports...): -Stephen Vincent Pine, America, translated by Abdulaziz

-Awni Abdul Rahman Al-Sabaawi, modern and contemporary American history

Electronic references, websites. Nothing

## Course Description

|   |
|---|
| 1. Course Name:   |
| M. Dr. Saja Saadi Abboud  |
| 2. Course Code:   |
| HIST410   |
| 3. Semester / Year:   |
| Second semester/2024  |
| 4. Description Preparation Date:                                    |
| Date of preparation of the description / 2/2024 AD                  |
| The date of filling the file is 2/10/2024 AD                        |
| 5. Available Attendance Forms:                                      |
| Direct attendance in classrooms                                     |
| 6. Number of Credit Hours (Total) / Number of Units (Total)         |
| 4 units   |
| 7. Course administrator's name (mention all, if more than one name) |

## 8. Course Objectives

### Course Objectives:

- 1- The student will know the extent of the influence of the American continent on the region and Europe
- 2- Empowering the student with the ability to conduct academic scientific research
- 3- That the student understands the country's political situation after World War II

## 9. Teaching and Learning Strategies

### Strategy

## 10. Course Structure

| Week | Hours | Required Learning Outcomes  |
|------|-------|---|
|      | 4     | General conditions in Latin America                                       |
|      | 4     | Social conditions in the Latin American continent                         |
|      |       | War in America  |
|      |       | European exploitation of the American continent                           |
|      |       | American exploitation of the Latin American continent                     |
|      |       | The American-French conflict on the American continent                    |
|      |       | Political developments in the Latin American continent before World War I |
|      |       | Cuba and Chile  |
|      |       | Nicaragua and Brazil  |
|      |       | Venezuela   |
|      |       | Panama Canal issue  |
|      |       | Dominican Republic case   |
|      |       | The Mexican Revolution and the Mexican War                                |
|      |       | Political developments in Latin America after World War II                |
|      |       | Cuba and Brazil   |

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. Each course has 40 marks (15) for both months (first and second attendance).

## 12. Learning and Teaching Resources

|   |
|---|
| Required textbooks ( curricular books, if any) Studies in American History/Abdul Majeed Al-Nana'                    |
| Main references (source): 1- America and the world in modern and contemporary history/Raafat Al-Sheikh Ghoneimi     |
| Recommended books and references (scientific journals, reports...): Studies in American History/Ahmed Salah Huwaidi |
| Electronic references, websites. Nothing  |

## Course Description

|  |       |  |                      |                 |                   |
|--|-------|--|----------------------|-----------------|-------------------|
| 1. Course Name:  |       |  |                      |                 |                   |
| Contemporary world history   |       |  |                      |                 |                   |
| 2. Course Code:  |       |  |                      |                 |                   |
| HIST409  |       |  |                      |                 |                   |
| 3. Semester / Year:  |       |  |                      |                 |                   |
| First semester/2023-2024   |       |  |                      |                 |                   |
| 4. Description Preparation Date:   |       |  |                      |                 |                   |
| ٢٠٢٤/٢/١٠  |       |  |                      |                 |                   |
| 5. Available Attendance Forms:   |       |  |                      |                 |                   |
| Actual attendance in classrooms  |       |  |                      |                 |                   |
| 6. Number of Credit Hours (Total) / Number of Units (Total)  |       |  |                      |                 |                   |
| Number of hours: 45. Number of units: 45   |       |  |                      |                 |                   |
| 7. Course administrator's name (mention all, if more than one name)  |       |  |                      |                 |                   |
| Name: Dr. Qais Adnan Odeh<br>Email: <a href="mailto:qais.adnan@uoanbar.edu.iq">qais.adnan@uoanbar.edu.iq</a> |       |  |                      |                 |                   |
| 8. Course Objectives   |       |  |                      |                 |                   |
| <b>Course Objectives</b>   |       | Introducing the student to the most important political events that world witnessed during the period 1914 to 1945, most notably World War I and World War II.   |                      |                 |                   |
| 9. Teaching and Learning Strategies  |       |  |                      |                 |                   |
| <b>Strategy</b>  |       | <ul style="list-style-type: none"> <li>- Developing the ability and participation in dialogue among female students</li> <li>2- Introducing the student to as many sources as possible related to the history of Europe so that the student will be familiar with them and return to them for further information and more details.</li> <li>3 - Students absorb as much of the prescribed curriculum as possible</li> </ul> |                      |                 |                   |
| 10. Course Structure   |       |  |                      |                 |                   |
| Week   | Hours | Required Learning Outcomes   | Unit or subject name | Learning method | Evaluation method |
| the first  | ٣     | Causes of the  | According to         | theoretical     | Daily and         |



|          |   |   |                           |             |                        |
|----------|---|---|---------------------------|-------------|------------------------|
|          |   | outbreak of World War I   | the decision              |             | monthly exam           |
| Second   | 3 | Stages and results of the First World War                                 | According to the decision | theoretical | Daily and monthly exam |
| Third    | 3 | Socialist revolution in Russia  | According to the decision | theoretical | Daily and monthly exam |
| Four     | 3 | The Paris Peace Conference and post-war settlements                       | According to the decision | theoretical | Daily and monthly exam |
| Five     | 3 | Italy after World War I   | According to the decision | theoretical | Daily and monthly exam |
| Six      | 3 | Germany after World War I (Weimar Republic)                               | According to the decision | theoretical | Daily and monthly exam |
| Seven    | 3 | The economic crisis of 1929 and its effects on European countries         | According to the decision | theoretical | Daily and monthly exam |
| Eight    | 3 | Hitler comes to power and re-arms Germany                                 | According to the decision | theoretical | Daily and monthly exam |
| Nine     | 3 | The positions of European countries regarding the rearmament of Germany   | According to the decision | theoretical | Daily and monthly exam |
| Ten      | 3 | Austrian crisis   | According to the decision | theoretical | Daily and monthly exam |
| Eleven   | 3 | The Czechoslovak crisis   | According to the decision | theoretical | Daily and monthly exam |
| Twelve   | 3 | The Polish crisis and the outbreak of World War II                        | According to the decision | theoretical | Daily and monthly exam |
| Thirteen | 3 | World War II: The period of German supremacy                              | According to the decision | theoretical | Daily and monthly exam |
| Fourteen | 3 | World War II was a period of Allied supremacy and the collapse of Germany | According to the decision | theoretical | Daily and monthly exam |
| Fifteen  | 3 | Allied conferences and the emergence of the United Nations                | According to the decision | theoretical | Daily and monthly exam |

## 11. Course Evaluation

40 degree quest

|  |   |
|--|---|
| 60 final exam score  |   |
| <b>12. Learning and Teaching Resources</b>                         |   |
| Required textbooks ( curricular books, if any)                     | History of the Contemporary World, Abdul Wahab Al-Qaisi   |
| Main references (source)   | Studies in modern and contemporary European history, Khalil Ali Murad   |
| Recommended books and references (scientific journals, reports...) | History of the Contemporary World, Pierre Michal<br>International relations in the twentieth century, Fadi Warad<br>International relations in the twentieth century, Riyad Al-Samad<br>The history of Europe and the world in the modern era, Abdel Azim Ramadan |
| Electronic references, websites                                    |   |

## Course Description

|   |
|---|
| <b>1. Course Name:</b>  |
| History of Arab civilization in Andalusia   |
| <b>2. Course Code:</b>  |
| <b>HIST204</b>  |
| <b>3. Semester / Year:</b>  |
| first / 2023-2024   |
| <b>4. Description Preparation Date:</b>   |
| The date the description was prepared is 2/10/2024<br>Description filling date: 2/10/2024 |
| <b>5. Available Attendance Forms:</b>   |
| Direct attendance in the classroom  |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>                        |
| Total number of hours: 30 hours   |

|  |   |
|--|---|
| Total number of units/2  |   |
| <b>7. Course administrator's name (mention all, if more than one name)</b>   |   |
| Name: ismael mejbel hamed<br>Email: <a href="mailto:Ismael.mujbel@uoanbar.edu.iq">Ismael.mujbel@uoanbar.edu.iq</a> |   |
| <b>8. Course Objectives</b>  |   |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• For the student to become familiar with the conditions of the country in the era of the Taifa kings</li> <li>• For the student to become familiar with the conditions of the country in the Almoravid and Almohad eras</li> <li>• For the student to learn about the history of Muslims and the events that took place during their rule of Andalusia</li> <li>• The student will know the extent of Arab and Islamic influence in the region and Europe</li> <li>• For the student to learn about the conditions of Muslims during the era of the Kings of Granada</li> <li>• Empowering the student with the ability to conduct academic scientific research</li> <li>• Developing students' creative thinking skills</li> </ul> |
| <b>9. Teaching and Learning Strategies</b>   |   |
| <b>Strategy</b>  | 1-Giving the student a complete idea of the history of Arab civilization in Andalusia and the most important eras and stages  |

|  |  |
|--|--|
|  | <p>Which he went through</p> <p>2-Study of the political, social and economic conditions of the Islamic state in Andalusia</p> <p>3- Identifying the cultural aspects of Muslims, the sciences and knowledge that emerged in that period, and the impact of the Andalusian Islamic civilization on Europe.</p> |
|--|--|

## 10. Course Structure

1. History of Islamic civilization in Andalusia
2. The second stage / first semester

| Week | Hours | Required Learning Outcomes | Unit or subject name  | Learning method | Evaluation method           |
|------|-------|----------------------------|---|-----------------|-----------------------------|
| 1    | 2     |                            | Almawqie ,altasmaia, l shb a ljazirat alay and tabiea nazam alhukm alwade aljitimei | -Lecture        | 1- Daily written test (COZ) |
| 2    |       |                            | Wafie fath alandalisi watamhidat alfath   | and             | 2- Use the                  |
| 3    |       |                            | Alhmalat alaistitlaeiat waeubur tariq bin z wahmlat alfath                          | discussion      | method of asking            |
| 4    |       |                            | Eubur musaa bin nasir to alandulis waltama nahw alshamal                            | 2- Use the      | answers                     |
| 5    |       |                            | Easr alwilat wilayat ebdaezyz bin m Wilayat alhuri bin habeb (97-100h)              | blackboard      | 3- Monthly                  |
| 6    |       |                            | Wilayat alsamh bin malik(100-102h ) Wil enbsa bin sahim alkalbi                     | 3- Use          | written test                |
| 7    |       |                            | Wilayat eabd alruhmin alghafiqi and maer bilat al shuhada(114h)                     | illustrative    | 4- The quarterly            |
| 8    |       |                            | Wilayat eabd almalik bin qutn (123-124h) watumrid alburbur                          | maps            | written test                |
| 9    |       |                            |   |                 |                             |

|    |  |  |  |  |  |
|----|--|--|--|--|--|
| 10 |  |  | Dukhul eabd alruhmin bin mueawiat to alan wabidayat easr alimart alumwia(138-170h)       |  |  |
| 11 |  |  | Eahid alamir hisham wantaqal alataat alhijaziat to alandulis                             |  |  |
| 12 |  |  | Eahid alamir al hukm waltamarudat alty had in eahdih                                     |  |  |
| 13 |  |  | Eahid alamir eabd alruhmin(206-238h) waghzawat alnwriman and wahd almustaerbun           |  |  |
| 14 |  |  | Eahid alamir eabd alruhmin (350h)waistieadat alwahdtat alwataniat liain wailan alkhilafa |  |  |
| 15 |  |  | Eahid alkhilifa alhukm almustansar   |  |  |
|    |  |  | Eahid alkhilifa hisham almwyid (ftrat alhaji aleamiria)                                  |  |  |

#### 11. Course Evaluation

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

#### 12. Learning and Teaching Resources

|  |  |
|--|--|
| Required textbooks ( curricular books, if any) | <p>1- The history of Muslims and their effects in Al-Andalus Al-Samarrai</p> <p>2- The history of Andalusia from conquest to fall, Abdul Rahman Al-Hajji</p>   |
| Main references (source)                       | <p>1- Quoted from News of the People of Andalusia by Ibn Hayyan Al-Qurtubi</p> <p>2- Al-Bayan al-Maghrib fi Akhbar al-Andalus wa al-Maghrib by Ibn Adhari</p> <p>3- Briefing on the news of Granada by Ibn al-Khatib</p> |

|   |                                 |
|---|---------------------------------|
|   | 4- Media works by Ibn al-Khatib |
| Recommended books and references<br>(scientific journals, reports...) |                                 |
| Electronic references, websites.                                      |                                 |

|  |   |
|--|---|
| <b>1. Course Name:</b>   |   |
| History of Arab civilization in Andalusia  |   |
| <b>2. Course Code:</b>   |   |
| <b>HIST204</b>   |   |
| <b>3. Semester / Year:</b>   |   |
| Second / 2023-2024   |   |
| <b>4. Description Preparation Date:</b>  |   |
| The date the description was prepared is 2/10/2024   |   |
| Description filling date: 2/10/2024  |   |
| <b>5. Available Attendance Forms:</b>  |   |
| Direct attendance in the classroom   |   |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>   |   |
| Total number of hours: 30 hours  |   |
| Total number of units/2  |   |
| <b>7. Course administrator's name (mention all, if more than one name)</b>   |   |
| Name: ismael mejbel hamed<br>Email: <a href="mailto:Ismael.mujbel@uoanbar.edu.iq">Ismael.mujbel@uoanbar.edu.iq</a> |   |
| <b>8. Course Objectives</b>  |   |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>• For the student to become familiar with the conditions of the country in the era of the Taifa</li> </ul> |

|  |   |
|--|---|
|  | <p>kings</p> <ul style="list-style-type: none"> <li>• For the student to become familiar with the conditions of the country in the Almoravid and Almohad eras</li> <li>• For the student to learn about the history of Muslims and the events that took place during their rule of Andalusia</li> <li>• The student will know the extent of Arab and Islamic influence in the region and Europe</li> <li>• For the student to learn about the conditions of Muslims during the era of the Kings of Granada</li> <li>• Empowering the student with the ability to conduct academic scientific research</li> <li>• Developing students' creative thinking skills</li> </ul> |
|--|---|

**9. Teaching and Learning Strategies**

|                        |  |
|------------------------|--|
| <p><b>Strategy</b></p> | <p>1-Giving the student a complete idea of the history of Arab civilization in Andalusia and the most important eras and stages</p> <p style="padding-left: 40px;">Which he went through</p> <p>2-Study of the political, social and economic conditions of the Islamic state in Andalusia</p> <p>3- Identifying the cultural aspects of Muslims, the sciences and knowledge that emerged in that period, and the impact of the Andalusian Islamic civilization on Europe.</p> |
|------------------------|--|

**10. Course Structure**

1. History of Islamic civilization in Andalusia

2. The second stage / second semester

| Week | Hours | Required Learning Outcomes | Unit or subject name   | Learning method          | Evaluation method                                 |
|------|-------|----------------------------|--|--------------------------|---|
| 1    | 2     |                            | *The era of great strife and the fall of the veil                  |                          | 1- Daily written test (COZ)                       |
| 2    |       |                            | *The struggle between the Mahdi and the Muslims over the caliphate | -Lecture and             | 2- Use the method of asking questions and answers |
| 3    |       |                            | The conflict between Al-Musta'in and Hisham Muayyad                | discussion method        | 3- Monthly written test                           |
| 4    |       |                            | The period of rule of the Hamudid dynasty                          | 2- Use the blackboard    | 4- The quarterly written test                     |
| 5    |       |                            | The last days of the Caliphate and the reasons for its fall        | 3- Use illustrative maps |   |
| 6    |       |                            | The situation in Andalusia in the era of the kings                 |                          |   |
| 7    |       |                            | The state of Beni Jahor in Cordoba                                 |                          |   |
| 8    |       |                            | The state of Beni Abbad in Seville                                 |                          |   |
| 9    |       |                            | The state of Bani Dhul-Nun in Toledo                               |                          |   |
| 10   |       |                            | The Beni Ziri state in Granada and Malaga                          |                          |   |
| 11   |       |                            | The state of the Banu al-Aftas in Ptolemy                          |                          |   |
| 12   |       |                            | Andalusia in the Almoravid era                                     |                          |   |
| 13   |       |                            | Andalusia in the Almohad era                                       |                          |   |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 14   |  |  | The Kingdom of Granada, its origins and Marinid Jihad  |  |  |
| 15   |  |  | The conditions of Granada until its fall and conditions of the Morisco Muslims   |  |  |
| 11. Course Evaluation  |  |  |  |  |  |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. |  |  |  |  |  |
| 12. Learning and Teaching Resources  |  |  |  |  |  |
| Required textbooks ( curricular books, if any)   |  |  | 1- The history of Muslims and their effects in Al-Andalus Al-Samarrai<br>2- The history of Andalusia from conquest to fall, Abdul Rahman Al-Hajji  |  |  |
| Main references (source)   |  |  | 1- Quoted from News of the People of Andalusia by Ibn Hayyan Al-Qurtubi<br>2- Al-Bayan al-Maghrib fi Akhbar al-Andalus wa al-Maghrib by Ibn Adhari<br>3- Briefing on the news of Granada by Ibn al-Khatib<br>4- Media works by Ibn al-Khatib |  |  |
| Recommended books and references (scientific journals, reports...)   |  |  |  |  |  |
| Electronic references, websites.   |  |  |  |  |  |

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|--|--|
| <b>1. Course Name:</b>   |  |
| History of Iraq Modern   |  |
| <b>2. Course Code:</b>   |  |
| HIST 301   |  |
| <b>3. Semester / Year:</b>   |  |
| quarterly  |  |
| <b>4. Description Preparation Date:</b>                                    |  |
| 10-2-2024  |  |
| <b>5. Available Attendance Forms:</b>                                      |  |
| Direct attendance in classrooms  |  |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>         |  |
| 2 units  |  |
| <b>7. Course administrator's name (mention all, if more than one name)</b> |  |
| Name: Suhad jasem mohammed<br>Email: Suhad.jasem@uoanbar.edu.iq            |  |
| <b>8. Course Objectives</b>  |  |
| <b>Course Objectives</b>   | <ul style="list-style-type: none"> <li>1- That the student recognizes the importance of Modern history of Iraq.</li> <li>2- That the student understands the impact of Modern history of Iraq.</li> <li>3- Instilling pride in the student in the history of his ancestors</li> <li>4-The student's ability to view and become familiar with its ancient history history of Iraq.</li> </ul> |
| <b>9. Teaching and Learning Strategies</b>                                 |  |
| <b>Strategy</b>  | <ul style="list-style-type: none"> <li>1- That the student recognizes the importance of Modern history of Iraq</li> <li>2- That the student understands the impact of Modern history of Iraq.</li> <li>3- Instilling pride in the student in the history of his ancestors of Iraq</li> </ul>   |

| 10. Course Structure |        |                            |  |                 |                   |
|----------------------|--------|----------------------------|--|-----------------|-------------------|
| Week                 | Hours  | Required Learning Outcomes | Unit or subject name   | Learning method | Evaluation method |
|                      | 2units |                            | <p>1-The origin of the Mongol tribe</p> <p>2- The Mongol invasion of the Islamic world a year 1258.</p> <p>3- Mongol invasion of Iraq.</p> <p>4- Ilkhanid rule in Iraq</p> <p>5-first month exam.</p> <p>6- The general situation in Iraq during the ilkhanid era</p> <p>7- Armed resistance to the Mongol occupation</p> <p>8- The establishment of the jalairi state</p> <p>9- Administration in the jalairi era</p> <p>10- Iraq during the era of QaraQoynalu and Qoynalu control</p> <p>11- Iraq during the era of QaraQoynalu and Qoynalu control</p> <p>12-second month exam</p> <p>13- Safavid occupation of Iraq (1508-1534).</p> <p>14- The origin of the Ottomans.</p> |                 |                   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | <p><b>15- Ottoman system of government</b></p> <p><b>Chapter 2</b></p> <p><b>16- Ottoman expansion towards Iraq</b></p> <p><b>17- Iranian invasions of Iraq(1758-1823)</b></p> <p><b>18- first month exam.</b></p> <p><b>19- European interests in IRAQ</b></p> <p><b>20- European interests in IRAQ</b></p> <p><b>21- Increasing European influence in Iraq</b></p> <p><b>22- The last OTTOMAN era</b></p> <p><b>23- The state of Ali Reda Pasha</b></p> <p><b>24- The Ottoman Tanzimat reform movement</b></p> <p><b>25- European colonial competition over Iraq</b></p> <p><b>26- Intellectual movement and growing national consciousness</b></p> <p><b>27- British occupation of Iraq</b></p> <p><b>28- The importance of Iraq to British policy</b></p> |  |
|--|--|--|---|--|

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| <b>11. Course Evaluation</b>   |  |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. |  |
| <b>12. Learning and Teaching Resources</b>   |  |
| Required textbooks ( curricular books, if any)   | History of Iraq Modern (1258-1918) Dr. Enas saadi Abdallah |
| Main references (source)   | History of Iraq Modern (1258-1918) Dr. Enas saadi Abdallah |
| Recommended books and references (scientific journals, reports...)   |  |
| Electronic references, websites.   |  |

### **Course Description**

|   |
|---|
| <b>1. Course Name:</b>  |
| History of the Abbasid state  |
| <b>2. Course Code:</b>  |
| HIST310 HIST310   |
| <b>3. Semester / Year:</b>  |
| quarterly   |
| <b>4. Description Preparation Date:</b>   |
| The date the description was prepared is 2/10/2024<br>The date of filling the file is 2/10/2024 |
| <b>5. Available Attendance Forms:</b>   |
| Direct attendance in classrooms   |

|  |   |
|--|---|
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>         |   |
| Number of units (total) 3 units  |   |
| <b>7. Course administrator's name (mention all, if more than one name)</b> |   |
| Name: Dr. Anaam Hameed Sharmoot  |   |
| Email: edw.alrauan4@uoanbar.edu.iq   |   |
| <b>8. Course Objectives</b>  |   |
| <b>Course Objectives</b>   | <p><b>That the student knows the history of the country</b></p> <p><b>That the student realizes the importance of the history of the Abbasid state</b></p> <p><b>The student should separate the first Abbasid era from the second Abbasid era</b></p> <p><b>The student should know the most prominent caliphs of the golden age of the Abbasid Caliphate</b></p> <p><b>The student learned about the political role of women in the Abbasid Caliphate</b></p> <p><b>The student learns about the most prominent cultural achievements in the history of the Abbasid state. The student learns about the most prominent movements opposing the Caliphate</b></p> |
| <b>9. Teaching and Learning Strategies</b>                                 |   |
| <b>Strategy</b>  | <p><b>Giving the student a complete idea about the history of the Abbasid state, including the most prominent caliphs</b></p> <p><b>The student should understand the reasons for the transfer of specialization</b></p>  |

|  |   |
|--|---|
|  | <p><b>from the Umayyads to the Abbasids</b></p> <p><b>For the student to know more details about the Abbasid caliphs and their achievements</b></p> <p><b>That the student cannot and is strong in the Abbasid argument</b></p> <p><b>-The student should understand the assassinations and liquidations of the Abbasid caliphs</b></p> |
|--|---|

**10. Course Structure**

**Chapter One**

| <b>Week</b> | <b>Hours</b> | <b>Required Learning Outcomes</b> | <b>Unit or subject name</b>  | <b>Learning method</b>  | <b>Evaluation method</b>                                       |
|-------------|--------------|-----------------------------------|--|---|--|
|             |              |                                   | <p><b>The origin of the Abbasid call</b></p> <p><b>The Abbasid call, its organization, and its Arab nature</b></p> <p><b>Abu Muslim Al-Khorasani</b></p> <p><b>AL-Rawnda</b></p> <p><b>The revolution of the (AL-N ALZakya</b></p> <p><b>Sinbad, Moknaa Building Baghdad</b></p> <p><b>The problem of the Crown Prince</b></p> | <p>1- Giving the lecture</p> <p>2- Use illustrative means such as maps and a data show device</p> <p>3- Questions and answers</p> | <p><b>Direct observation</b></p> <p><b>Tests/exercises</b></p> |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | <p><b>The Nakba of Baramkeh</b></p> <p><b>Kharijite movements</b></p> <p><b>Caliph Al-Mu'tasim Billah</b></p> <p><b>Samarra building</b></p> <p><b>The period of the rule of Caliph Al-Mutawakkil Ali Allah</b></p> <p><b>The period of the rule of Caliph Al-Musta'in Billah</b></p> <p><b>The period of the rule of al-Mu'tadid and al-Mustkfi</b></p> |  |  |
|--|--|--|--|--|--|

### 11. Course Evaluation

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

**Each course has 40 marks (20 for the first and second month exams, including 5 for preparation and the daily exam, and 5 for commitment to attendance).**

### 12. Learning and Teaching Resources

Required textbooks ( curricular books, if any)

**Book of the History of the Abbasid State / by Al-Salabi**

**The book of the first and second Abbasid era / by Shawqi Dhaif**



|  |   |
|--|---|
| Main references (source)   | <b>Full of history Ibn ether</b><br><b>History of the Apostles and Kings / by Al-Tabari</b> |
| Recommended books and references (scientific journals, reports...) | <b>Architecture in the Abbasid era</b>  |
| Electronic references, websites.                                   | History News Network<br>History.com   |

### Course Description

|   |   |
|---|---|
| 1. Course Name:   | History of the Abbasid state  |
| 2. Course Code:   | HIST310 HIST310   |
| 3. Semester / Year:   | quarterly   |
| 4. Description Preparation Date:                            | The date the description was prepared is 2/10/2024<br>The date of filling the file is 2/10/2024 |
| 5. Available Attendance Forms:                              | Direct attendance in classrooms   |
| 6. Number of Credit Hours (Total) / Number of Units (Total) | Number of units (total) 3 units   |

|  |   |
|--|---|
| <b>7. Course administrator's name (mention all, if more than one name)</b> |   |
| Name: Dr. Anaam Hameed Sharmoot<br>Email: edw.alrauan4@uoanbar.edu.iq      |   |
| <b>8. Course Objectives</b>  |   |
| <b>Course Objectives</b>   | <p><b>That the student knows the history of the country</b></p> <p><b>That the student realizes the importance of the history of the Abbasid state</b></p> <p><b>The student should separate the first Abbasid era from the second Abbasid era</b></p> <p><b>The student should know the most prominent caliphs of the golden age of the Abbasid Caliphate</b></p> <p><b>The student learned about the political role of women in the Abbasid Caliphate</b></p> <p><b>The student learns about the most prominent cultural achievements in the history of the Abbasid state. The student learns about the most prominent movements opposing the Caliphate</b></p> |
| <b>9. Teaching and Learning Strategies</b>                                 |   |
| <b>Strategy</b>  | <p><b>Giving the student a complete idea about the history of the Abbasid state, including the most prominent caliphs</b></p> <p><b>The student should understand the reasons for the transfer of specialization from the Umayyads to the Abbasids</b></p> <p><b>For the student to know more details about the Abbasid caliphs and their achievements</b></p> <p><b>That the student cannot and is strong in the Abbasid argument</b></p>  |

**-The student should understand the assassinations and liquidations of the Abbasid caliphs**

## 10. Course Structure

### Second semester

| Week | Hours | Required Learning Outcomes | Unit or subject name   | Learning method  | Evaluation method                                   |
|------|-------|----------------------------|--|--|---|
|      |       |                            | <b>Buyids</b><br><b>Buyid occupation of Iraq</b><br><b>The role of the Buyids in obliterating the Islamic personality</b><br><b>The role of Al-Ayyarān and Al-Shatār in confronting the Buyids</b><br><b>Factors of the weakness and collapse of the Buyid state</b><br><b>Seljuk state</b><br><b>Tughrulbek, founder of the Sojuk states</b><br><b>Seljuk occupation of Baghdad</b><br><b>The position of the</b> | 1- Giving the lecture<br>2- Use illustrative means such as maps and a data show device<br>3- Questions and answers | <b>Direct observation</b><br><b>Tests/exercises</b> |

|  |  |  |   |  |  |
|--|--|--|---|--|--|
|  |  |  | <p><b>Abbasid Caliphate and the people towards Seljuk tyranny</b></p> <p><b>Factors for the collapse of the Seljuk state</b></p> <p><b>Mongols</b></p> <p><b>The Mongols' occupation of Baghdad</b></p> <p><b>Hulakw and the elimination of the Abbasid Caliphate</b></p> <p><b>The fall of the Abbasid Caliphate</b></p> <p><b>Battle of Ain Jalut</b></p> |  |  |
|--|--|--|---|--|--|

## 11. Course Evaluation

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

**Each course has 40 marks (20 for the first and second month exams, including 5 for preparation and the daily exam, and 5 for commitment to attendance).**

## 12. Learning and Teaching Resources

|  |  |
|--|--|
| Required textbooks ( curricular books, if any) | <p><b>Book of the History of the Abbasid State / by Al-Salabi</b></p> <p><b>The book of the first and second Abbasid era / by Shawqi Dhaif</b></p> |
| Main references (source)                       | <p><b>Full of history Ibn ether</b></p> <p><b>History of the Apostles and Kings / by Al-</b></p>   |

|   |  |
|---|--|
|   | <b>Tabari</b>                          |
| Recommended books and references<br>(scientific journals, reports...) | <b>Architecture in the Abbasid era</b> |
| Electronic references, websites.                                      | History News Network<br>History.com    |

### **Course Description**

|   |
|---|
| <b>1. Course Name:</b>  |
| <b>History of ancient Arab countries</b>  |
| <b>2. Course Code:</b>  |
| HIST207   |
| <b>3. Semester / Year:</b>  |
| quarterly   |
| <b>4. Description Preparation Date:</b>   |
| The date the description was prepared is 2/10/2024<br>The date of filling the file is 2/10/2024 |
| <b>5. Available Attendance Forms:</b>   |
| Direct attendance in classrooms   |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>                              |
| Number of units (total) 3 units   |

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

Name: Dr. Anaam Hameed Sharmoot  
 Email: edw.alrauan4@uoanbar.edu.iq

**8. Course Objectives**

|                          |   |
|--------------------------|---|
| <b>Course Objectives</b> | <ul style="list-style-type: none"> <li>• <b>The student should know the geography of the ancient Arab countries</b></li> <li>• <b>That the student realizes the importance of Arab civilizations in ancient countries</b></li> <li>• <b>The student will know the extent of the impact of these civilizations on the entire world</b></li> <li>• <b>For the student to become acquainted with the most prominent monuments left by the civilizations of ancient Arab countries</b></li> </ul> |
|--------------------------|---|

**9. Teaching and Learning Strategies**

|                 |   |
|-----------------|---|
| <b>Strategy</b> | <p><b>For the student to know the importance of the civilizations of the Arab world</b></p> <p>-</p> <ul style="list-style-type: none"> <li>- <b>The student should understand the impact of these civilizations</b></li> <li>- <b>Instilling pride in the student in the civilization of his ancestors</b></li> <li>- <b>For the student to become familiar with the most prominent civilizations of the ancient Arab countries</b></li> </ul> |
|-----------------|---|

**10. Course Structure**  
**Chapter One**

| Week | Hours | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|-------|----------------------------|----------------------|-----------------|-------------------|
|------|-------|----------------------------|----------------------|-----------------|-------------------|

|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  |  | <p>Nile Valley Civilization</p> <p>The most prominent sources for studying the history of Egypt</p> <p>Geographical factors affecting Egyptian civilization</p> <p>prehistoric age</p> <p>The era of the pyramids</p> <p>Fifth dynasty</p> <p>A period of turmoil and decay</p> <p>Hyksos</p> <p>New Kingdom era</p> <p>Tuthmosis III</p> <p>Akhenaten's religious revolution</p> <p>Features of breeds</p> <p>21-30</p> <p>Egyptian achievements in the field of science and mental life</p> <p>The most prominent</p> | <p>1- Giving the lecture</p> <p>2- Use illustrative means such as maps and a data show device</p> <p>3- Questions and answers</p> | <p><b>Direct observation</b></p> <p><b>Tests/exercises</b></p> |
|--|--|--|---|---|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  | administrative jobs<br>in the history of<br>ancient Egypt<br>mummification       |  |  |
| <b>11. Course Evaluation</b>   |  |  |  |  |  |
| Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. |  |  |  |  |  |
| <b>Each course has 40 marks (20 for the first and second month exams, including 5 for preparation and the daily exam, and 5 for commitment to attendance).</b>     |  |  |  |  |  |
| <b>12. Learning and Teaching Resources</b>   |  |  |  |  |  |
| Required textbooks ( curricular books, if any)   |  |  | <b>1- Introduction book to the history of ancient civilizations / Taha Baqir</b> |  |  |
| Main references (source)   |  |  | <b>- The Book of Ancient Egypt / James Becky</b>                                 |  |  |
| Recommended books and references (scientific journals, reports...)   |  |  | <b>Book on the History of the Ancient Levant / Abdul Hakim Thanoun</b>           |  |  |
| Electronic references, websites.   |  |  | <b>History News Network<br/>History.com</b>                                      |  |  |



## Course Description

|   |  |
|---|--|
| <b>1. Course Name:</b>  |  |
| <b>History of ancient Arab countries</b>  |  |
| <b>2. Course Code:</b>  |  |
| HIST207   |  |
| <b>3. Semester / Year:</b>  |  |
| quarterly   |  |
| <b>4. Description Preparation Date:</b>   |  |
| The date the description was prepared is 2/10/2024<br>The date of filling the file is 2/10/2024 |  |
| <b>5. Available Attendance Forms:</b>   |  |
| Direct attendance in classrooms   |  |
| <b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>                              |  |
| Number of units (total) 3 units   |  |
| <b>7. Course administrator's name (mention all, if more than one name)</b>                      |  |
| Name: Dr. Anaam Hameed Sharmoot<br>Email: edw.alrauan4@uoanbar.edu.iq                           |  |
| <b>8. Course Objectives</b>   |  |
| <b>Course Objectives</b>  | <ul style="list-style-type: none"> <li>• The student should know the geography of the ancient Arab countries</li> <li>• That the student realizes the importance of Arab civilizations in ancient countries</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• <b>The student will know the extent of the impact of these civilizations on the entire world</b></li> <li>• <b>For the student to become acquainted with the most prominent monuments left by the civilizations of ancient Arab countries</b></li> </ul> |
|--|---|

**9. Teaching and Learning Strategies**

|                 |   |
|-----------------|---|
| <b>Strategy</b> | <p><b>For the student to know the importance of the civilizations of the Arab world</b></p> <p>-</p> <ul style="list-style-type: none"> <li>- <b>The student should understand the impact of these civilizations</b></li> <li>- <b>Instilling pride in the student in the civilization of his ancestors</b></li> <li>- <b>For the student to become familiar with the most prominent civilizations of the ancient Arab countries</b></li> </ul> |
|-----------------|---|

**10. Course Structure**

**Second semester**

| Week | Hours | Required Learning Outcomes | Unit or subject name   | Learning method                | Evaluation method         |
|------|-------|----------------------------|--|--------------------------------|---------------------------|
|      |       |                            | <b>History of the Levant civilization</b>                                  | 1- Giving the lecture          | <b>Direct observation</b> |
|      |       |                            | <b>The most prominent stages that the Levant civilization went through</b> | 2- Use illustrative means such | <b>Tests/exercises</b>    |

|  |  |  |   |   |  |
|--|--|--|---|---|--|
|  |  |  | <p><b>The impact of the geographical region on the civilization of the Levant</b></p> <p><b>The most prominent features of the Stone Age</b></p> <p><b>Sources for studying the history of the Levant</b></p> <p><b>Amorites</b></p> <p><b>Canaanites</b></p> <p><b>Arameans</b></p> <p><b>The most important characteristics of the Aramaic era</b></p> <p><b>Hebrews</b></p> <p><b>Carthaginians</b></p> <p><b>Princess Alisa, founder of the city of Carthage</b></p> <p><b>Carthaginian-Roman conflict</b></p> <p><b>Colonial rule</b></p> <p><b>Achaemenid, Greek and Roman occupati</b></p> | <p>as maps and a data show device</p> <p>3- Questions and answers</p> |  |
|--|--|--|---|---|--|

**11. Course Evaluation**

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

**Each course has 40 marks (20 for the first and second month exams, including 5 for preparation and the daily exam, and 5 for commitment to attendance).**

|  |  |
|--|--|
| <b>12. Learning and Teaching Resources</b>                         |  |
| Required textbooks ( curricular books, if any)                     | <b>1- Introduction book to the history of ancient civilizations / Taha Baqir</b> |
| Main references (source)   | <b>- The Book of Ancient Egypt / James Becky</b>                                 |
| Recommended books and references (scientific journals, reports...) | <b>Book on the History of the Ancient Levant / Abdul Hakim Thanoun</b>           |
| Electronic references, websites.                                   | History News Network<br>History.com  |

### **Course Description**

|   |   |
|---|---|
| <b>49. Course Name:</b>   | History of the Arabs before Islam   |
| <b>50. Course Code:</b>   | HIST102   |
| <b>51. Semester / Year:</b>   | First course  |
| <b>52. Description Preparation Date:</b>                                    | Date of preparation of the description 10/2/2024 Date of filling out the file 10/2/20 |
| <b>53. Available Attendance Forms:</b>                                      |   |
| <b>54. Number of Credit Hours (Total) / Number of Units (Total)</b>         |   |
| <b>55. Course administrator's name (mention all, if more than one name)</b> | Name: Dr. Khaled Ahmed Saleh<br>Email: edw.khaled_3120@uoanbar.edu.iq                 |
| <b>56. Course Objectives</b>  |   |
| <b>Course Objectives</b>  | • • Providing students v  |

|  |  |
|--|--|
|  | <p>basic skills in teaching history<br/> various eras..... Prepar<br/> teachers at a level<br/> competence and ability<br/> provide schools with what t<br/> need from history teachers</p> <ul style="list-style-type: none"> <li>..... . Training researchers<br/> history with qualifications<br/> complete higher educat<br/> stages (Master / PhD)</li> </ul> |
|--|--|

57. Teaching and Learning Strategies

|                 |  |
|-----------------|--|
| <b>Strategy</b> | Theoretical lectures Research Projects |
|-----------------|--|

58. Course Structure

| Week | Hours        | Required Learning Outcomes | Unit or subject name | Learning method | Evaluation method |
|------|--------------|----------------------------|----------------------|-----------------|-------------------|
| 1    | 3            |                            | Sources for t        |                 |                   |
| 2    |              | study of t                 |                      |                 |                   |
| 3    |              | history of t               |                      |                 |                   |
| 4    |              | Arabs befo                 |                      |                 |                   |
| 5    |              | Islam                      |                      |                 |                   |
| 6    |              | Semites                    |                      |                 |                   |
| 7    |              | Geography                  |                      |                 |                   |
| 8    |              | the Arabian                |                      |                 |                   |
| 9    |              | Peninsula                  |                      |                 |                   |
| 10   |              | Political life             |                      |                 |                   |
| 11   |              | the Arabs befo             |                      |                 |                   |
| 12   |              | Islam                      |                      |                 |                   |
| 13   |              | Arab classes               |                      |                 |                   |
| 14   |              | The countr                 |                      |                 |                   |
| 15   |              | that we                    |                      |                 |                   |
|      | established  |                            |                      |                 |                   |
|      | Yemen        |                            |                      |                 |                   |
|      | The designat |                            |                      |                 |                   |
|      | state        |                            |                      |                 |                   |
|      | The Qataba   |                            |                      |                 |                   |
|      | state        |                            |                      |                 |                   |

|  |  |  |   |  |
|--|--|--|---|--|
|  |  |  | The Hadra<br>state<br>The Sabaya sta<br>The Himyar<br>state<br>The fi<br>Abyssinian<br>occupation<br>The seco<br>Abyssinian<br>Abraha<br>Habashi<br>campaign<br>Mecca<br>Persian cont<br>over Yemen |  |
|--|--|--|---|--|

### 59. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. The first monthly exam of 15 + 5 grades Daily exam = 20 and the second month as well = 40 and the end of the course score of 60 becomes the final grade = 100

### 60. Learning and Teaching Resources

|  |   |
|--|---|
| Required textbooks ( curricular books, if any)                     | Rashid Al-Jumaili, History Arabs the pre-Islamic era                      |
| Main references (source)   | - Saleh Ahmed - lectures on the history of the Arabs before Islam         |
| Recommended books and references (scientific journals, reports...) | Hashem Yahya - the mediator the history of the Arabs before Islam History |
| Electronic references, websites.                                   |   |

## Course Description

|   |   |
|---|---|
| 61. Course Name:  |   |
| History of the Arabs before Islam   |   |
| 62. Course Code:  |   |
| HIST102   |   |
| 63. Semester / Year:  |   |
| second course   |   |
| 64. Description Preparation Date:   |   |
| Date of preparation of the description 10/2/2024 Date of filling out the file 10/2/20 |   |
| 65. Available Attendance Forms:   |   |
|   |   |
| 66. Number of Credit Hours (Total) / Number of Units (Total)                          |   |
| 157   |   |
| 67. Course administrator's name (mention all, if more than one name)                  |   |
| Name: Dr. Khaled Ahmed Saleh<br>Email: edw.khaled_3120@uoanbar.edu.iq                 |   |
| 68. Course Objectives   |   |
| Course Objectives   | <ul style="list-style-type: none"> <li>• Providing students with basic skills in teaching history of various eras..... Preparation of teachers at a level of competence and ability to provide schools with what is needed from history teachers</li> <li>• ..... Training researchers in history with qualifications to complete higher education stages (Master / PhD)</li> </ul> |
| 69. Teaching and Learning Strategies  |   |
| Strategy  | Theoretical lectures Research Projects  |
| 70. Course Structure  |   |

| Week | Hours | Required Learning Outcomes  | Unit or subject name | Learning method | Evaluation method |
|------|-------|---|----------------------|-----------------|-------------------|
| 1    | 3     |   | The country          |                 |                   |
| 2    |       | that we   |                      |                 |                   |
| 3    |       | established   |                      |                 |                   |
| 4    |       | the desert  |                      |                 |                   |
| 5    |       | Damascus a  |                      |                 |                   |
| 6    |       | Iraq  |                      |                 |                   |
| 7    |       | The state of t  |                      |                 |                   |
| 8    |       | Nabataean   |                      |                 |                   |
| 9    |       | State of Palmy  |                      |                 |                   |
| 10   |       | State of t  |                      |                 |                   |
| 11   |       | Ghassanids  |                      |                 |                   |
| 12   |       | Civilization  |                      |                 |                   |
| 13   |       | Manathira   |                      |                 |                   |
| 14   |       | Battle of Dhi Q   |                      |                 |                   |
| 15   |       | Kingdom<br>Kinda<br>Cities of Hijaz<br>Mecca Econon<br>life in Mecca<br>Yathrib<br>residents<br>Yathrib<br>Taif<br>Religious a<br>social life<br>among t<br>Arabs |                      |                 |                   |

### 71. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports,...etc. The first monthly exam of 15 + 5 grades Daily exam = 20 and the second month as well = 40 and the end of the course score of 60 becomes the final grade = 100

### 72. Learning and Teaching Resources

|  |   |
|--|---|
| Required textbooks ( curricular books, if any)                     | Rashid Al-Jumaili, History Arabs the pre-Islamic era              |
| Main references (source)   | - Saleh Ahmed - lectures on the history of the Arabs before Islam |
| Recommended books and references (scientific journals, reports...) | Hashem Yahya - the mediator the history of the Arabs before       |



|                                  |              |
|----------------------------------|--------------|
|                                  | IslamHistory |
| Electronic references, websites. |              |

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|--|--|
| <b>32. : Course Name</b>   |  |
| Modern history of the Arab countries   |  |
| <b>33. Course Code</b>   |  |
| HIST 205   |  |
| <b>34. Semester/year</b>   |  |
| quarterly  |  |
| <b>35. description was prepared The date this</b>  |  |
| AD ٢٠٢٤-١٠-٢٠ Date of filling the file:  | AD ٢٠٢٤-١٠-٢٠ Date of preparing the description: |
| <b>36. Available attendance forms</b>  |  |
| Direct attendance in classrooms  |  |
| <b>37. (number of units (total\Number of study hours (total)</b>   |  |
| (Number of units (total) 2 units   |  |
| <b>38. (Name of the course administrator (if more than one name is mentioned</b>   |  |
| Name: Abrar Mahmoud Saleh  |  |
| Email: abrar.mahmood@uoanbar.edu.iq  |  |
| <b>39. Course objectives</b>   |  |
| <ul style="list-style-type: none"> <li>1- That the student understands the history of the Arab world during the period of Ottoman rule.</li> <li>2- To know the importance of the strategic location of the Arab countries , which made them the focus of the ambitions of European</li> </ul> | Objectives of the study subject                  |

|   |  |
|---|--|
| <p>powers.</p> <ul style="list-style-type: none"> <li>• 3- Id know how weak the Ottoman Empire had become and how unable it had become to respond to the European attacks on the Arab countries.</li> <li>• 4- That the student gets to know the most important European powers and their ambitions in the Arab countries.</li> <li>• 5- the student understands the circumstances that helped bring the Arab countries under foreign occupation.</li> <li>• 6- That the student gets to know the most important national movements that emerged to resist foreign occupation.</li> <li>• -V familiar with the most important .renewal movements in the Arab countries</li> </ul> |  |
|---|--|

40. Teaching and learning strategies

|   |              |
|---|--------------|
| <p><b>Giving the student a complete idea of the modern history of the Arab countries and the stage it went through</b></p> <p>political, social and economic conditions of the Arab countries Studying the –</p> <p>For the student to become familiar with the most important renewal movements in the Arab .countries</p> | The strategy |
|---|--------------|

Modern history of the Arab countries :Course structure

2- Chapter one

| Evaluation method                           | Learning method  | Name of the unit or topic   | Required learning outcomes | hours   | the week |
|---|--|---|----------------------------|---------|----------|
| <p>Direct observation .exercises/ tests</p> | <p>Lectures meeting A -١</p> <p>Use a map to explain the course of events and Questions -٢ answers</p> <p>sessions Discussion -٤</p> <p>-Use the role -٥ exchange method</p> | <p>The Ottoman administration of the Arab countries</p> <p>Ottoman control and its administrative arrangements in the Levant</p> <p>over Egypt Ottoman control and its administrative structures in Egypt</p> <p>Ottoman control of the Hijaz</p> <p>Ottoman control of Yemen</p> <p>The Ottoman campaign ١٨٤٩ against Yemen in</p> |                            | ٣ hours |          |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | <p>Ottoman control over Iraq and its administrative arrangements</p> <p>Ottoman control of the Arabian Gulf</p> <p>Ottoman control over the countries of the Maghreb</p> <p>The Spanish conquest of Algeria, Tripoli and Tunisia</p> <p>French conflict -The Anglo in the eighteenth century</p> <p>The French campaign ١٧٩٨ against Egypt in</p> <p>The French occupation of ١٨٣٠ Algeria in</p> <p>resistance to Algerian Arab the French occupation</p> <p>The French occupation of the Maghreb and popular bargaining</p> |  |  |  |
|--|--|---|--|--|--|

**41. Course evaluation**

according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and ١٠. Distribution of grades out of ٥ minutes for the first and second month exams/including ٢٠)grades ٤٠. For each course, ٥٠. written exams, reports, etc (minutes for commitment to attendance ٥ minutes for preparation and daily exams,

**42. Learning and teaching resources**

|   |   |
|---|---|
| History of the Arab World in the -Dr. Ibrahim Khalil Ahmed: ١٩١٦-١٥١٦ Ottoman Era . | Methodology, if ) Required prescribed books (any                              |
| Ghunaimi: Modern Arab History-Sheikh Raafat Al-                                     | (Main references (sources   |
|   | books and supporting Recommended (...references (scientific journals, reports |
| Nothing   | references, websites Electronic   |

**43. : Course Name**

|   |  |
|---|--|
| <b>Modern history of the Arab countries</b>   |  |
| <b>44. Course Code</b>  |  |
| HIST 205  |  |
| <b>45. Semester/year</b>  |  |
| quarterly   |  |
| <b>46. The date this description was prepared</b>   |  |
| AD ٢٠٢٤-١٠-٢٢   | Date of preparing the description: AD ٢٠٢٤-١٠-٢٢ |
| <b>47. Available attendance forms</b>   |  |
| Direct attendance in classrooms   |  |
| <b>48. (number of units (total)\Number of study hours (total)</b>   |  |
| units ٣ (Number of units (total   |  |
| <b>49. (Name of the course administrator (if more than one name is mentioned</b>  |  |
| Name: Abrar Mahmoud Saleh   |  |
| Email: abrar.mahmood@uoanbar.edu.iq   |  |
| <b>50. Course objectives</b>  |  |
| <ul style="list-style-type: none"> <li>• That the student understands the history of the Arab countries during - ١ .the period from the seventeenth century until the nineteenth century</li> <li>• to know the most important challenges that That the student gets -٢ .faced the Arab countries during that period</li> <li>• That the student knows the most important national movements that -٣ .emerged in that period</li> <li>• That the student understands the developments that occurred in the -٤ .countries during that period Arab</li> <li>• That the student recognizes the results of colonial exploitation of Arab -٥ .countries</li> <li>• For the student to learn about the beginnings of the national -٦ .movement and its achievements</li> <li>• tional MovementIdentify the results achieved by the Na -٧</li> </ul> |  |
| .٥١   |  |
| The strategy  |  |

| Modern history of the Arab countries :Course structure |   |  |                            |         |          |
|--|---|--|----------------------------|---------|----------|
| Chapter II   |   |  |                            |         |          |
| Evaluation method                                      | Learning method   | Name of the unit or topic  | Required learning outcomes | hours   | the week |
| observation Direct<br>.exercises/ tests                | <b>Lectures meeting A - ١</b><br><b>Use a map to explain the course of events</b><br><b>and Questions - ٢</b><br><b>answers</b><br><b>sessions Discussion - ٤</b><br><b>-Use the role - ٥</b><br><b>exchange method</b> | movement Sanusi<br>The development of the Senusi movement<br>Mahdist movement<br>Principles of the Mahdist movement and its goals<br>The National Movement in Egypt<br>British intervention in ١٨٩٨ Sudan<br>Trends of the modern Renaissance movement in the Arab world<br>gious trend Reformist reli<br>National religious trend<br>Progressive social trend<br>Pure national trend<br>Reforms of Muhammad Ali Pasha<br>The Ottoman organizations and their impact on Iraq and the Levant<br>Constitutional ١٩٠٨ The Revolution and its repercussions on the nationalist emergence of movements<br>Thought crystallized towards decentralized governance in the Arab |                            | ٢ hours |          |

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|--|--|---|--|--|--|
|  |  | states  |  |  |  |
| <b>52. Course evaluation</b>   |  |   |  |  |  |
| according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and ١٠. Distribution of grades out of ٢٠ minutes for the first and second month exams/including ٢٠)grades ٤٠. For each course, ١٠. written exams, reports, etc (minutes for commitment to attendance ٥ minutes for preparation and daily exams, |  |   |  |  |  |
| <b>53. Learning and teaching resources</b>   |  |   |  |  |  |
| 1-   | Dr. Ibrahim Khalil Ahmed: The history of the Arab ١٩١٦-١٥١٦ world in the Ottoman era . | Methodology, if ) Required prescribed books (any                              |  |  |  |
| History of the Modern Arab World , Dr. Muhammad Muzaffar Adhami-Al   |  | (Main references (sources   |  |  |  |
|  |  | books and supporting Recommended (...reports ,references (scientific journals |  |  |  |
| Nothing  |  | Electronic references, websites   |  |  |  |

|  |
|--|
| 1. Course name: The Age of Prophethood and the Rightly Guided Caliphate  |
| 2. code Course HIST103   |
| 3. AD ٢٠٢٤-٢٠٢٣ year / semester First + second   |
| 4. ٢٠٢٤/١٠/٢ description was prepared was The date this  |
| 5. Available attendance forms .A   |
| 6. ٣ (Number of study hours (total)/number of units (total   |
| 7. if more than one name is ) Name of the course administrator (mentioned  |
| Name: Rezab Hatem Yassin<br><a href="mailto:edw.readabhateem_74@uoanbar.edu.iq">edw.readabhateem_74@uoanbar.edu.iq</a> Email |

|  |                        |                                  |                                   |  |                 |
|--|------------------------|----------------------------------|-----------------------------------|--|-----------------|
| <b>8. objectives Course</b>  |                        |                                  |                                   |  |                 |
| <b>Cognitive objectives –A</b><br><b>Remembering and understanding:</b> The student remembers and understands the entirety of the historical material related to the era of Prophet and the Rightly Guided Caliphate, and through that she becomes qualified to (explain, know, summarize, interpret, infer, conclude) what is related to this material<br><b>Analysis:</b> The student should analyze and understand the entirety of the historical material related to the era of the Prophet and the Rightly Guided Caliphate, and through that, she will become qualified to (partition, distinguish, choose, separate)<br><b>Evaluation:</b> The student must study the entire historical material related to the era of the Prophet and the Rightly Guided Caliphate, and through that, she will become qualified to (criticize, evaluate, judge) (decide, conclude)<br><b>Skill objectives specific to the course –B</b><br>The student should discuss the events of the era of the Prophet and the Rightly Guided Caliphate on a clear critical basis<br>Urging the student to write research and reports on the subject of the course |                        |                                  |                                   | <b>Objectives of the student subject</b> |                 |
| <b>9. Teaching and learning strategies</b>   |                        |                                  |                                   |  |                 |
| Giving lectures through explanation and clarification -\ educational means (educational films, video lecture , Using illustrations on the blackboard<br>Encouraging and motivating the student to review the library as one of the learning methods<br>Encouraging the discussion of historical events according to scientific research methods  |                        |                                  |                                   | <b>The strategy</b>                      |                 |
| <b>10. first semester Course structure</b>   |                        |                                  |                                   |  |                 |
| <b>Evaluation method</b>   | <b>Learning method</b> | <b>Name of the unit or topic</b> | <b>Required learning outcomes</b> | <b>hours</b>                             | <b>the week</b> |

| <b>structure : first semester</b> |                        |   |                                   |              |                   |
|-----------------------------------|------------------------|---|-----------------------------------|--------------|-------------------|
| <b>Evaluation method</b>          | <b>Teaching method</b> | <b>Name of the unit/topic</b>   | <b>Required learning outcomes</b> | <b>hours</b> | <b>the week</b>   |
| <b>Monthly and daily tests</b>    |                        | <b>Geography of the Arabian Peninsula</b>   |                                   | <b>٣</b>     | <b>the first</b>  |
| <b>Monthly and daily tests</b>    |                        | <b>The Prophet's marriage to Khadija bint Khuwaylid and the construction of the Kaaba</b> |                                   | <b>٣</b>     | <b>the second</b> |
| <b>Monthly and daily tests</b>    |                        | <b>Muhammad's culture and marital life before the mission</b>                             |                                   | <b>٣</b>     | <b>the third</b>  |
| <b>Monthly and daily tests</b>    |                        | <b>The revelation came to the Messenger</b>   |                                   | <b>٣</b>     | <b>the fourth</b> |
| <b>Monthly and daily tests</b>    |                        | <b>The secret of the call and the first believers</b>                                     |                                   | <b>٣</b>     | <b>Fifth</b>      |
| <b>Monthly and daily tests</b>    |                        | <b>to Migration Abyssinia</b>   |                                   | <b>٣</b>     | <b>VI</b>         |
| <b>Monthly and daily tests</b>    |                        | <b>Social and economic boycott of Bani Hashim</b>   |                                   | <b>٣</b>     | <b>Seventh</b>    |
| <b>Monthly and daily tests</b>    |                        | <b>The end of the boycott and his attempt to spread the message in Taif</b>               |                                   | <b>٣</b>     | <b>VIII</b>       |
| <b>Monthly and daily tests</b>    |                        | <b>The First and Second Pledge of Aqaba</b>   |                                   | <b>٣</b>     | <b>Ninth</b>      |
|                                   |                        | <b>Migration to Medina</b>  |                                   | <b>٣</b>     | <b>The tenth</b>  |



|                                |  |   |  |   |                   |
|--------------------------------|--|---|--|---|-------------------|
| <b>Monthly and daily tests</b> |  |   |  |   |                   |
| <b>Monthly and daily tests</b> |  | <b>Building the Islamic community in Medina and the most important works of the Messenger</b>                                       |  | ۳ | <b>eleventh</b>   |
| <b>Monthly and daily tests</b> |  | <b>The Prophet's conquests</b>  |  | ۳ | <b>twelveth</b>   |
| <b>Monthly and daily tests</b> |  | <b>The Great Battle of Badr</b>   |  | ۳ | <b>Thirteenth</b> |
| <b>Monthly and daily tests</b> |  | <b>The Messenger's position on the Jews of Medina</b>   |  | ۳ | <b>fourteenth</b> |
| <b>Monthly and daily tests</b> |  | <b>The conquest of Mecca, the call of the Islam, the kings to farewell pilgrimage, and the pledge of allegiance to the Almighty</b> |  | ۳ | <b>Fifteenth</b>  |

|   |   |
|---|---|
| <b>Infrastructure</b>   |   |
| <b>The Biography of the Prophet and the Rightly Mallah-Guided Caliphate/Hashim Yahya Al</b> | <b>Required prescribed books - ۱</b>                                      |
| <b>The Great Classes/Ibn Saad</b>   | <b>(sources) Main references - ۲</b>                                      |
| <b>Sealed Nectar</b>  | <b>Recommended books and references (...scientific journals, reports)</b> |

**History News Network**

**History.com**

**Electronic references, Internet -B  
...sites**



