

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



# Academic Program and Course Description

2026

## :the introduction

The educational program is an integrated system that represents a coordinated and organized package of courses and academic and applied activities, designed according to a clear vision and specific goals that seek to prepare graduates who possess the edge, skills and professional values that qualify them to knowl effectively integrate into the labor market and serve the The program is not limited to presenting study . community materials only, but includes educational procedures and experiences that are organized in an theoretical and practical interconnected manner that ensures the achievement of the targeted learning outcomes, and the building of a balanced academic and professional personality for the student.

eview and The academic program is subject to periodic r evaluation annually through approved quality assurance mechanisms, whether through internal audit procedures implemented by the relevant committees in the educational institution, or through external audits such as the external with the aim of identifying and enhancing ,examiner program strengths, addressing weaknesses, and keeping pace with scientific developments and the evolving requirements of the labor market.

The academic program description serves as a fundamental ding a concise and accurate overview reference document, provi of the program's characteristics, objectives, learning outcomes, and course content. It outlines the cognitive, practical, and research skills students are expected to acquire, aligning with the This . d academic accreditation standardsinstitution's mission an description is crucial as it forms the cornerstone of program accreditation and quality assurance procedures, and serves as an organizational and guiding tool for both faculty and students. ate in its preparation and development Faculty members collabor under the supervision of departmental academic committees, ensuring a comprehensive and accurate academic vision.

This second edition of the guide includes an updated description of its vocabulary and of the academic program, after reviewing paragraphs in light of the developments and changes in the educational system in Iraq, and the updates it has witnessed in curricula, evaluation mechanisms, and quality and accreditation. Great importance is placed on the requirements of writing descriptions of academic programs and courses accurately and systematically, due to its pivotal role in organizing the educational process, achieving transparency, and ensuring the improvement of the level of academic performance in line with national and international standards.

Head of the History Department

:Terminology Concepts and

academic program description Academic Program Description: The

objectives, provides a concise summary of its vision, mission, and including an accurate description of the targeted learning outcomes according to specific learning strategies

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

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

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

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

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

A consistent set of knowledge, skills, and values :Learning outcomes acquired by the student after the successful completion of the academic he learning outcomes for each course must be defined in a program. T .way that achieves the program's objectives

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

## Template Description Program Academic

Muthanna University-AI :University Name

College of Education for Humanities :College/Institute  
of History Academic Department: Department  
Academic or professional program name: Bachelor's  
History Final degree title: Bachelor of  
Academic system: Annual system  
2026-2025 :Description prepared date  
2025 , October 15 :Date the file was completed

: التوقيع

اسم المعاون العلمي: ا.د لطيف كامل كليوي

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التاريخ : 2025/10/19

The file was reviewed by  
Quality Assurance and University Performance Division  
Name of the Director of the Quality Assurance and  
Hussein Nashinsh Ali .Dr :University Performance Division  
: the date  
: the signature

Dean's approval

Prof. Dr. Basem Khairi Khodair  
the date

:

## 1. Vision Program

- the Studying the past to understand the present and anticipate future, and combining authenticity and modernity, is done by graduating students who are aware and believe in the historical importance of Iraq
- Excellence at the local and regional levels, and elevating Iraq, the .nced level among nationsland of ancient civilizations, to an adva
- Keeping up with the demands of the labor market and updating .curricula according to those demands
- To promote scientific research and rigorous historical studies, and l to encourage students to think critically and analyze historica .events scientifically
- To consolidate the values of national belonging and cultural identity and to develop a sense of responsibility among students to .serve society and build the future of Iraq

## 2. Program message

- .educational experiences Providing students with unique
- graduate to meet the needs of the Preparing a highly qualified .labor market
- research in the field of historical studies Preparing outstanding .and directing scientific research to serve and advance society
- .thinking skills among students Enhancing creativity and
- Developing students' abilities to use modern technologies and .digital information sources in historical research and study
- Strengthening scientific partnerships with academic and cultural aq to exchange experiences and institutions inside and outside Ir .knowledge
- Supporting scientific and cultural activities that contribute to shaping students' personalities and developing their dialogue and .teamwork skills
- Preparing students for active participation in scientific .conferences and seminars locally and regionally
- Establishing the principles of scientific integrity and academic .ethics in research and study

## 3. Program objectives

- Preparing teachers who are scientifically and pedagogically according to the qualified to teach in secondary schools .requirements of the labor market
- .Developing students' practical research skills
- .Preparing students to become graduate student projects
- .reparing specialized personnel for field work in various stateP .related to his specialization institutions
- .Achieving sustainable development and its main goals
- Preparing academic staff capable of employing modern curricula .rchin teaching and scientific resea
- Developing students' critical analysis and historical thinking skills to enhance their ability to understand different events and .phenomena
- Enhancing communication between the department and the serve community through scientific and cultural programs that .national issues
- Enabling students to use and analyze original historical sources .according to systematic scientific principles
- Supporting innovation in teaching and research methods to keep .pace with modern scientific and cognitive developments
- .reparing students to work in cultural, media and research fields P .related to their specialization

#### 4. Program accreditation

The program has not yet received program accreditation, and the requirements of department is serious about fulfilling the accreditation the program accreditation boards in colleges of education and basic .education

#### 5. Other external influences

The Ministry of Higher Education and Scientific Research, in coordination with the Directorate of Education in Muthanna, as employers of the program's graduates

#### 6. Program structure

comments *	Percentage	Study unit	Number of courses	Program structure
essential	11.56%	20	6	Institutional requirements
essential	18.50%	32	8	College requirements
essential	69.94%	121	30	Department requirements
-	-	4	1	Summer training
-	-	-	-	Other

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

Program Description .7

Credit Hours			Course name	Course code	Year / Level
Number of units	practical	theoretical			202 /6 First Phase
6	0	3	History of Europe in the Middle Ages	EH101	
4	0	2	History of the Arabs before Islam	EH102	
2	0	1	and human rights Democracy	EH103	
2	0	1	Arabic	EH104	
6	0	3	History of the era of the Prophet and the Rightly Guided Caliphate	EH105	
4	2	0	Calculators	EH106	
4	0	2	Educational and Developmental Psychology	EH107	
4	0	2	Ancient Iraqi history	EH108	
4	0	2	General Geography	EH109	
2	0	2	Principles of Education	EH110	
2	1	0	English language	EH111	
2	0	1	Professional ethics	EH112	
Credit Hours			Course name	Course code	Year / Level
Number of units	practical	theoretical			202 /6 Phase Two

6	0	3	of the ancient Arab countries History	EH201	
4	0	2	History of ancient world civilizations	EH202	
4	0	2	History of the Umayyad State	EH203	
4	0	2	History of Andalusian Civilization	EH204	
6	0	3	History of Renaissance Europe	EH205	
4	0	2	modern Arab countries History of the	EH206	
2	0	1	English language	EH207	
4	0	2	Educational Psychology	EH208	
4	0	2	Educational Administration	EH209	
4	0	2	Geography of the Arab World	EH210	
4	0	2	Calculators	EH211	
4	0	2	Historical research methodology	EH212	
2	0	1	Ba'ath Party crimes	EH213	
2	0	1	Arabic	EH214	
Credit Hours			Course name	Course code	Year / Level
Number of units	practical	theoretical			202 /6 Phase Three
6	0	3	History of the Abbasid State	EH301	
6	0	3	History of Islamic Civilization	EH302	
4	0	2	Modern History of Iraq	EH303	
4	0	2	History of modernization in Islamic countries	EH304	
4	0	2	Modern Asian History	EH305	
4	0	2	History of Europe in the 19th Century	EH306	
4	0	2	Philosophy of History	EH307	
4	0	2	teaching methods Curricula and	EH308	
4	0	2	Guidance and mental health	EH309	
4	0	2	Geography of Iraq	EH310	
Credit Hours			Course name	Course	Year /

				code	Level
Number of units	practical	theoretical			202 /6 Phase Four
6	0	3	Contemporary History of Iraq	EH401	
4	0	2	Contemporary world history	EH402	
6	0	3	Contemporary Arab history	EH403	
4	0	2	History of Islamic States	EH404	
4	0	2	Measurement and evaluation	EH405	
4	1	2	Viewing and applying	EH406	
4	0	2	Graduation project	EH407	
4	0	2	Americas History of the	EH408	
4	0	2	English texts	EH409	

8. For the program Expected learning outcomes of Knowledge Pain	
<p><b>historical knowledge Understanding . -1</b> : Comprehensive knowledge of historical concepts and events in different eras, with the ability to employ them in the field of specialization.</p> <p><b>Developing historical thinking -2</b> : Acquiring the ability to analyze the causes and consequences of historical events, to draw lessons from them, and to use historical logic to connect events.</p> <p><b>Research and documentation -3:</b> To become familiar with the most appropriate study and research, and methods of historical to be able to use documents, manuscripts, museums, and maps as sources of knowledge</p>	Cognitive objectives

**Linking history to reality -4:** The ability to study old and new global problems by going back to their historical roots, and societies were formed understanding how s.

**Cultural and civilizational awareness -5**  
: Understanding heritage and passing it on from one generation to the next, getting to know the world's civilizations and their diversity, and taking pride in cultural identity

**al preparation Profession -6:** Qualifying students to teach history using modern methods, and the ability to plan and evaluate education.

**Awareness of the historical method -7**  
: Reconciling theoretical trends with scientific reality in historical research

Skills

Skills objectives

- **Research and analysis skills:** The ability to use scientific research tools, analyze historical documents, and interpret historical events and their causes.
- **Teaching and educational skills**  
: Preparing qualified personnel to teach history, using modern teaching strategies and methods.
- **Cognitive and intellectual skills**  
: Understanding historical developments, grasping chronology, and comprehending historical disciplines (ancient, Islamic, modern)
- **Critical thinking skills:** Enhancing the ability to critique, compare, and deal with conflicting historical interpretations.
- **ractical skillsP:** Linking historical

Skills objectives

<p>theories with practical reality, and developing a spirit of citizenship.</p> <ul style="list-style-type: none"> <li>• <b>Advanced research skills:</b> Developing intellectual and research skills to prepare students for postgraduate studies.</li> </ul>	
<p>Values</p>	
<p>Discussion -1  Task analysis -2  -3Problem solving  Content analysis -4  Cooperative education -5  Brainstorming -6</p>	<p>methods Assessment</p>
<ol style="list-style-type: none"> <li>1. <b>identity and patriotism Strengthening</b>  : Developing a sense of belonging, pride in national, Arab and Islamic history, and awareness of the civilizational role of the nation.</li> <li>2. <b>Appreciation of human heritage:</b> To instill in the student the values of respect for human cultural heritage and an understanding of the development of societies.</li> <li>3. <b>Objectivity and scientific integrity</b>  : Promoting ethical values in historical research, such as scientific integrity, g prejudice, and respecting avoidin historical facts.</li> <li>4. <b>Awareness of civic responsibility</b>  : Developing political awareness, community participation, and understanding the relationship between the past, present, and future.</li> <li>5. <b>Respect for diversity and cultural geexchan:</b> Understanding the dimensions of cultural interaction between peoples and rejecting prejudice based on color,</li> </ol>	<p>-Affective and value based goals</p>

<p>religion, or gender.</p> <p><b>6. Developing historical imagination and empathy:</b> The student's ability to visualize historical events and understand positions of historical figures within the their chronological context</p>	
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**9. Teaching and learning strategies**

<p>Strategies and methods of teaching and learning adopted in the implementation of the program in general</p> <ul style="list-style-type: none"> <li>- in history Preparing research</li> <li>- through modern visual aids Explanation and clarification</li> <li>- learning method-the self Adopting</li> <li>- method Adopting the lecture, questioning, and discussion</li> <li>- Lecture</li> <li>- brainstorming</li> <li>- Reciprocal teaching</li> <li>- Using the display screen and audio devices</li> </ul>
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**10. Assessment methods**

<ul style="list-style-type: none"> <li>- .The direct method of asking and answering questions in a lecture</li> <li>- .Surprise and expected daily exams</li> <li>- Evaluating research and assessing its writing in terms of style, expression, and .spelling</li> <li>- Asking questions to measure listening and attention</li> <li>- .ticipate in evaluating the performance of their fellow studentsStudents par</li> <li>- .Monthly or term exams</li> <li>- . Final theoretical exams</li> </ul>
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**11.Faculty**

Faculty members						
Faculty preparation		Special requirements (skills (if any/		Specialization		academic rank
lecturer	angel			private	general	
	Yes			Modern and	date	Prof. Dr. Mutab

				contemporary history		Khalaf Jaber
	Yes			Modern and contemporary history	date	Prof. Dr. Hussein Kamel Jaber
	Yes			Islamic history	date	Prof. Dr. Abbas Fadl Hussein
	Yes			Modern and contemporary history	date	Prof. Dr. Asaad Hamid Abu Shanna
	Yes			Islamic history	date	Mr. Dr . Iyad Kazem Rajeh
	Yes			Modern and contemporary history	date	Prof. Dr. Wael Jabbar Joudah
	Yes			teaching methods	date	Prof. Dr. Ibtisam Alwan Shafiq
	Yes			Islamic history	date	Prof. Dr. Haider Hussein Majeed
	Yes			Islamic history	date	Prof. Dr. Salam Jabbar Munshid
	Yes			Islamic history	date	Prof. Dr. Ali Manfi Sharad
	Yes			Islamic history	date	Prof. Dr. Zahraa Mohsen Hassan
	Yes			Modern and contemporary history	date	Prof. Dr. Montaser Hassan Daherab
	Yes			Modern and contemporary history	date	Dr. Ahmed Ibrahim Mohammed
	Yes			Teaching	date	Dr. Muhammad

				<b>methods</b>		<b>Kadhim Muhsin</b>
	<b>Yes</b>			<b>Modern and contemporary history</b>	<b>date</b>	<b>Dr. Rasha Jamil Alwan</b>
	<b>Yes</b>			<b>Modern and contemporary history</b>	<b>date</b>	<b>Dr. Maha Mazhar Kani</b>
	<b>Yes</b>			<b>Modern and contemporary history</b>	<b>date</b>	<b>Dr. Muhammad Hamouz Lafteh</b>
	<b>Yes</b>			<b>Modern and contemporary history</b>	<b>date</b>	<b>Dr. Ibrahim Rasoul Hussein</b>
	<b>Yes</b>			<b>Modern and contemporary history</b>	<b>date</b>	<b>Dr. Mohammed Nasser Faisal</b>
	<b>Yes</b>			<b>Modern and contemporary history</b>	<b>date</b>	<b>M. Wadad Abdul Sada Faza'a</b>
	<b>Yes</b>			<b>Islamic history</b>	<b>date</b>	<b>M.M. Raghad Hussein Mohammed</b>
	<b>Yes</b>			<b>Teaching methods</b>	<b>date</b>	<b>M.M. Fadhil Shaker Hassan</b>
	<b>Yes</b>			<b>Population Geography</b>	<b>geography</b>	<b>Dr. Saif Majeed Hussein</b>
	<b>Yes</b>			<b>Recent history</b>	<b>date</b>	<b>M.M. Zainab Rahman Saeed</b>
	<b>Yes</b>			<b>Recent history</b>	<b>date</b>	<b>Dr. Amir Abdel Aal Karim</b>
	<b>Yes</b>			<b>Educational</b>	<b>admin</b>	<b>M.M. Alaa Shehab</b>

				<b>Administration</b>	<b>Administrati on</b>	<b>Jaber</b>
	<b>Yes</b>			<b>Population Geography</b>	<b>geogr aphy</b>	<b>Dr. Athmar Abbas Karim</b>
	<b>Yes</b>			<b>Calculators</b>	<b>Calcul ators</b>	<b>Rahim Dr. Haider Khader</b>
	<b>Yes</b>			<b>English</b>	<b>Englis h</b>	<b>M.M. Houda Qaddouri Jamil</b>

## 12. Professional Development

### Orienting new faculty members

- 1- Compliance with the educational institution's regulations
- 2- -Assistants -of (Deanship Respect for the teaching staff at the level (Teachers
- 3- For new faculty members, the aim is to prepare and support new instructors to participate in intensive pilot programs (workshops and courses) due to their .impact on developing the instructor's scientific capabilities
- 4- .Working on diversifying classroom management and lecturing methods
- 5- New faculty members are likely to be visited by the department head or senior .faculty members during lectures
- 6- Conducting personal interviews to determine the instructor's competence and .eaching skillst
- 7- Publishing research in international journals with an impact factor, writing .books, and participating in workshops and conferences

### Professional development of faculty members

- and fix its The academic program is reviewed periodically in order to identify .shortcomings
- The annual evaluation of each unit is conducted by the head of the department .the department coordinator or
- .Periodic faculty reviews of the academic program
- Establishing an external advisory board for the department that includes .course of this and beneficiaries representatives of the students
- .Periodic evaluation of faculty members by the head of department
- .electronic survey method Students evaluate faculty members using an
- .assessment-Faculty member self
- A study conducted using an electronic survey Student assessment of the stage .method
- Coordination with the Quality Department at the college and university to

.academic program in the department follow up on the implementation of the

### 13. Admission standard

Adoption of student admission requirements in accordance with the Scientific Research Higher Education and Ministry of the of regulations successfully passing a special test or personal Central. Subject to the college council. The applicant must deemed appropriate by interview fit for the chosen specialization , and undergo a medically also be .psychological and educational evaluation by a specialized committee

### 14. Key sources of information about the program

annual ) books Field visits (to archaeological sites and old shops), Islamic history histories, books on geography, books on jurisprudence, books of biographies and histories, books on the Prophet's biography, etc., as well as specialized books in this field), and modern and contemporary history books (historical documents, based on the ,(ews, foreign books, as well as specialized books in this fieldintervi .curriculum prescribed by the Ministry of Higher Education and Scientific Research

### 15. Program development plan

. Working effectively and actively within a group : Teamwork -  
Time Management: Managing time effectively, prioritizing tasks, and being able to -  
Leadership: The ability to -work in an organized manner according to schedules.  
Work Independence -guide and motivate others.  
.analyze and critique events Preparing scientific research and reports to -  
Developing and strengthening ties with employers to understand labor market -  
.requirements and develop curricula accordingly

## Program Skills Plan

program the from required outcomes Learning													Essent or ial option al	Name Course	Cour se code	Yea /r Lev el
Values				Skills				Knowledge								
Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1					
corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	essenti al	<b>History of Europe in the Middle Ages</b>	EH10 1	Firs t stag e
corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	essenti al	<b>History of the Arabs before Islam</b>	EH10 2	
corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	essenti al	<b>Democracy and human rights</b>	EH10 3	
corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	corre ct	essenti al	<b>Arabic</b>	EH10 4	
corre	corre	corre	corre	corre	corre	corre	corre	corre	corre	corre	corre	corre	essenti	<b>History of</b>	EH10	

ct	ct	ct	ct	ct	ct	ct	ct	ct	ct	ct	ct	ct	al	the era of the Prophet and the Rightly Guided Caliphate	5	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Calculators	EH10 6	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Educational and Developmental Psychology	EH10 7	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Ancient Iraqi history	EH10 8	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	General Geography	EH10 9	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Principles of Education	EH11 0	

correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	English language	Eh11 1	Phase Two
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Professional ethics	Eh11 2	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of the ancient Arab countries	Eh20 1	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of ancient world civilizations	Eh20 2	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of the Umayyad State	Eh20 3	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of Andalusian Civilization	Eh20 4	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of Renaissanc	Eh20	

													<b>e Europe</b>	5	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>History of H the modern Arab countries</b>	EH20 6
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>English language</b>	EH20 7
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Educational Psychology</b>	EH20 8
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Educational Administration</b>	EH20 9
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Geography of the Arab World</b>	EH21 0
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Calculators</b>	EH21 1
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Historical research</b>	EH21

													<b>methodology</b>	2	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Ba'ath Party crimes</b>	EH21 3
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Arabic</b>	EH21 4
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>History of the Abbasid State</b>	EH30 1
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>History of Islamic Civilization</b>	EH30 2
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Modern History of Iraq</b>	EH30 3
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>History of modernization in Islamic countries</b>	EH30 4

Phase Three

correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Modern Asian History</b>	EH305	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>History of Europe in the 19th Century</b>	EH306	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Philosophy of History</b>	EH307	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Curricula and teaching methods</b>	EH308	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Guidance and mental health</b>	EH309	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Geography of Iraq</b>	EH310	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	<b>Contemporary History of Iraq</b>	EH401	Phase

correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Contemporary world history	EH40 2	Four
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Contemporary Arab history	EH40 3	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of Islamic States	EH40 4	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Measurement and evaluation	EH40 5	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Viewing and applying	EH40 6	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	Graduation project	EH40 7	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	History of the Americas	EH40 8	
correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	correct	essential	English texts	EH40 9	

- **.the program that are being assessed Please check the boxes corresponding to the individual learning outcomes from**



**وصف المقرر الدراسي**

**المرحلة الأولى**

**2026-2025**

## Course Description Form

1. Course Name: Human Rights Article	
2. Course Code: <b>EH103</b>	
3. Semester / Year: 2025–2026	
4. Description Preparation Date: <b>1/10/2025</b>	
5. Available Attendance Forms: In person	
6. Number of Credit Hours) : (One hour) / Number of units (2)	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Maha Mezher Kani Email: <a href="mailto:maha.mezher@mu.edu.iq">maha.mezher@mu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p>	<p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>– To foster a shared understanding of the concept of citizenship based on rights and responsibilities and to instill a culture of dialogue, respect for diversity, and active participation in public affairs.</li> <li>– To raise awareness of fundamental human rights and to solidify the principles of democracy in society.</li> <li>– The book introduces students to their legal rights and human rights, such as the right to life, liberty, dignity, equality, and education. It also highlights the importance of respecting the law, community participation, and accepting differing opinions.</li> <li>– The book also seeks to cultivate a spirit of good citizenship, promote the values of justice and</li> </ul>

	<p>equality, reject discrimination and violence, and encourage peaceful dialogue to resolve conflict.</p> <ul style="list-style-type: none"> <li>- It focuses on achieving a balance between rights and responsibilities and building a conscious generation capable of defending rights and contributing to the stability and progress of society.</li> <li>- Sustainable Development Goals related to the book include: <ul style="list-style-type: none"> <li>- 1- Quality education and promoting awareness and knowledge of human rights and democracy.</li> <li>- 2- Gender equality and promoting justice and non-discrimination between men and women.</li> <li>- 3- Reducing inequalities and advocating social justice and equal opportunities.</li> </ul> </li> <li>4. Peace, justice, strong institutions, and promotion of the rule of law, justice, freedom, and political participation.</li> <li>5. Partnerships to achieve goals: Encourage cooperation between individuals and institutions to achieve development and stability.</li> </ul>
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**9. Teaching and Learning Strategies**

<p><b>Strategy</b></p>	<p>The interactive learning method, based on discussion, real-life case studies, teamwork, and applied projects, fosters rights awareness, critical thinking, and active citizenship. This is achieved through lectures, video recordings, discussion groups, report writing, and field visits.</p> <ul style="list-style-type: none"> <li>- Teaching students scientific thinking, analysis, and deduction.</li> <li>- Motivating students to identify and solve real-world problems scientifically.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Brainstorming sessions that provide students with an opportunity to present and discuss their ideas.</li> <li>- Lectures.</li> <li>- Questions and intellectual discussions.</li> </ul>
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#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Bachelor of History	The concept of human rights and international law	Lecture	Classroom performance and exams
2	1		Defining human rights and the national and procedural mechanisms for the implementation	Lecture	feedback
3	1		The concept of the International Bill of Human Rights and its elements	discussion	feedback
4	1		National and procedural mechanisms for implementing the International Bill of Human Rights in Iraq	discussion	Classroom performance and discussion
5	1		Group and special rights Women's, children's and youth rights	Discussion and questioning	feedback
6	1		Rights of persons with disabilities and minorities in international conventions	Discussion and questioning	feedback
7	1		International agreements to eliminate all forms of racial discrimination	Lecture	Dialogue and discussion

8	1		National public and private mechanisms and procedures for implementing rights and combating discrimination	discussion	feedback
9	1		Serious human rights violations and their combating through international law and international agreements, and the mechanism for criminalizing them within national law.	discussion	Classroom performance and discussion
10	1		Gross human rights violations in Iraq before and after 2003	Discussion and questioning	Daily teaching
11	1		An introduction to the Human Rights Council its functions and mechanisms for protecting rights.	Lecture	feedback
12	1		International, regional and national protection mechanisms for the protection of human rights	Lecture	feedback
13	1		Contemporary challenges in the field of human rights include gender equality, promoting justice and non-discrimination between males and females.	discussion	Discussion and dialogue
14	1		Contemporary human rights issues - national and procedural mechanisms for promoting human	discussion	feedback

			rights - reducing inequalities and advocating for social justice and equal opportunities.		
15	1		semester final exam	a test	Written
16	1		ocracy: Historical Origins and Evolution Introduction to democracy and its historical roots	Lecture	feedback
17	1		concept of democracy has evolved in the modern era and the twentieth century	Lecture	feedback
18	1		Patterns of democracy and their development in Islam and contemporary contexts, and points difference between the Islamic system of government and democracy.	discussion	Classroom performance and daily exam
19	1		Institutions and mechanisms of democracy and the importance of the separation of the three powers: legislative, executive, and judiciary	Lecture	feedback
20	1		Elections as a mechanism for democracy.	discussion	Daily discussion and quiz
21	1		political parties	Discussion and questioning	discussion
22	1		Civil society and pressure groups	Discussion and questioning	discussion
23	1		Democracy in practice and	Lecture	feedback

			1the relationship between democracy and public freedoms		
24	1		The role of law, the judicial and the media in implementing democracy and protecting freedoms	Lecture	feedback
25	1		Democracy in comparative and contemporary context	Lecture	feedback
26	1		Democracy in the developing world: challenges and models	discussion	feedback
27	1		Digital transformation in democratic practice	Lecture	feedback
28	1		The democratic experiment in Iraq after 2003	Lecture	feedback
29	1		The Iraqi Constitution of 2005 and the nature of the system of government under the 2005 Constitution	discussion	feedback
30	1		Second semester final exam	a test	Written

### 11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, and reports...

Semester	First month	Second month	laboratories	Final exam
100	20	20	-	60

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

A group of authors, Human Rights and Democracy, Ministry of Higher Education, Iraq.  
 Maher Sabri Kadhim, Human Rights, Democracy, and Public Freedom, Al-Kitab Press, Baghdad, 2010.

Main references (sources)	<p>Maher Saleh Alawi Al-Jubouri, Hum Rights, Children and Democracy, I Al-Atheer Publishing House, Mos 2009</p> <p>Ahmed Sadiq Al-Mandalawi, Kar Sabbar Al-Hamdani, Introduction the Study of the Principles of Hum Rights and Democracy, Cent Press – University of Diyala, 2023</p>
Recommended books and references (scientific journals, reports...)	<p>The Journal of Human Rights and Pub Freedoms (Algeria), Abdelhamid Ibn Ba University – Mostaganem, 2016, publish research on human rights and pub freedoms, available in print a electronically.</p> <p>The Journal of Human Rights Generati (Jil Center for Scientific Research) is international peer-reviewed jour specializing in human rights a international humanitarian law. It internationally indexed and publish rigorous legal and scientific research.</p>
Electronic References, Websites	Iraqi Academic Journals Website / asjp.cerist.d journals.jilrc.com

Subject teacher  
Dr. Maha Mazhar Kani

Head of Department  
Dr. Ahmed Ibrahim Mohammed

**- First Stage - History of the Arabs Before Islam - Course Description  
2026-Academic Year 2025**

<b>History of the Arabs Before Islam : Course Title .1</b>	
<b>code Course .2</b>	
EH102	
<b>Year /Semester .3</b>	
2026-2025	
<b>description was prepared Date this .4</b>	
2025/9/17	
<b>person-In : Available attendance forms .5</b>	
My presence	
<b>( 4 Number of units ( 2 ) Number of study hours .6</b>	
<b>.(if there is more than one, please mention it) Name of the course coordinator .7</b>	
Zahra :Ayyil - M.M. Zahraa Jassim Mohammed Al :the name Jasim@mu.edu.iq	
<b>objectives Course .8</b>	
<p>Students' knowledge and - 1 . understanding Creating social harmony among - 2 .students Compensating for any shortcomings or - 3 differences in viewpoints ning the curriculum in a way that suits - 4 . the culture of the society</p>	<p><b>To provide the community with specialists in history in the -1 fields of teaching this subject in schools in order to contribute to .development processes and to improve the reality of society</b></p> <p><b>Preparing qualified researchers to work in government -2 institutions and schools, to engage in the labor market, and to .lop their scientific research methods and skillsdeve</b></p>
<p>g discussion and dialogue about pivotal historical events motivates the student to analyze and -1 .interpret ents to study and evaluate primary and secondary Critical thinking and historical analysis encourage -2 .historical sources to understand motivations .Characters and events</p>	<b>strategy</b>

g historical maps, documentaries, and photographs to enhance visual understanding of historical events	-3	
d questions about historical issues such as the influence of ministries -Brainstorming: Posing open and treaties to gather as much information as possible ideas	-4	
.Islamic historical figures-Students were assigned to conduct seminars and research on pre	-5	
platform to play the role of a historical figure and answer his classmates' One of the students sat on	-6	
.questions	-7	
.The teacher and student exchange roles in explaining, questioning, and clarifying		

**Course structure .9**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Lecture method	<b>Sources for studying the history of the Arabs before Islam</b>	It explains the theories related to the concept of the lesson.	<b>2</b>	<b>the first</b>
feedback	Discussion method	<b>History and Civilization of Yemen</b>	To write a complete scientific research paper according to the approved methodology	<b>2</b>	<b>the second</b>
feedback	Discussion method	<b>The countries of Yemen... ..the state of Ma'in</b>	It explains historical or scientific phenomena	<b>2</b>	<b>the third</b>
oral test	Interrogation method	<b>The state of Qataban and Hadhramaut</b>	He analyzes the theories or events	<b>2</b>	<b>Fourth</b>
Classroom performance and exams	Interrogation method	<b>The Kingdom of Sheba</b>	It uses primary and secondary sources in an academic manner.	<b>2</b>	<b>Fifth</b>
feedback	Discussion method	<b>The Himyarite Kingdom and the Occupation of Yemen</b>	He adheres to the ethics of scientific research.	<b>2</b>	<b>Sixth</b>
feedback	Textual and standard	<b>Nabataean history</b>	Events analyzes Theories or	<b>2</b>	<b>Seventh</b>

	method				
oral test	Interrogation method	<b>Nabataean civilization</b>	explains historical or scientific phenomena	2	<b>Eighth</b>
feedback	Discussion method	<b>The Ghassanid State: Its Origins and Political Relations</b>	He analyzes the or theories events	2	<b>Ninth</b>
oral test	Lecture method	<b>Canada</b>	It uses primary secondary and sources in an academic .manner	2	<b>tenth</b>
feedback	Lecture method	<b>The Lakhmid Kingdom in Iraq</b>	He thinks, he analyzes	2	<b>eleventh</b>
feedback	Textual and standard method	<b>The role of the -Byzantine Lakhmids in Sasanian relations</b>	The student explains historical phenomena	2	<b>twelfth</b>
oral test	Discussion method	<b>The civilization of the Lakhmids and their architectural landmarks</b>	It is concluded based on the data	2	<b>thirteenth</b>
Classroom performance and exams	Textual and standard method	<b>The State of Maysan: Its Origins and Civilizational Role</b>	The student respects intellectual diversity	2	<b>fourteenth</b>
feedback	discussion	<b>Trade relations between Arab countries before Islam</b>	He explains the causes and problems	2	<b>fifteenth</b>
Written test	a test	review	Events analyzes . Theories or	2	<b>Sixteenth</b>
/	/	<b>Arab tribes in the center of the Arabian Peninsula</b>	He participates in teamwork	2	<b>summer vacation</b>
Classroom performance and	Lecture method	<b>The nature of tribal armed systems and conflicts</b>	It explains historical phenomena	2	<b>seventeenth</b>

exams					
feedback	Discussion method	<b>The tribal political system and the role of Arab leaders</b>	The student gained scientific and research on work skills transfer . Awareness	2	<b>eighteenth</b>
feedback	Discussion method	<b>The nature of the social -systems of the pre Islamic Arabs</b>	student Respect Diversity intellectual	2	<b>nineteenth</b>
oral test	Interrogation method	<b>Sources for studying the history of the Arabs before Islam</b>	Events analyzes Theories or	2	<b>Twenty</b>
Classroom performance and exams	Interrogation method	<b>Social and family customs</b>	Explains phenomena Historical	2	<b>-Twenty first</b>
feedback	Discussion method	<b>Arab cultural features</b>	Values and attitudes student respected Diversity intellectual	2	<b>-Twenty second</b>
feedback	Textual and standard method	<b>Economic activity of Arab tribes</b>	,He thinks analyzes	2	<b>-Twenty third</b>
oral test	Interrogation method	<b>Religion and worship... a philosophical perspective</b>	The student gained scientific and research on work skills transfer Awareness	2	<b>-Twenty fourth</b>
feedback	Discussion method	<b>idols and statues</b>	Values and attitudes student respected Diversity intellectual	2	<b>-Twenty fifth</b>
oral test	Lecture method	<b>Jews and Christians in Islamic society-pre</b>	student Explains phenomena Historical	2	<b>-Twenty sixth</b>

feedback	Lecture method	Arab cultural contributions	The student respects intellectual diversity	2	-Twenty seventh
feedback	Textual and standard method	Sciences and knowledge Islamic Arabs-of the pre	student Respect Diversity intellectual	2	-Twenty eighth
oral test	Discussion method	Mecca and Medina and their political role	Explains student phenomena Historical	2	-Twenty ninth
Classroom performance and exams	Textual and standard method	Quraysh and its economic role	/	2	thirty

**Course evaluation .10**

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc

Final exam	laboratories	Second month	First month	semester
60	-	20	20	100

**Learning and teaching resources .11**

<b>Lectures on the history of the Arabs before Islam. Saleh .Ali-Ahmed Al</b> <b>History of the Arabs before -2</b> <b>Jumaili-Islam by Rashid al</b>	<b>Required textbooks (methodology, if (applicable</b>
<b>The Detailed History of the Arabs</b>	<b>(Main references (sources</b>

<b>.Before Islam by Jawad Ali</b>	
<b>The mediator in the history of the Arabs before Islam, Hashim Yahya .Mallah-AI</b>	<b>Recommended supporting books and references (scientific journals, (...reports</b>
<b>Website of Iraqi academic journals</b>	<b>Electronic references, websites</b>

**Course Instructor**

**Asst. Lect. Ali Abdul Hussein  
Nasser**

**Department Head**

**Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed**

**2026-2025 Course description**

<b>Course name: Computer .1</b>	
<b>EH106 code Course .2</b>	
<b>Year /Term .3</b>	
<b>description was prepared on 1/10/2025 This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>( 4 Number of units (2 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) course coordinator Name of the .7 (it</b>	
<b>:tends A The letter Haider Rahim :the name</b>	
<b>objectives Course .8</b>	
	<p align="center"><b>Course objectives</b></p> <p><b>Building a solid scientific foundation for .1 the student</b></p> <p><b>Understanding the basics of computer .2 applications and their uses</b></p> <p><b>Improving the student's practical and .3 theoretical performance</b></p> <p><b>Improving knowledge of computer .4 hardware and software components</b></p> <p><b>The ability to create practical skills and .5 sinnovation</b></p>

## Teaching and learning strategies .9

Using modern methods to enhance scientific knowledge of modern technology -1  
 .in the field of electronics

**strategy**

## Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to the stages of computer development	To know	2	the first
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Informing the student about the areas of computer use	To understand	2	the second
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to computer components	To know	2	the third
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Informing the student about computer types and classifications	To explain	2	Fourth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to computer input and output units	To know	2	Fifth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to the software structure of a computer	To know	2	Sixth
Written, oral, and	Lecture, questioning	to Introduction Computer	To know	2	Sevent

performance exam	, discussion, and dialogue	Programming Languages			h
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	Introducing the student to the number systems used in computers	To determine	2	Eighth
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	Student access to the computer platform	To explain	2	Ninth
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	Introducing the student to the ethics of the digital world	To know	2	tenth
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	Computer security and hacking	To discuss	2	eleventh
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	their Viruses and types	To learn	2	twelfth
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	Protection against hacking and the harmful effects of computer use	To determine	2	thirteenth
Written, oral, and performance exam	Lecture, questioning , discussion, and dialogue	Protection against hacking and the harmful effects of computer use	To mention	2	fourteenth
		Chapter 1 Review		2	fifteenth

Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to the objectives, functions, components, and types of operating systems	To know	2	Sixteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the Windows basics of 2007	To indicate	2	seventeenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Providing an overview of the Windows basics of 2007	To mention	2	eighteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the the basics of using Word system	mention To	2	nineteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to the main page tabs in Word	To know	2	Twenty
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Explanation of the View tab in Word	To explain	2	Twenty first-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to the Insert tab in Word	To know	2	Twenty - second
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Complete the remaining Word tools	To discuss	2	Twenty third-

Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the the basics of PowerPoint system	To present	2	Twenty fourth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the basics of the Excel system	To determine		Twenty fifth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introducing the student to Excel spreadsheets	To know		Twenty sixth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Excel program tabs	To learn		Twenty seventh
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Excel program tabs	To learn		Twenty eighth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Excel program tabs	To learn		Twenty ninth-
		Chapter Review			thirty

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the and written exams, student, such as daily preparation, daily, oral, monthly .reports, etc**

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

<b>Learning and teaching resources .12</b>				
The textbook of the Ministry of Scientific Higher Education and Research, "Fundamentals of Computers and Office Applications, Part 1 and Part 2, by Dr. Ziad Muhammad Aboud, "2014		<b>Required textbooks (methodology, if applicable</b>		
Mustafa Science Series: -The Yasser Al Computer and Internet Fundamentals (Office) oud, 2010, Dar Dr. Ziad Muhammad Ab Duktur Publishing and Distribution, -Al Baghdad, 2013 Computer System Architecture" by M.M. Mano 1993		<b>(Main references (sources</b>		
		<b>Recommended supporting books and references (scientific journals, (...reports</b>		
		<b>Electronic references, websites</b>		

**Course Instructor**

**Asst. Lect. Haider Rahim**

**Department Head**

**Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed**

## Course Description Form

1. Course Name:
Medieval History of Europe
2. Course Code:
EH101
3. Semester /year
First semester 2025–2026
4. Description Preparation Date:
2025/9/22
5. Available Attendance Forms:
Attendance
6. Number of Credit Hours (3) / Number of Units (6)
7. Course administrator's name (mention all, if more than one name)
Name: Ibrahim Rassul Hussein Email: <a href="mailto:ibrahim@mu.edu.iq">ibrahim@mu.edu.iq</a>
8. Course Objectives

Objectives of the subject:

Understand the deep causes of the Crusades and analyze the overlap of economic, political and social factors leading to them.

Tracking political developments in the Holy Roman Empire

Analysis of the impact of the spread of the Christian religion and the Decree of Milan 313 on the Holy Roman Empire.

Understanding the role of the feudals as one of the reasons for the collapse of the Holy Roman Empire.

Understand the nature of the church and its ideas as well as its directors and influence on the Holy Roman Empire.

- **Analytical and research objectives:**
- 
- **Enhancing the skill of historical research, collecting information from multiple sources and evaluating its validity.**
- 
- **Developing the ability of students to critically analyze historical events through various sources.**
- 
- **Value and Emotional Goals:**
- 
- **Developing a sense of national and scientific responsibility through understanding the role of individuals and countries in making history.**
- 
- **Raise awareness of the importance of international peace and respect for religions by studying the history of the Holy Roman Empire.**
- 
- **Consolidating the values of critical thinking among students and not relying on historical narratives in passing.**

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Student-based education.</li> <li>2. Interactive learning.</li> <li>3- Learning based on problem solving.</li> <li>4. Use of educational technologies.</li> <li>5. Cooperative learning.</li> <li>6. Feedback.</li> </ol>
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First.		Read and understand	The emergence and spread of christianity in the west.	Giving Lecture	Achievement, essay and objective tests
Second .		Read and understand	German:their origins and expasion in Europe.	giving lecture a	Achievement, essay and objective tests

Third .		Read understand	and	Factors for the fall of the Roman Empire in the west: theories and opinions about the fall of the Roman Empire.	giving lecture	a	Achievement, essay and objective tests
Fourth		Read understand	and	Attempts to reform the Roman Empire in the West (Reforms of Diocletian - Constantine the Great - Theodosius).	giving lecture	a	Achievement, essay and objective tests
Fifth.		Read understand	and	Government's position Roman from Christian religion until 313AD.	giving lecture	a	Achievement, essay and objective tests

Sixth.		Read understand	and	The era of feudalis: its definitions - its founclations- institutions.	giving lecture	a	Achievement, essay and objective tests
Seventh.		Read understand	and	Factors of decomposition of feudalism.	giving lecture	a	Achievement, essay and objective tests
Eighth.				First month exam			
Ninth.		Read understand	and	Frankish:The merovingian state.	giving lecture	a	Achievement , essay and objective tests
Tenth.	3	Read and understand		Domestic politics of the carolingian state.	giving lecture	a	Achievement, essay and objective tests

Eleventh		Read and understand	The foreign policy of the Carolingian state.	giving lecture	a	Achievement , essay and objective tests
Twelveth .		Read and understand	Charlemagne become emperor of the year 800	giving lecture	a	Achievement , essay and objective tests
Thirteenth		Read understand and	Political systems in Europe Holy Roman Empire 1500-962 AD: Ecclesiastical Reforms.	giving lecture	a	Achievement , essay and objective tests
Fourteenth		Read understand and	Stages of conflict between the papacy and the empire.	giving lecture	a	Achievement , essay and objective tests
Fifteenth.		Read and understand	Reforming the institution papal	Giving a lecture		Achievement, essay and objective tests

Sixteenth.		Read and understand	The composition of the colve and the the stupid .	Giving a lecture	Achievement, essay and objective tests
Seventeenth.		Read and understand	European civilization in the Middle Ages (Social Life - Economic Life - Intellectual Life).	Giving a lecture	Achievement, essay and objective tests
Eighteenth.		Second month Exam			
Nineteenth.		Read and understand	England in the middleage 567-1100 AD.	Giving lecture	Achievement , essay and objective tests

Twentieth.		Second semester.			
Twenty-first		Read and understand	England 1100-1258 A.D.	Giving a lecture	Achievement , essay and objective tests.
Twenty-second.		Read and understand	France in the middle ages .	Giving a lecture	Achievement , essay and objective tests.
Twenty-third		Read and understand	France 1328-1180 AD	Giving a lecture	Achievement , essay and objective tests.

Twenty-fourth.		Read and understand	Lewis VIII 1223-1226 Ninth 1226-1270	Giving lecture	a	Achievement , essay and objective tests.
Twenty-fifth.		Read and understand	Toward the English Constitution 1189-1307	Giving lecture	a	Achievement , essay and objective tests.
Twenty-sixth.		Read and understand	Crusades:their causes-their campaigns.	Giving lecture	a	Achievement, essay and objective tests.
Twenty-seventh.		Read and understand	The establishment of the crusader states	Giving a lecture		Achievement , essay and objective tests.

Twenty-eighth.		Read and understand	The end of crusades .	Giving a lecture	Achievement , essay and objective tests.
Twenty-ninth.		Read and understand	The family myrovinism in the year 751 .	Giving a lecture	Achievement , essay and objective tests.
Thirtieth.		Read and understand	The results of the crusades.	Giving a lecture	Achievement , essay and objective 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

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Essence the crusades Dr.Qaseem Abdat Qaseem.
Recommended books and references (scientific journals, reports...)	European mediaeval ages Dr.AbdulQader Ahmed Alyoussif .
Electronic References, Websites	

Course Instructor

Dr. Ibrahim Rasoul

Department Head

Asst. Prof. Dr. Ahmed Ibrahim Mohammed

**First - Educational and Developmental Psychology - Course Description  
2026-Academic Year 2025 - Year**

<b>Course Name: Educational and Developmental Psychology .1</b>	
<b>EH107 : code .2</b>	
<b>2026-Year 2025 /Semester .3</b>	
<b>on 25/9/2025 This description was prepared .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>(4) Number of units / ( 2 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b><a href="mailto:edk@mu.edu.iq">edk@mu.edu.iq</a> : Email Name: Raghad Hussein Mohammed</b>	
<b>objectives Course .8</b>	
	<b>Understanding and interpreting the learner's behavior at different stages of his life and applying this knowledge to improve the educational process, control the learning environment, and develop physically, ) the overall personality mentally, emotionally, and socially). This combination seeks to provide a scientific basis for teachers to design effective teaching methods and take into account .individual differences</b>
<b>Teaching and learning strategies .9</b>	
<b>lecture method Using the</b>	<b>strategy</b>

<b>Course structure .10</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Asking questions taking and tests</b>	My presence	<b>Educational psychology and its fields of study</b>	<b>The ability to understand and answer</b>	<b>2</b>	<b>the first</b>
<b>Asking questions and taking tests</b>	My presence	<b>Research methodologies descriptive, ) correlational, (experimental</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>the second</b>
<b>Asking questions and taking tests</b>	My presence	<b>Educational goals</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>the third</b>
<b>Asking questions and taking tests</b>	My presence	<b>Motivation</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>Fourth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Theories explaining motivation</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>Fifth</b>
<b>Asking questions and taking tests</b>	My presence	<b>memory</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>Sixth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Forgetting</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>Seventh</b>
<b>Asking questions and taking tests</b>	My presence	<b>Theories explaining forgetting</b>	to <b>The ability understand and answer</b>	<b>2</b>	<b>Eighth</b>

<b>Asking questions and taking tests</b>	My presence	<b>Feeling</b>	to The ability understand and answer	<b>2</b>	<b>Ninth</b>
<b>Asking questions and taking tests</b>	My presence	<b>perception</b>	to The ability understand and answer	<b>2</b>	<b>tenth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Attention</b>	to The ability understand and answer	<b>2</b>	<b>eleventh</b>
<b>Asking questions and taking tests</b>	My presence	<b>thinking</b>	to The ability understand and answer	<b>2</b>	<b>twelfth</b>
<b>Asking questions and taking tests</b>	My presence	<b>intelligence</b>	to ability The understand and answer	<b>2</b>	<b>thirteenth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Types of intelligence</b>	to The ability understand and answer	<b>2</b>	<b>fourteenth</b>
<b>Asking questions and taking tests</b>	My presence	<b>First semester final exam</b>	to The ability understand and answer	<b>2</b>	<b>fifteenth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Levels of information processing and treatment (surface (treatment</b>	to The ability understand and answer		<b>Sixteenth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Levels of information processing and analysis (deep (processing</b>	to The ability understand and answer	<b>2</b>	<b>seventeenth</b>
<b>Asking</b>	My presence	<b>Levels of concept</b>	to The ability	<b>2</b>	<b>eighteenth</b>

<b>questions and taking tests</b>		<b>formation</b>	understand and answer		<b>nth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Learning, teaching, and instruction</b>	to The ability understand and answer	<b>2</b>	<b>nineteenth</b>
<b>Asking questions and taking tests</b>	My presence	<b>Bruner's discovery learning model</b>	to The ability understand and answer	<b>2</b>	<b>Twenty</b>
<b>Asking questions and taking tests</b>	My presence	<b>Hierarchical education model (side view)</b>	to The ability understand and answer	<b>2</b>	<b>Twenty first-</b>
<b>Asking questions and taking tests</b>	My presence	<b>The teacher's role the in activating lateral theory</b>	to The ability understand and answer	<b>2</b>	<b>Twenty - second</b>
<b>Asking questions and taking tests</b>	My presence	<b>Factors affecting classroom learning</b>	to The ability understand and answer	<b>2</b>	<b>Twenty third-</b>
<b>Asking questions and taking tests</b>	My presence	<b>Preparation</b>	to The ability understand and answer	<b>2</b>	<b>Twenty fourth-</b>
<b>Asking questions and taking tests</b>	My presence	<b>Training</b>	to The ability understand and answer	<b>2</b>	<b>Twenty fifth-</b>
<b>Asking questions and taking tests</b>	My presence	<b>Factors affecting training effectiveness</b>	to The ability understand and answer	<b>2</b>	<b>Twenty sixth-</b>
<b>Asking questions and taking</b>	My presence	<b>The importance of studying the transfer of training</b>	to The ability understand and answer	<b>2</b>	<b>Twenty - sevent</b>

tests		effects			h
Asking questions and taking tests	My presence	Maturity	to The ability understand and answer	2	Twenty eighth-
Asking questions and taking tests	My presence	Training and practice	to The ability understand and answer	2	Twenty ninth-
Asking questions and taking tests	My presence	semester Second final exam	to The ability understand and answer	2	thirty

**Course evaluation .11**

The grade out of 100 is distributed according to the tasks assigned to the exams, student, such as daily preparation, daily, oral, monthly, and written .reports, etc

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

**Learning and teaching resources .12**

	Required textbooks (methodology, if applicable)
Introduction to Educational Psychology Mahmoud Abdel Halim Mansi, / Educational Psychology, Hanan Abdel Anani-Hamid EI	(Main references (sources
-Educational Psychology / Emad EI Educational Sukkari, Principles of -Rahim EI-Psychology / Emad Abdel Zaghloul	Recommended supporting books and references (scientific journals, (...reports
	Electronic references, websites

Course Instructor  
Asst. Lect. Raghad Hussein

Department Head  
Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed

## General Arabic Course Description - First Level (2025-2026)

### 1. Course Name

General Arabic Language

### 2. Course Code

EH104

### 3. Semester / Year

Annual System / Academic Year 2025-2026

### 4. Description Preparation Date

01/10/2025

### 5. Available Attendance Forms

In-person

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

(30) credit hours distributed over two semesters, at (1) hour per week / (2) units

### 7. Course administrator's name

ali.alkhalaf@mu.edu.iq

Asst. Lect. Ali Abdul-Hussein Nasser

### 8. Course Objectives

**Cognitive Objectives:**  
Upon completing the course, the student is expected to be able to:

- Recognize basic rules of grammar and morphology.
- Distinguish between various linguistic and rhetorical styles.
- Analyze literary texts and extract their elements.
- Master fundamental spelling rules, especially regarding hamza and numbers.

**Skill-based Objectives:**  
Upon completing the course, the student is expected to be able to:

- Read correctly, fluently, and expressively.
- Write linguistically and orthographically correct texts.
- Use punctuation marks in their correct context.
- Compose academic and functional documents in formal Arabic.

**Affective Objectives:**  
Upon completing the course, the student is expected to:

- Take pride in the Arabic language as a language of identity, culture, and knowledge.
- Strive to use standard Arabic in oral and written communication.
- Avoid common language mistakes in academic and professional life.
- Enjoy reading literary texts, appreciate their aesthetics, and express personal responses.

## 9. Teaching and Learning Strategies

Teaching and learning strategies vary to achieve integration between cognitive, skillful, and emotional aspects. Lectures are presented in an interactive style focusing on clear concepts, involving students through discussion, dialogue, and utilizing educational tools like traditional and smart boards, presentations, and e-learning platforms when necessary

Key strategies include: Learning by practice and application, cooperative learning (group work), discovery learning, problem-based learning (correcting linguistic errors), self-learning, home assignments, brainstorming, and oral presentations.

## 10. Course Structure

### First Semester

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Discussion & Q&A	Guided reading & dialogue	Holy Quran: Al-Baqarah (260-263)	Recite, memorize, and understand verses	1	1
Discussion & Q&A	Analysis & dialogue	Prophetic Hadith: Honorable Morals	Understand Hadith and its values	1	2
Discussion & Q&A	Analysis & dialogue	Intro to Language & Arabic Characteristics	Know language concepts and origins	1	3
Q&A & application	Interactive application	Grammar: Speech components & sentences	Distinguish speech types and sentences	1	4
Q&A & application	Interactive application	Grammar: Inflection & Parsing signs	Distinguish Declinable (Mu'rab) & Invariable	1	5
Q&A & application	Interactive application	Grammar: Nominal Sentence (Subject/Predicate)	Form nominal sentences	1	6
Q&A & application	Interactive application	Morphology: Noun classification (Gender/Def.)	Differentiate Definiteness and Gender	1	7
Q&A & application	Interactive application	Morphology: Noun classification (Number)	Form Singular, Dual, and Plural	1	8
Q&A & application	Interactive training	Skills: Writing Initial Hamza	Write initial Hamza correctly	1	9
Q&A & application	Interactive training	Skills: Writing Medial Hamza	Write medial Hamza correctly	1	10
Q&A & application	Interactive training	Skills: Writing Final Hamza	Write final Hamza correctly	1	11
Discussion & Q&A	Critical reading & analysis	Literature: Evolution of "Adab" & Eras	Define literature and its eras	1	12
Discussion & Q&A	Critical reading & analysis	Literature: Pre-Islamic Era Overview	Identify Pre-Islamic literature traits	1	13
Discussion & Q&A	Critical reading & analysis	Literature: 7 verses from Antarah's Mu'allaqa	Memorize and analyze verses	1	14
Written Exam	Written Exam	First Semester Exam	First Semester Exam	1	15

## Second Semester

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Discussion & Q&A	Guided reading & dialogue	Holy Quran: Al-Hajj (1-5)	Recite, memorize, and understand verses	1	1
Discussion & Q&A	Analysis & dialogue	Prophetic Hadith: Virtue of learning Quran	Understand Hadith and its values	1	2
Q&A & application	Interactive application	Morphology: Verb Tense & Passive Voice	Classify verbs by time and voice	1	3
Q&A & application	Interactive application	Morphology: Intransitive & Transitive verbs	Distinguish Intransitive & Transitive	1	4
Q&A & application	Interactive application	Grammar: Verbal Sentence (Subject/Pro-agent)	Distinguish Subject & Pro-agent	1	5
Q&A & application	Interactive application	Grammar: Sentence Annulment (Inna)	Apply Inna and its sisters	1	6
Q&A & application	Interactive application	Grammar: Sentence Annulment (Kana)	Apply Kana and its sisters	1	7
Q&A & application	Interactive training	Grammar: Number and the Counted	Apply Number-Noun rules	1	8
Q&A & application	Interactive training	Skills: Solar and Lunar Letters	Distinguish Solar and Lunar letters	1	9
Q&A & application	Interactive training	Skills: Punctuation Marks 1	Use basic punctuation marks	1	10
Q&A & application	Interactive training	Skills: Punctuation Marks 2	Use basic punctuation marks	1	11
Discussion & Q&A	Critical reading & analysis	Literature: Islamic Era Overview	Identify Islamic literature traits	1	12
Discussion & Q&A	Critical reading & analysis	Literature: Umayyad Era Overview	Identify Umayyad literature traits	1	13
Discussion & Q&A	Critical reading & analysis	Literature: 7 verses from Al-Farazdaq's Mimiyyah	Memorize and analyze verses	1	14
Written Exam	Written Exam	Second Semester Exam	Second Semester Exam	1	15

### 11. Course Evaluation

The total grade of (100) is distributed based on daily preparation, oral/written exams, reports, and attendance .

First Semester: 20%

Second Semester: 20%

Final Exam: 60%

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	No specific textbook required
Main references (sources)	Al-Muyassar fi Al-Lughah Al-Arabiyyah Al-'Ammah Al-Wajeez fi Al-Lughah Al-Arabiyyah li Ghair Al-Mukhtasin

Recommended books and references (scientific journals, reports...)	Qur'an, Ibn Aqeel's explanation, Al-Nahw Al-Wafi, Al-Muyassar fi Al-Nahw wa Al-Sarf, Jawahir Al-Balagha, Shams Al-Din Linguistic Encyclopedia, History of Arabic Literature
Electronic References, Websites	Various specialized websites, educational platforms, and academic journal websites

Course Instructor  
Asst. Lect. Zahraa Jassim

Department Head  
Asst. Prof. Dr. Ahmed Ibrahim Mohammed

## Course Description Form

1. Course Name: Ancient Iraqi history	
2. Course Code:	
3. Semester / Year:2025-2025	
4. Description Preparation Date: 2026-2-2	
5. Available Attendance Forms: In-person + Blended (Classroom)	
6. Number of Credit Hours (2) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name) Name: Amir Karim Abdel-Aali (ph.d) Email: <a href="mailto:amir.kareem@mu.edu.iq">amir.kareem@mu.edu.iq</a>	
8. Course Objectives	
<b>Course Objectives</b>	
9. Teaching and Learning Strategies	
<b>Strategy</b>	<p>First: Teaching the history of ancient Iraq is not an intellectual luxury, but rather investment in human intellect and cultural understanding. It provides new generation with a profound chronological and cognitive framework for understanding how we began and how we developed, enabling them to face the challenges of the present with a wiser and broader perspective. This history does not belong to Iraq alone; it is a universal human heritage that must be preserved, studied, and passed on to future generations.</p> <p>First: Teaching the history of ancient Iraq is not an intellectual luxury, but rather investment in human intellect and cultural understanding. It provides new generation with a profound chronological and cognitive framework for understanding how we began and how we developed, enabling them to face the challenges of the present with a wiser and broader perspective. This history does not belong to Iraq alone; it is a universal human heritage that must be preserved, studied, and passed on to future generations.</p> <p>Second: The goals of teaching the history of ancient Iraq extend beyond simply filling students' minds with information. They aim to cultivate the mindset of a critical thinker, a researcher, an informed citizen, and a person who appreciates human heritage. It is a process that aims to produce a graduate who not only knows "what happened," but also understands "how it happened" and "why it happened," and how this understanding can illuminate the path to the present and the future.</p> <p>Third: Teaching the history of ancient Iraq does not merely produce "historians," but also researchers, analysts, critical thinkers, and creators of innovative solutions. The skills are precisely what 21st-century job markets seek in fields such as scientific research, strategic analysis, cultural tourism, heritage management, diplomacy</p>

education, and even in technology sectors that require systematic thinkers. It's investment in the human mind's capacity for logical and creative thinking.

#### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Understanding the importance and objectives of teaching the history of ancient Iraq and the skills that can be achieved	an introduction to the curriculum and its main primary sources.	Giving the lecture	Questions and Answers Participation
2-	2	Learning about the names and geography of ancient Iraq. Origins of the name of Iraq	the natural divisions of Iraq and the impact of its geographical location and climate on the composition of its ancient inhabitants.	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
3-	2	Familiarity with the sources of ancient Iraqi history and civilization, and the development of archaeological excavations and investigations	are among the sources of our information about ancient Iraqi history and the identification of its historical periods: (1- Sources predating archaeological excavations and investigations; 2- Accounts of travelers and tourists (a- Benjamin of Tudela and Petrostis de La Valle; b- Travelers of the 18th and 19th centuries; c- Amateur excavations; d- The development of scientific excavations). Deciphering cuneiform script	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
4-	2	Knowledge and understanding of the emergence of civilizational roles and the auxiliary sciences in history	how to identify civilizational roles and their sequence: (1- The emergence of archaeological mounds 2- The meaning of a civilizational layer and a civilizational role 3- The sequence of	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)

			<p>archaeological layers and determining their times in an approximate and relative manner 4- The significance of written texts - tables of dynasties and kings. 5- Using data from the natural sciences (a- Geological remains. b- Isotopes or radioactive elements.)</p>		
5-	2	Identifying the peoples who inhabited the land of Mesopotamia during the Early Dynastic Period.	<p>The most important peoples who inhabited the land of Mesopotamia during the Early Dynastic Period:</p> <p>1 - The Sumerians (their origin and language) 2 - The ancient Arab peoples (the Jazira peoples) 3 - Other peoples (the early Euphrates peoples - the Subarians and the Hurrians).</p>	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
6-	2	Understanding the significance of the emergence of the writing system during the Early Dynastic Period, its chronological definition, and its most prominent features	<p>Iraq in Historical Times: The Proto-Library or Proto-Historical Era.</p> <p>The Early Dynastic Period and the Emergence of the Political System in the Sumerian City-States: Definition of the Early Dynastic Period, its Chronological Setting, and its Most Prominent Characteristics.</p>	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
7-	2		vacation		
8-	2	Understanding the political situation in Iraq during the Sumerian dynasties	<p>The political situation in Iraq during the Sumerian dynasties and the most important ruling dynasties:</p> <p>The most important ruling dynasties - Lugal-Zage-Si and the political end of the Early</p>	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)

			Dynastic period.		
9-	2	Getting to know the Akkadians	The Akkadian Empire: Its emergence, expansion, and end: Sargon of Akkad, founder of the empire (2371-2316 BC) - Sargon's successors - The end of the Akkadian dynasty - The Gutians.	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
10-	2	Identifying the last Sumerian dynasty to rule Mesopotamia	The Neo-Sumerian Period: Gudea, King of the Second Dynasty of Lagash – The War of Liberation – The Third Dynasty of Ur (2113-2006 BCE).	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
11-	2	Identifying the kingdoms established by the Amorites and the importance of the history and achievements of Babylonian civilization in the ancient era.	The Old Babylonian era: The Amorites and the migration of the Amorite tribes to Iraq and the kingdoms they established in the Old Babylonian era: (The Isin Dynasty - The Larsa Dynasty - The Kingdom of Eshnunna - The Kingdom of Mari - The First Babylonian Dynasty and the era of Hammurabi - The end of the First Babylonian Dynasty and the rule of the Kassites).	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
12-	2	Understanding the Assyrians and Their Role in Cultural and Strategic History	The Assyrians: Their Homeland and the Periods of Assyria: 1- Prehistoric Times 2- The Sumerian-Akkadian Period 3- The Old Assyrian Period 4- The Middle Assyrian Period	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
13-	2	Understanding the Neo-Assyrian Period with a Study of the Pivotal Role of the Sargonic Dynasty in the Building of the Assyrian Empire	5- The Neo-Assyrian Period  The Second Assyrian Empire - The Sargonic Dynasty. The Neo-Assyrian Period and the Fall of the Empire.	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)

		until its End			
14-	2		Monthly exam		Questions, answers, participation, and presentation of a scientific report (one student)
15-	2		Mid-year break		Questions, answers, participation, and presentation of a scientific report (one student)
16	2	Understanding the Chaldean peoples and their role in the re-establishment of the Neo-Babylonian Empire, the last dynasty to rule Babylon, and its achievements during the reign of King Nebuchadnezzar II.	The Neo-Babylonian Empire or the Neo-Babylonian Period – Nabopolassar and the founding of the Chaldean dynasty – Nebuchadnezzar – his successors – Nabonidus – and the end of the Neo-Babylonian Empire with the fall of Babylon in 539 BC.	Presentation, followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
17	2	Understanding the role of foreign occupation in the fall of the last Babylonian state	Foreign periods in Iraq: 1- The Achaemenid Persian occupation period	Presentation, followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
18	2	Understanding the conditions of ancient Iraq during the Macedonian and Seleucid invasions	2- The Macedonian and Seleucid Invasion Period	Presentation, followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
19	2	Understanding the conditions of ancient Iraq during the Parthian invasion	3- The Parthian Invasion Period		Questions, answers, participation, and presentation of a scientific report (one student)
20	2	Understanding the conditions of ancient Iraq during the	4- The period of the Sasanian invasion, the Islamic conquest, and the end of foreign	Presentation, followed by historical discussion,	Questions, answers, participation, and presentation of a scientific report (one

		Sasanian invasion, the Islamic conquest, and the end of foreign control	control	dialogue, and questioning.	student)
21	2	Understanding Administrative and Political Life in Ancient Iraq	Aspects of Ancient Iraqi Civilization 1. Administrative and Political Life	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
22	2	Understanding Social Life in Ancient Iraq	2. Social Life	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
23	2		Monthly exam	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
24	2	Understanding Economic Life in Ancient Iraq	3. Economic Life	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
25	2	Understanding Religious Life in Ancient Iraq	4. Religious Life	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
26	2	Understanding the cultural life and heritage of Mesopotamian civilization	5. Cultural life and heritage of Mesopotamian civilization	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
27	2	Understanding the Impact of the Early Prophetic Movement on	(The Impact of the Early Prophetic Movement on Ancient Iraqi Civilization)	Presentation , followed by historical discussion,	Questions, answers, participation, and presentation of a scientific report (one

		Ancient Iraqi Civilization	1- A New Approach to Studying Archaeology and Ancient History from the Perspective of Islamic Thought.	dialogue, and questioning.	student)
28	2	Understanding Iraq's religious and cultural significance in human history	2. Iraq's religious and cultural significance in human history.	Presentation , followed by historical discussion, dialogue, and questioning.	Questions, answers, participation, and presentation of a scientific report (one student)
29	2		Monthly exam		Questions, answers, participation, and presentation of a scientific report (one student)
30	2		General review		Questions, answers, participation, and presentation of a scientific report (one student)

#### 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

semester	First month	Second month	laboratories	final examination
100	20	20	-	60
	5 points for daily activity (attendance + report discussion)	3 points for daily activity (attendance)		
	15 monthly exams	17 monthly exams		

#### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Abdul Qadir Abdul Jabbar Al-Shaykhli, A B History of Ancient Iraq.
Main references (sources)	Taha Baqir and Fadhil Abdul Wahid Ali, 1980, Hist of Ancient Iraq, Part One, University of Baghdad.
Recommended books and references (scientific journals, reports...)	1. Taha Baqir, 1973, Introduction to the History of Ancient Civilizations, Part One, Baghdad.

	<ol style="list-style-type: none"> <li>2. Amer Suleiman and Ahmed Malek Al-Fityan, Lectures on Ancient History, Mosul, 1980.</li> <li>3. A Group of Authors, 1985, The Civilization of Iraq Parts 1-2, Baghdad.</li> <li>4. -----, 1988, The City and Urban Life in Iraq, Baghdad.</li> <li>5. Andre Bauer, 1976, Sumer: Its Arts and Civilization translated by Issa Salman and Salim Taha Al-Tikriti, Baghdad.</li> <li>6. George Roux, 1986, Ancient Iraq, translated by Hussein Alwan Hussein, Baghdad.</li> <li>7. Samuel Noah Kramer, 1973, The Sumerians: Their History, Civilization, and Characteristics, translated by Faisal Al-Waili, Kuwait.</li> <li>8. Harry Saggs, 1979, The Greatness of Babylon, translated by Amer Suleiman, Mosul.</li> <li>9. Ali Muhammad Mahdi, 1969, The Assyrians: The Origin, Homeland, History, and Capitals, Baghdad.</li> <li>10. Najib Mikhail, 1971, Civilizations of the Ancient Near East: Iraq and Persia, 2nd ed., Part 6, Cairo.</li> <li>11. Leo Oppenheim, 1981, Mesopotamia, translated by Saadi Faydi Abdul-Razzaq, Baghdad.</li> <li>12. Abdul-Ridha Al-Taani, 1981, Political Thought in Ancient Iraq, Baghdad.</li> <li>13. Ghaith Habib Khalil, 2004, Mesopotamia in the Early Dynastic Period, unpublished master's thesis, College of Arts, University of Baghdad.</li> <li>14. Saeb Abdul-Hamid, 2020, Ancient Iraqi Thought Dar Al-Warraaq</li> <li>15. Sami Saeed Al-Ahmadi, Religious Beliefs in Ancient Iraq.</li> <li>16. Hayat Ibrahim Muhammad, 1983, Nebuchadnezzar: His Life and Biography, Baghdad.</li> </ol>
<p style="text-align: center;">Department Head Asst. Prof. Dr. Ahmed Ibrahim Mohammed</p>	<p style="text-align: center;">Course Instructor Asst. dr. : Amir Karim Abdel-Aali</p>

## 2025-2026 description Course

<b>.1 Course Name :</b>	
<b>General Geography</b>	
<b>.2 Course code :</b>	
<b>CH109</b>	
<b>.3 Year /Chapter :</b>	
<b>2025-2026</b>	
<b>.4 Date this description was prepared :</b>	
<b>2025/10/1</b>	
<b>.5 Available attendance forms : person-In</b>	
<b>My presence</b>	
<b>.6 Number of study hours/Number of units</b>	
<b>( 4 ) Number of units / ( 2 ) Number of study hours</b>	
<b>.7 Name of the course coordinator (if there is more than one, please mention )</b>	
<b>.(it</b>	
<b>email A'a -Al</b>	<b>Muhammad Saeed hman Name: Zainab Ra <a href="mailto:zainabrahman@mu.edu.iq">zainabrahman@mu.edu.iq</a> :address</b>
<b>.8 Course objectives</b>	
<p>Working to accustom history _4 students to using geography to present .all their historical studies Focus on linking the historical event _5 .with its geographical interpretation students realize the Making -6 importance of using maps in historical studies, whether in revealing the historical event or indicating its location, .etc</p>	<p style="text-align: right;"><b>:Course objectives</b></p> <p>To provide a comprehensive .1 understanding of the fundamentals of . physical and human geography various geographical the Covering _2 weeks, with weeks allocated 30 aspects over . for review and evaluation to provide the graduate with a Striving -3 comprehensive understanding of the field of Especially . historical studies when teaching sts and the in the field of Islamic conque changing political map of countries .throughout history</p>

**Teaching and learning strategies .9**

discussion, The course is based on interactive lectures and classroom with the use of maps and applied studies, with the aim of linking geographical concepts to the human and historical dimension, and .developing analytical thinking among students	<b>strategy</b>
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**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>topic Unit or name</b>	<b>Required learning outcomes</b>	<b>Hour s</b>	<b>Week</b>
Oral ,questions case study application	Interactive lecture, classroom .discussion Practical .examples	<b>What is _ its :geography</b> definition, its branches physical, human, ) .(economic Geographic technology: maps, geographic information systems, remote . sensing The relationship of geography to other sciences geology, climate, ) economics, .(politics, history Geographical research methods descriptive, ) analytical, remote (sensing	know <b>should</b> the science of geography, distinguish between its main branches, and understand its scientific .importance should <b>student</b> become familiar with modern geographical research tools and their role in .spatial analysis explain <b>should</b> the integrative nature of geography and its relationship to the humanities and natural .sciences be able <b>should</b> to distinguish between geographical research methods and apply them .theoretically	<b>two hour s</b>	<b>the first</b>
.A short quiz	Lecture supported	<b>Physical :geography</b> Geomorphology :	The student should explain the	<b>two hour</b>	<b>the second</b>

	by maps	The formation of the Earth's surface, theories of its origin, and geological structures	origin of the Earth most and the important geological structures	s	
Written questions	An analytical lecture, supported by images and maps	Factors that shape the Earth's surface (weathering, erosion, deposition) forms: Land mountains, plateaus, plains, valleys	The student should explain the geomorphological processes and their effect on shaping the terrain.  The student should be able to distinguish between different types of terrain and the characteristics of each	two hours	the third
Written questions	Analytical lecture, maps	Climate: temperature, atmospheric pressure, wind, precipitation  Classification of global climates (tropical, arid, temperate, cold)	The student should explain the elements of climate and their impact on the environment.  The student should classify the world's climatic regions and identify their characteristics	two hours	Fourth
Analytical assignment	Lecture, open discussion	The atmosphere: its composition, importance, and	The student should explain the role of the atmosphere	two hours	Fifth

		<b>.climate change</b>	<b>and contemporary environmental .challenges</b>		
<b>Short test</b>	<b>Lecture, maps</b>	<b>Water resources: the water cycle, .rivers, lakes</b>	<b>The student should explain the water cycle and the importance of water .resources</b>	<b>two hours</b>	<b>Sixth</b>
<b>Written .exam</b>	<b>_____</b>	<b>First month exam</b>	<b>Measuring the student's comprehension of physical geography .vocabulary</b>	<b>two hours</b>	<b>Seventh</b>
<b>A short assignment</b>	<b>Analytical lecture</b>	<b>Groundwater : its importance, types, and .distribution</b>	<b>The student should explain the role of groundwater in .human activity</b>	<b>two hours</b>	<b>Eighth</b>
<b>Short test</b>	<b>Lecture supported by images</b>	<b>Soil types and their geographical .distribution</b>	<b>The student should be able to distinguish types between of soil and the factors that distribute .them</b>	<b>two hours</b>	<b>Ninth</b>
<b>Practical assignment</b>	<b>Analytical .lecture</b>	<b>Vegetation cover and biological on distribution the Earth's .surface</b>	<b>The student should explain the relationship between climate and vegetation .cover</b>	<b>two hours</b>	<b>tenth</b>
<b>Oral questions</b>	<b>Interactive .lecture</b>	<b>Human -Geography</b>	<b>The student should know</b>	<b>two hour</b>	<b>eleventh</b>

		<b>Concept and .Branches</b>	<b>human geography and understand its relationship to .other sciences</b>	<b>s</b>	
<b>analytical task</b>	<b>Lecture, maps</b>	<b>Population Geography: Population Distribution and .its Factors</b>	<b>The student should analyze global population distribution .patterns</b>	<b>two hour s</b>	<b>twelfth</b>
<b>A short .quiz</b>	<b>Analytical lecture, case .study</b>	<b>Migration: its types and geographical .impact</b>	<b>student The should explain the causes of migration and its spatial .effects</b>	<b>two hour s</b>	<b>thirtee nth</b>
<b>Written exam</b>	<b>_____</b>	<b>month Second exam</b>	<b>Measuring the level of understanding in human geography topics</b>	<b>two hour s</b>	<b>fourtee nth</b>
<b>A short research assignme .nt</b>	<b>Lecture, discussio n</b>	<b>Population growth and global population .problems</b>	<b>The student should analyze the problems of population growth and its developmental .effects</b>	<b>two hour s</b>	<b>fifteent h</b>
<b>Classroom questions, class participatio .n</b>	<b>Interactive lecture, practical examples</b>	<b>Second semester  Economic Geography: Agriculture and .Rural Activities</b>	<b>The student should explain the relationship between economic activities and place, and analyze the impact of resources and economic</b>	<b>two hour s</b>	<b>Sixteen th</b>

			<p><b>activities on .development</b></p> <p>To distinguish - between farming patterns and the relationship between them and the geographical . environment</p>		
<p><b>Analytical assignment oral , questions</b></p>	<p><b>Lecture, Case Study Analysis</b></p>	<p><b>Industry and mining and their impact on .development</b></p>	<p><b>To explain the role of industry and mining in economic development and its spatial distribution</b></p>	<p><b>two hours</b></p>	<p><b>seventeenth</b></p>
<p><b>A short .written test</b></p>	<p><b>Lecture, Business .Flowcharts</b></p>	<p><b>Trade and transport and their impact on the global economy</b></p>	<p><b>The student should explain the role of transport and trade networks connecting in regions and the .economy</b></p>	<p><b>two hours</b></p>	<p><b>eighteenth</b></p>
<p><b>Short report, contribution</b></p>	<p><b>Lecture, practical .discussion</b></p>	<p><b>Tourism geography and its economic importance</b></p>	<p><b>To assess the importance of tourism and its economic and spatial impact</b></p>	<p><b>two hours</b></p>	<p><b>nineteenth</b></p>
<p><b>Classroom questions</b></p>	<p><b>Analytical lecture, discussion</b></p>	<p><b>Political and urban geography</b></p>	<p><b>To link geography, political power, and urban planning</b></p>	<p><b>two hours</b></p>	<p><b>Twenty</b></p>
<p><b>Short test</b></p>	<p><b>Lecture, historical examples</b></p>	<p><b>Basic concepts in political geography</b></p>	<p><b>To know the basic concepts and apply them to the geographical</b></p>	<p><b>two hours</b></p>	<p><b>Twenty first-</b></p>

			<b>.reality</b>		
<b>Written exam</b>	<b>_____</b>	<b>First month exam</b>	<b>Measuring comprehension of economic, tourism, and urban geography concepts</b>	<b>two hours</b>	<b>Twenty - second</b>
<b>analytical task</b>	<b>Lecture, Map Analysis</b>	<b>Political borders and regional conflicts</b>	<b>To analyze the causes of border conflicts from a geographical .perspective</b>	<b>two hours</b>	<b>Twenty third-</b>
<b>Classroom questions</b>	<b>Lecture, Case Study</b>	<b>Urban planning and city distribution</b>	<b>To explain the patterns of urban distribution and their relationship to urban .planning</b>	<b>two hours</b>	<b>Twenty fourth-</b>
<b>Short test</b>	<b>Practical lecture, visual presentation</b>	<b>Modern geography :techniques  Geographic Information ,(GIS ) Systems .and their uses</b>	<b>The student should become familiar with modern technologies and their role in geographical .analysis  To explain the (GIS ) concept of its most important geographical .applications</b>	<b>two hours</b>	<b>Twenty fifth-</b>
<b>Practical assignment</b>	<b>Lecture, practical examples</b>	<b>Remote sensing in geographical studies</b>	<b>To demonstrate the role of satellite imagery in geographical studies</b>	<b>two hours</b>	<b>Twenty sixth-</b>

Short test	Lecture, Map Analysis	Geographic maps and their types	To distinguish between different types of and maps methods of using them	two hours	Twenty - seventh
analytical task	Lecture, scientific discussion	Spatial analysis and geographic measurement methods	To apply the principles of spatial analysis in interpreting geographical phenomena	two hours	Twenty eighth-
Written exam	_____	Second month exam	Measuring the learning outcomes of the .technical unit	two hours	Twenty ninth-
Participation, verbal .evaluation	Open discussion, interactive .review	Comprehensive review of the course and open discussion	Reinforcing basic concepts and linking the course units together	two hours	thirty

**Course evaluation .11**

The grade out of 100 is distributed according to the tasks assigned to the daily, oral, monthly, and written exams, ,student, such as daily preparation .reports, etc

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

**Learning and teaching resources .12**

_____	Required textbooks (methodology, if (applicable
, Gharnati-Ali ibn Musa ibn Saeed al .(1 .Geography	(sources) Main references

<p><b>, Jawdat Hassanein Jawdat .(2  . Foundations of General Geography</b></p> <p><b>Talaat Ahmed Mohamed and Gouda .(3  Principles of Physical , Mohamed  .Geography</b></p> <p><b>General , Gohary-Yosri Al .(4  .Geography</b></p> <p><b>General , Ahmed Ali Ismail ( 5  .Geography</b></p> <p><b>Hassanein Jawda and Fathi Jawdat ( 6  General Geography , Abu Ayana  .Principles</b></p>	
	<p><b>Recommended supporting books and  references (scientific journals,  (...reports</b></p>
	<p><b>Electronic references, websites</b></p>

**Course Instructor**

**Zainab Rahman Saeed**

**Department Head**

**Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed**

## 2026-2025 Course description

<b>History of the Prophetic Era and the Rightly Guided Caliphate :Course Title .1</b>	
<b>EH105 code Course .2</b>	
<b>Year /Term .3</b>	
<b>description was prepared on 1/10/2025 This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>( 6 Number of units (3 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>:email address A'a -Al</b>	<b>Prof. Dr. Ayad Kadhim Rajih :Name <a href="mailto:ayad.kadhim@mu.edu.iq">ayad.kadhim@mu.edu.iq</a></b>
<b>objectives Course .8</b>	
	<p style="text-align: right;"><b>Course objectives</b></p> <p style="text-align: center;"><b>Knowing the life of the Prophet (PBUH) from birth to death, including his mission, his actions in facing the challenges that confronted the Islamic call, his efforts in establishing the Islamic state and spreading Islam in the Arabian Peninsula, nce of the Caliphate, and the the emerge most important political, military, and administrative developments after the death of the Prophet (PBUH) until the</b></p>

**Teaching and learning strategies .9**

<p><b>stages of the Prophet Muhammad (PBUH) from birth to death and his role in establishing the Islamic state</b> -1</p> <p><b>The student learned about the details of the life</b> -1</p> <p><b>The student learns about the political, military, and administrative developments</b> -2</p> <p><b>in the Rashidun Caliphate era</b> -2</p> <p><b>for faith and moral lessons from the biography of The student draws inspiration</b> -3</p> <p><b>the Prophet (PBUH) and emulates his unique personality</b> -3</p> <p><b>The student appreciates the role of the Prophet (PBUH) and the early</b> -4</p> <p><b>n companions in carrying the banner of Islam to the world, and their efforts i</b> -4</p> <p><b>establishing the foundations of Islamic civilization as a spiritual and human</b> -4</p> <p><b>.civilization</b> -4</p> <p><b>The student draws inspiration from the lesson of unity in the lives of the early</b> -5</p> <p><b>for companions and their readiness to sacrifice personal and factional interests</b> -5</p> <p><b>.the sake of Muslim unity and the elevation of Islam</b> -5</p>	<p><b>strategy</b></p>
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**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests	elocution	the The life of Prophet from birth to mission	It explains the theories related to the concept of .the lesson	3	<b>the first</b>
Short reports on the topic of discussion	was M The present and accompanied by questioning	Key views on the culture of the Prophet (PBUH) before his mission and the issue of revelation	To write a comprehensive scientific research paper according to the approved methodology	3	<b>the second</b>
Note: Work within the group	Cooperative education	Islamic call in its original homeland	It explains historical or scientific phenomena	3	<b>the third</b>
Completing reports-self	-self learning	Dimensions of the ideological conflict with polytheists	the He analyzes or events theories	3	<b>Fourth</b>

Tests	elocution	Searching for a new home for Islamic preaching	It uses primary and secondary sources in an academic manner	3	<b>Fifth</b>
teamwork	Problem solving	Immigration and its psychological and ideological dimensions	He adheres to the ethics of scientific research	3	<b>Sixth</b>
Brainstorming questions	Lecture	The importance of migration and its impact on the development of Islam	Events analyzes Theories or	3	<b>Seventh</b>
Tests	was M The present and accompanied by questioning	state and -The city its early organizations	It explains historical or scientific phenomena	3	<b>Eighth</b>
Note: Work within the group	Cooperative education	The concept of the state in Islam and its development	He analyzes the or events theories	3	<b>Ninth</b>
teamwork	Problem solving	State and -The City Jihad in the Cause of God	It uses primary and secondary sources in an academic manner	3	<b>tenth</b>
Editorial	conclusion	The jihadist role of Imam Ali (a.s.) in the battles and raids	He thinks, he analyzes	3	<b>eleventh</b>
Brainstorming questions	Lecture	The expansion of state and -the city the dominance of Islam	The student explains historical phenomena	3	<b>twelfth</b>
Completing reports-self	-self learning	Tests	is concluded It based on the data	3	<b>thirteenth</b>
Tests	elocution	<b>The Prophet's (PBUH) stance on )</b>	The student respects	3	<b>fourteen</b>

		<b>tribes and tribal alliances</b>	intellectual diversity		<b>nth</b>
Short reports on the topic of discussion	was M The present and accompanied by questioning	The universality of the Islamic message and the end of the era of the Prophet (PBUH)	He explains the causes and problems	<b>3</b>	<b>fifteenth</b>
Note: Work within the group	Cooperative education	The Caliphate and of Abu Bakr the era Siddiq-al	Events analyzes . Theories or	<b>3</b>	<b>Sixteenth</b>
Completing reports-self	-self learning	Islamic conquests during the reign of Abu Bakr	He participates in teamwork	<b>3</b>	<b>seventeenth</b>
Tests	was M The present and accompanied by questioning	of Umar ibn al-Khattab and his administrative and financial procedures	It explains historical phenomena	<b>3</b>	<b>eighteenth</b>
teamwork	Problem solving	The conquests during the reign of Khattab-Umar ibn al	The student gained scientific and research on work skills transfer . Awareness	<b>3</b>	<b>nineteenth</b>
Brainstorming questions	Lecture	The era of Uthman ibn Affan and the Islamic conquests	student Respect Diversity intellectual	<b>3</b>	<b>Twenty</b>
Tests	was M The present and accompanied by questioning	Political developments the reign of during Osman and his assassination	Events analyzes Theories or	<b>3</b>	<b>Twenty first-</b>
Note: Work the within group	Cooperative education	Imam Ali's (a.s.) stance towards the three caliphs and	Explains phenomena Historical	<b>3</b>	<b>Twenty - second</b>

		their policies			
Tests	was M The present and accompanied by questioning	The accession of Imam Ali (AS) to the caliphate and the Battle of the Camel	Values and attitudes respected Diversity student intellectual	3	Twenty third-
Editorial	conclusion	The conflict with Muawiyah ibn Abi Sufyan	,He thinks analyzes	3	Twenty fourth-
Brainstorming questions	Lecture	The conflict with the Kharijites and the martyrdom of Imam (Ali (AS	The student gained scientific and research on work skills transfer Awareness	3	Twenty fifth-
Ask short questions that can be answered in short sentences	Presentation and questioning	The Caliphate of (.Imam Hassan (a.s	Values and attitudes respected Diversity student intellectual	3	Twenty sixth-
Completing reports-self	-self learning	<b>The peace treaty of (.Imam Hassan (a.s</b>	student Explains phenomena Historical	3	Twenty seventh
Tests	elocution	<b>exam</b>	The student respects intellectual diversity	3	Twenty eighth-
Brainstorming questions	was M The present and accompanied by questioning	<b>General review</b>	student Respect Diversity intellectual	3	Twenty ninth-
teamwork	Problem solving	<b>General review</b>	student Explains phenomena Historical	3	thirty

**Course evaluation .11**

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc

<b>Final exam</b>	<b>laboratories</b>	<b>Second month</b>	<b>month First</b>	<b>semester</b>
<b>60</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>100</b>

**Learning and teaching resources .12**

	<b>Required textbooks (methodology, if applicable)</b>
	<b>(Main references (sources</b>
	<b>Recommended supporting books and references (scientific journals, (...reports</b>
	<b>Electronic references, websites</b>

**Course Instructor****Prof. Ayad Kazem Rajih****Department Head****Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed**

## Course Description Form

<b>1. Name The Decision</b>					
Professional Ethics					
<b>2. Code The Decision-</b>					
EH112					
<b>3. The Chapter / The Year</b>					
The First And The Second 2025-2026					
<b>4. Date Preparation This The Description</b>					
9/17/2024					
<b>5. Available Attendance Forms</b>					
My Presence					
<b>6. Number Of Study Hours (Total)/Number Of Units (Total)</b>					
30Hours / 30 Units					
<b>7. Name Of The Course Administrator (If More Than One Name Is Mentioned)</b>					
Fadhil Shakir Hassan <b>Email:</b> Fadhil.shakir@mu.edu.iq					
<b>8. Course Objectives</b>					
Defining the terms "Ethics" and "Profession."Understanding the concepts of ethics and profession and the correlation between them.Comprehending the consolidation of ethics within a professional framework.					h
<hr/> <p><b>Teaching and Learning Strategies</b>                  Material presentation and lectures. Brainstorming.Dialogue and discussion. Utilization of references and sources.Use of modern educationaltools.Assigning research papers to students.</p>					
<b>9. Teaching And Learning Strategies</b>					
The Offer – Clarification - Discussion – Training				<b>The Strategy</b>	
<b>10. Course Structure</b>					
Evaluation Method	Learning Method	Name Of The Unit Or Topic	Required Learning Outcomes	Hours	The Week
Oral Test	Lecture	Definition Of Psychological Counseling And Educational Guidance	cognitive, skill-based, and emotional domains	1	The First

Cone	Discussion	Guidance, Guidance, Education And Education	cognitive, skill-based, and emotional domains	1	The Second
Microlearning	Dialogue	The Development Of Psychological Counseling	cognitive, skill-based, and emotional domains	1	The Third
Write A Summary	Collaborative Learning	The Need For Guidance And Counseling (Justifications For Psychological Counseling)	cognitive, skill-based, and emotional domains	1	The Fourth
Oral Test	Brainstorming	The Need For Psychological Guidance And Counseling (Justifications For Psychological Counseling)	cognitive, skill-based, and emotional domains	1	Fifth
Cone		The Goals And Principles Of Psychological Counseling	cognitive, skill-based, and emotional domains	1	VI
Microlearning	Think-Pair-Share Strategy	Principles Of Psychological Counselling	cognitive, skill-based, and emotional domains	1	Seventh
Write A Summary	Lecture	Psychological Counseling Curricula	cognitive, skill-based, and emotional domains	1	VIII
Oral Test	Discussion	Foundations Of Psychological Counselling	cognitive, skill-based, and emotional domains	1	Ninth
Cone	Dialogue	Psycho-Educational Counseling – Definitions	cognitive, skill-based, and emotional domains	1	The Tenth
Microlearning	Collaborative Learning	Psycho-Educational Counseling, Importance And Need	cognitive, skill-based, and emotional domains	1	Eleventh
Write A Summary	Brainstorming	Teacher – Guide	cognitive, skill-based, and emotional domains	1	Twelveth
Oral Test		The Role Of The Educational Counselor In Psychological Counseling	cognitive, skill-based, and emotional domains	1	Thirteenth
Cone	Think-Pair-Share Strategy	Fields Of Psychological Counseling And Its Relationship To Education	cognitive, skill-based, and emotional domains	1	Fourteenth

<b>Microlearning</b>	<b>Lecture</b>	<b>Psychological Counseling Process Information1) Importance And Conditions</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Fifteenth</b>
<b>Write A Summary</b>	<b>Discussion</b>	<b>Psychological Counseling Process Information2) Facilitators, Problems And Types</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Sixteen</b>
<b>Oral Test</b>	<b>Dialogue</b>	<b>Psychological Counseling Theories (Freudian Psychoanalysis)</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Seventeenth</b>
<b>Cone</b>	<b>Collaborative Learning</b>	<b>Counseling Theories (Rogers Self)</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Eighteen</b>
<b>Microlearning</b>	<b>Brainstorming</b>	<b>Psychological Counseling Theories (Cognitive Alice)</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Nineteenth</b>
<b>Write A Summary</b>		<b>Mental Health Concepts</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>The Twentieth</b>
<b>Oral Test</b>	<b>Think-Pair-Share Strategy</b>	<b>The Importance Of Mental Health</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>21<sup>st</sup></b>
<b>Cone</b>	<b>Lecture</b>	<b>Mental Health Goals</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Twenty Tow</b>
<b>Microlearning</b>	<b>Discussion</b>	<b>Mental Health And Psychological Counseling</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Twenty Third</b>
<b>Write A Summary</b>	<b>Dialogue</b>	<b>Normality And Abnormality (Characteristics Of A Normal And Disturbed Person)</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Twenty Fourth</b>
<b>Oral Test</b>	<b>Collaborative Learning</b>	<b>Aspects Of Personality (Physical - Social - Emotional - Mental)</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>25<sup>th</sup></b>
<b>Cone</b>	<b>Brainstorming</b>	<b>Psychological Crises Meaning</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Twenty-Sixth</b>
<b>Microlearning</b>		<b>Psychological Crises Causes</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>27<sup>th</sup></b>
<b>Write A Summary</b>	<b>Think-Pair-Share</b>	<b>Compatibility (Meaning - Types)</b>	cognitive, skill-based, and emotional domains	<b>1</b>	<b>Twenty-Eighth</b>

	<b>Strategy</b>				
<b>Oral Test</b>	<b>Lecture</b>	<b>Characteristics Of A Compatible Person</b>	cognitive, skill-based, and emotional domains	1	XXIX
<b>Written Exam</b>		<b>Exam</b>	cognitive, skill-based, and emotional domains	1	Thirty

### Course Evaluation

Exam Results - Discussions And Session Management

### 11. Learning And Teaching Resources

<b>There Are No Books</b>	<b>Required Textbooks (Methodology If Any)</b>
Achievement Of The Material Depends On The Slides That Are Presented In The Class (Power Point) And Notes Extracted From Discussions Between The Professor And Students, In Addition To The Notes Of The Subject Professor, In Addition To What Is Available In Some External Sources Recommended By The Subject Professor.	<b>Main References (Sources)</b>
<b>The Guidance Process Mahrous Al-Shenawi + Foundations And Principles Of Psychological Guidance / Department Of Psychology, Damanhour + Introduction To Guidance And Counseling / Dr. Saleh Atouta Mental Health And Psychotherapy Amal Abaza. +Other Sources Are Determined As Needed For Each Topic</b>	<b>Recommended Supporting Books And References (Scientific Journals, Reports....)</b>
Google And Major University Libraries	<b>Electronic References, Internet Sites</b>

## Course Description Form

### 1. Course Name:

Headway / English Basics

### 2. Course Code:

### 3. Semester / Year:

2025-2026

### 4. Description Preparation Date:

15/9/2025

### 5. Available Attendance Forms:

### 6. Number of Credit Hours (Total) / Number of Units (Total) 30 /2

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

Name: Howidah Qadoori jameel

Email: howidah qadoori@mu.edu,iq

### 8. Course Objectives

Course Objectives

Understanding spoken language through listening and comprehending written texts, such as reading, analyzing text and correct written expression in terms of writing (structure, vocabulary, and grammar), understanding and using structure (grammar), in addition to improving the pronunciation of so

### 9. Teaching and Learning Strategies

Strategy

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	1	Read and understanding	Introduction	Presentation and discussion	Written in blanks
2-	1	Read understanding	Vocabulary and Speaking	Presentation discussion	Matching False
3-	1	Read understanding	Personal information	Presentation discussion	Essay Question
4-	1	Read understanding	Social Expressions	Presentation discussion	Oral Exams
5-	1	Read understanding	The way I live	Presentation discussion	Presentation
6-		Read understanding	Simple present tense	Presentation discussion	Group Discussion
7-	1	Read understanding	continuous present tense	Presentation discussion	Conversation Practice
8-	1	Read understanding	Simple past tense	Presentation discussion	Quizzes
9-	1	Read and understanding	Directions	Presentation discussion	Class Participation
10-	1	Read understanding	Times past	Presentation discussion	Skills
11-		Read and understanding	Going Sightseeing	Presentation discussion	Watching Video
12-	1	Read and understanding	Questions and Negative	Presentation discussion	Activities
13-	1	Read and understanding	Request and Offers	Presentation discussion	Conversation Practice
14-	1	Read and understanding	Everyday Problems	Presentation discussion	Written Exams
15-		Read and understanding	Present Continuous	Presentation discussion	Watching Video

#### 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)

Headway  
Beginner students book

Main references (sources)

Electronic References, Websites

Course Instructor

Department Head  
Asst. Prof. Dr. Ahmed Ibrahim Mohammed

Asst. Lect. Howidah Qadoori jameel

## Course Description Form

<b>1. Course Name: Fundamentals of Education - First Stage</b>	
<b>2. Course Code: EH110</b>	
<b>3. Semester / Year: Year First Semester and Second Semester 2025-2026</b>	
<b>4. Description Preparation Date: 1/10/2025</b>	
<b>5. Available Attendance Forms: Attendance</b>	
<b>6. Number of Credit Hours) (2 ) / Number of Units (4 )</b>	
30	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
Nam: <b>Dr. Mohamed Nasser Faisal</b> Email: <a href="mailto:mohammednaser@mu.edu.iq">mohammednaser@mu.edu.iq</a>	
<b>8. Course Objectives</b>	
<p><b>Skill Objectives (Analytical and Research)</b></p> <ul style="list-style-type: none"> <li>.Analysis of Basic Educational Theories and Their Historical Development</li> <li>.Comparing the different philosophical approaches and their impact on educational systems.</li> <li>.Critique of the Basic Concepts in Education (Education, Education, Teaching)</li> <li>-Analysis of the dimensions of the educational process and its main pillars</li> </ul> <p><b>For Values and Emotional Goals</b></p> <ul style="list-style-type: none"> <li>- Establishing professional values and moral commitment.</li> <li>- Promoting the values of responsibility and developing a sense of responsibility towards the profession</li> <li>- Developing the values of integrity, honesty, fairness, respect, cooperation, integration, and team spirit in the educational environment.</li> </ul>	<p><b>Objectives of the course. Cognitive Goals (Cognitive and Comprehension)</b></p> <ul style="list-style-type: none"> <li>- A deep understanding of the concept of education and its necessity for the educational process</li> <li>- Tracking the major transformations of the study of the history of education through the development of societies from time immemorial to the present day.</li> <li>- Analyzing the impact of philosophical theories on educational processes and studying the relationship between education and philosophy.</li> <li>4- Understand the role of the cultural foundations of education and its importance on the educational process.</li> <li>- Understand the nature of the social foundations of education and its impact on society and the individual by studying patterns of social change.</li> <li>-Evaluation of the study of environmental and economic</li> </ul>

foundations on educational innovations.  
- Studying and understanding the objectives of education for the Arab world, its problems and its philosophical foundations.

## 9. Teaching and Learning Strategies

**Strategy** 1. Student-Based Learning 2- Interactive Learning. 3. Problem-Based Learning  
4- Use of educational technologies. 5- Cooperative learning. 6. Feedback

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Understanding the definition of education and the reasons for the multiplicity of these definitions	What is Education	Lecture + Group Discussion	Group Participation and Discussion
The second	2	Analysis of relationship between education and different sciences	Education and its Relations to Other Sciences	Brainstorming and discussion	Analytic Report
The third	2	Understanding role of the United States in the war and the reasons for it	The Historical Foundations of Education	Progressive Offers Analysis وثائق	Short Research Paper
Fourth	2	Knowing what the philosophical foundations of education	Philosophical Foundations of Education	Collaborative learning and discussion	Group discussion
Fifth	2	Know what are cultural foundations of education	Cultural Foundations of Education	Learning in groups	Research Paper
Sixth	2	Know what the social foundations of education	Social Foundations of Education	Lecture and Discussion	Written Exam
Seventh	2	Understanding Transformations Social Characteristics	Characteristics of Social Change and Relationship of Education	Discussion questioning	Oral Testing
Eighth	2	Analysis of psychological foundations of education	Psychological Foundations of Education	Seminars	Brainstorming Questions
Ninth	2	Analysis of educational foundations	Educational Foundations of Education	Lecture & Presentation	Short test

		education			
<b>Tenth</b>	2	<b>Firstmonth exam</b>	<b>First month exam</b>		
<b>Eleventh</b>	2	The student should know the conditions that the cultural education has gone through and stages development	<b>Cultural Foundations Education</b>	Lecture	Research Paper
12	2	Understanding transformations and social foundations education	<b>Social Foundations of Education</b>	Progressive Presentation and Lecture	Short test
<b>Thirteenth</b>	2	Analysis of Learning Theories and Extent of Their Impact on Educational Process	<b>Learning Theories and Their Relationship to Education and Their Impact on Them</b>	Collaborative Learning	Detailed Report
<b>Fourteenth</b>	2	Identify the basic concepts related to the educational process	<b>Basic concepts related to educational process</b>	Groups discussion	Analytical Paper
<b>Fifteenth</b>	2	Identify the natural foundations of education and extent of its impact on the learning process in terms of development.	<b>Biological Foundations of Education</b>	Lecture Progressive Presentations	Oral Testing
<b>Sixteenth</b>	2	The student learns about the importance of the school environment	<b>Schools and Some Educational Media</b>	Lecture + Group Discussion	Written Exam
<b>Seventeenth</b>		Mid-year vacation	Year vacation		
<b>Eighteenth</b>	2	Identify educational programs and environments for children and adolescents	<b>Educational programs and environments for children and adolescents</b>	Lecture Discussion	Research Paper
<b>Nineteenth</b>	2	Analysis of Impact of Economic Foundations Education	<b>Economic Foundations Education</b>	Group discussion	Detailed Research Paper
<b>Twenty</b>	2	Sweating on importance economic growth and the extent of impact on	<b>Learning and Economic Growth</b>	Brainstorming discussion	Oral Testing

		educational proces			
Twenty first	2	Identifying the r of of econom underdevelopment and the extent of impact on educational proces	Underdevelopment	Presentations	Detailed Research Paper
Twenty two	2	The importance planning ahead time for educational proces	Comprehensive Developm Planning	Collaborative learn and discussion	Analytical Paper
Twenty Three	2	Knowledge Methods Educational Renew	Educational Renovations	Learning in groups	Group Participation and Discussion
Twenty fourth	2	Preparing a set educational rene models	Models of Educational Renew	Lecture and Discussio	Analytical Report
Twenty Fifth	2	Knowing Recognizing Importance Moving Towards Knowledge Econo	Orientation towards knowledge economy	Lecture Discussion	Oral Testing
Twenty-sixth	2	The student sho learn about importance technology and relationship learning	Technology and its relations to learning	Learn Groups	Detailed Research Paper
Twenty Seventh	2	The student understands strategies of learni teaching, a teaching	Learning, Teaching and Teaching Strategies	Lecture Discussion	Oral Testing
Twenty Eight	2	The student lea about measurem and evaluation a the differe between them	Measurement & Evaluation	Lecture Discussion	Brainstorming Questions
Twenty Ninth	2		Second Month Exam		
Thirty	2	The student lea about the nature education in I and the problems face	Education in Iraq and Problems We Face	Lecture Discussion	Oral Testing
11. Course Evaluation					

12. Learning and Teaching Resources	
<p>Required textbooks (curricular books, if any)</p> <ul style="list-style-type: none"> <li>- <b>Khaled Muhammad Abu Shaira (Introduction to the Science Education) is a methodological book approved by department.</b></li> <li>- <b>"Ahmed Ali Al-Hajj (Fundamentals of Education).</b></li> </ul>	
<ul style="list-style-type: none"> <li>- <b>Fundamentals of Education - Dr. Abdullah Shukair, Dr. Ahmed Hussein Al-Laqani</b></li> <li>- <b>Foundations of Education - Dr. Mohamed Mounir Morsi</b></li> <li>- <b>Fundamentals of Education: Philosophical, Social and Psychological Foundations - Dr. Saeed Ismail Ali</b></li> <li>- <b>Introduction to Education - Dr. Mohamed Ziad Hamdan</b></li> <li>- <b>Islamic Educational Philosophy - Dr. Majed Arsan Al-Kilani</b></li> <li>- <b>Comparative Education - Dr. Ghazi Nasser</b></li> <li>- <b>The Origins of Education and its Historical Development - Muhammad Al-Hadi Afifi</b></li> </ul>	
<p>Recommended books and references (scientific journals, reports...)</p> <ul style="list-style-type: none"> <li>- <b>Journal of Education (Al-Azhar University - Egypt)</b></li> <li>- <b>Journal of Educational Sciences (King Saud University - Saudi Arabia)</b></li> <li>- <b>Journal of the Union of Arab Universities for Education and Psychology</b></li> <li>- <b>Damascus University Journal of Educational Sciences</b></li> <li>- <b>Arab Journal of Education (Arab Educational, Cultural and Scientific Organization)</b></li> <li>- <b>Journal of the Faculty of Education (Mansoura University - Egypt).</b></li> </ul>	<p><b>Recommended books and references (scientific journals, reports...)</b></p>
<p>Electronic References, Websites</p> <ul style="list-style-type: none"> <li>- <b>Arab Educational Sciences Network (ARIC)</b></li> <li>- <b>Saudi Digital Library</b></li> <li>- <b>Arab Educational, Cultural and Scientific Organization (ALESCO) website</b></li> <li>- <b>King Fahd National Library (Educational</b></li> </ul>	<p><b>Electronic References, Websites</b></p>

Course Instructor

dr. **Mohamed Nasser Faisal**

Department Head

Asst. Prof. Dr. Ahmed Ibrahim Mohammed



**وصف المقرر الدراسي**

**المرحلة الثانية**

**2026-2025**

**- Course description**

<b>Educational Administration : Course Name .1</b>	
<b>EH209 code Course .2</b>	
<b>Year 2025/2026 Annual /Semester .3</b>	
<b>on 17/9/2025 This description was prepared .4</b>	
<b>person / Weekly-In : Available attendance formats .5</b>	
<b>( 4 ) Number of units / ( 2 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>alaashehaber@mu.edu.iq :Ami - Al M.M. Alaa Shehab :the name</b>	
<b>objectives Course .8</b>	
<p>The student should understand the concept of educational administration and its importance in developing educational institutions.</p> <p>2. Ability to communicate and solve problems Administrative problems in the educational environment and proposed solutions for them</p> <p>3. The student should be able to distinguish between modern theories and trends in the field of educational administration.</p> <p>4. The student should discuss the foundations and life -concepts of educational administration in real educational institutions within educational situations</p> <p>5. The student should explain the functions of educational administration.</p>	<p><b>Course objectives</b></p>
<b>Teaching and learning strategies .9</b>	

<p>(Strategies ) Teaching in Modern Strategies Use –1          .( Cognitive) And above cognitive          . Teaching in Modern Educational Models use –2          and duties Activities With some student assignment –3          And its presentation practical Reports From it domestic          . The lecture in His colleagues on          classroom–Non For activities Degree from rate Allocation –4          .          student He feels about on The process Lecture administration          .the time to organize Importance</p>	<b>strategy</b>
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**Course structure .10**

<b>Evaluati on Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
<b>Written, oral, and performance exam</b>	<b>Lecture, questioning, discussion, and dialogue</b>	the students Welcoming and introducing the .course	It explains the theories related to the concept of .the lesson	<b>2</b>	<b>the first</b>
<b>Written, oral, and performance exam</b>	<b>Lecture, questioning, discussion, and dialogue</b>	The concept of educational management	To understand the concept of management	<b>2</b>	<b>the second</b>
<b>Written, oral, and performance exam</b>	<b>Lecture, questioning, discussion, and dialogue</b>	Components of the administrative process	It explains the components	<b>2</b>	<b>the third</b>
<b>Written, oral, and performance exam</b>	<b>Lecture, questioning, discussion, and dialogue</b>	School administrative leadership positions	He analyzes the or events theories	<b>2</b>	<b>Fourth</b>

Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The relationship between educational administration and public administration	It uses primary and secondary sources in an academic manner	2	Fifth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The concept of educational management	Management is known	2	Sixth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The importance of educational administration	Events analyzes Theories or	2	Seventh
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Factors that influence educational administration	Lists the factors	2	Eighth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Explanation of educational management theories	He analyzes the or events theories	2	Ninth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	School administration concept	It uses primary and secondary sources in an academic manner	2	tenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Personal qualities of a school principal	He thinks, he analyzes	2	eleventh
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	School management styles	The student explains management styles	2	twelfth
Written, oral, and	Lecture, questioning	School administration classroom and	It is concluded based on the	2	thirteen

performance exam	, discussion, and dialogue	management relationships	data		nth
		Midterm exam		2	fourteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Methods for addressing classroom problems	He explains the causes and problems	2	fifteenth
,Written oral, and performance exam	Lecture, questioning, discussion, and dialogue	Leadership Management	Events analyzes . Theories or	2	Sixteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Essential skills for managerial leadership	He participates in teamwork	2	seventeenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	comparison between A leadership and command	Distinguish between leadership and command	2	eighteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Theories of managerial leadership	He understands leadership theories	2	nineteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Administrative leadership styles	Leadership and methods are known	2	Twenty
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Management Crisis Explained	Events analyzes Theories or	2	Twenty first-
Written, oral, and	Lecture, questioning	Crisis management	To know the stages of	2	Twenty -

performance exam	, discussion, and dialogue	stages	management		second
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Crisis management in educational institutions	Crisis management is applied	2	Twenty third-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The concept of educational supervision	,He thinks analyzes	2	Twenty fourth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Stages of educational supervision	To list the stages of supervision	2	Twenty fifth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Areas of educational supervision	He reviews the areas of supervision	2	Twenty sixth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Modern principles in the educational fields of supervision	It follows modern principles	2	Twenty seventh
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Mental health	To understand	2	Twenty eighth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The importance of mental health to society	health is known	2	Twenty ninth-
		Midterm exam		2	thirty

Course evaluation .11

to the The grade out of 100 is distributed according to the tasks assigned student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100
<b>Learning and teaching resources .12</b>				
homeland date ,Ahmed Khalil Ibrahim -1 – Ottoman 1516 The Covenant in Arabic College of Education, University of , 1916 .Mosul			<b>Required textbooks (methodology, if applicable)</b>	
. The hadith Arabs formation ,Beautiful car -1 The Arabs date ,Sheikh Ghanimi Raafat 2 .1983 ,Cairo ,hadith			<b>(Main references (sources</b>	
,And others Hassan Mohammed Jasem -1 ,Contemporary Arabic homeland date . 1975 ,Mosul The coffee shop Mohammed Hussein -2 The two occupations between Iraq ,owner message ,second And the the first . Baghdad ,Master's Islamic Peoples date ,Carl ,Brockelmann -3 And Munir Knight Nabil translation .1949 ,Beirut ,Baalbeki The European the date ,Yahya Jalal -4 .1983 ,Baghdad ,hadith			<b>Recommended supporting books and references ( scientific (...journals, reports</b>	
<a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a>			<b>Electronic references, websites</b>	

Course Instructor

Asst. Lect Alaa Shehab

Department Head

Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed

## Course Description Form

1. Course Name: <b>Baath Party Crimes</b>	
2. Course Code: <b>EH213</b>	
3. Semester / Year:	
4. Description Preparation Date: <b>Semester One and Semester Two 2025-2026</b>	
5. Available Attendance Forms: <b>Presence</b>	
6. Number of Credit Hours) (1 ) Number of Units (2 )	
30	
7. Course administrator's name (mention all, if more than one name)	
Nam: <b>Dr Mohamed Nasser Faisal</b> Email: <a href="mailto:mohammednaser@mu.edu.iq">mohammednaser@mu.edu.iq</a>	
8. Course Objectives	
<p><b>Course Objectives</b></p> <p><b>Skill Objectives (Analytical and Research)</b></p> <p><b>1. Analyze the issue of individual responsibility and collective responsibility.</b></p> <ul style="list-style-type: none"> <li>· Evaluate the experience of the trial of Saddam Hussein and other officials (the Iraqi Supreme Criminal Court) in terms of procedures, outcomes, and challenges.</li> <li>· Discuss other transitional justice mechanisms (reparations, truth commissions, institutional reform).</li> </ul> <p><b>4. Understand the social and psychological effects:</b></p> <ul style="list-style-type: none"> <li>· Explore the long-term effects of the Baathist Party's policies on the Iraqi social structure (sectarian, Tribe, Relations between Components).</li> <li>· Analyze the collective trauma and psychological legacy of violence on multiple generations of Iraqis.</li> <li>· Discussing the challenges of building collective memory and national reconciliation after a period of totalitarian rule.</li> </ul> <p><b>5. Developing critical and analytical skills:</b></p> <ul style="list-style-type: none"> <li>· Train students to analyze historical and archival sources regarding this period with a critical look.</li> <li>· Enable students to relate historical events to the concepts of politics, international law, and sociology.</li> </ul>	<ul style="list-style-type: none"> <li>· <b>Historical and contextual understanding:</b> <ul style="list-style-type: none"> <li>· Trace the historical development of the Baath Party in Iraq and the nature of the power structure and political system it established.</li> <li>· Analyze the regional, international, and social conditions that contributed to the party's rise and continuity, and contributed to its policies.</li> <li>· They understand the Party's official ideology of its application towards authoritarianism and individualism.</li> </ul> </li> <li><b>2. Introducing the nature of violations and crimes:</b> <ul style="list-style-type: none"> <li>· Study and classify the main patterns of violations committed under Baathist rule, such as: war crimes, crimes against humanity, genocide, crimes of torture, enforced disappearance, and cleansing Ethnic and political.</li> <li>· Focus on specific case studies (e.g., Anfal's campaign against the Kurds, the</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>· Encouraging critical reflection on the causes of authoritarian regimes, their resistance mechanisms, and the risks of their recurrence</li> </ul>	<p>suppression of popular uprisings in 1991, the invasion of Kuwait, the Iran-Iraq war, policies of discrimination against community groups).</p> <ul style="list-style-type: none"> <li>· Analyze the mechanisms of internal repression (e.g., security services, judiciary, and directed media).</li> </ul> <p>3. Legal and Accounting Analysis:</p> <ul style="list-style-type: none"> <li>· Study of the international legal framework for the prosecution of state crimes (Rome Statute of the International Criminal Court, Geneva Conventions, Convention on the Prevention of the Crime of Genocide).</li> </ul>
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### 9. Teaching and Learning Strategies

Strategy	1. Student-Based Learning 2- Interactive Learning. 3. Problem-Based Learning 4- Use of educational technologies. 5- Cooperative learning. 6. Feedback
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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	1	Understanding and Defining the Crimes of the Baath Regime According to the Law of the Iraqi Criminal Court	Crimes of the Baath Regime according to the Iraqi Supreme Criminal Court Law in 2005	Lecture + Group Discussion	Group Participation and Discussion
The second	1	Analysis of Concept of Crime and its Sections	The Concept of Crime and its Divisions	Brainstorming discussion	Analytical Report
The third	1	Definition of crime in language and idiom	Definition of crime in language and idiom	Progressive presentations document analysis	Short Research Paper
Fourth	1	Find out what the crime departments	Crime Sections	Collaborative learning and discussion	Group discussion
Fifth	1	Knowing the types of crimes	Types of Crimes	Learning in groups	Research Paper
Sixth		Knowing what international crimes are and what are their bases	International Crimes	Lecture and Discussion	Written Exam
Seventh	1	Understanding Transformations and Characteristics	Domestic Crimes	Discussion questioning	Oral Testing

		of Local Crime			
<b>Eighth</b>	<b>1</b>	Analysis perception decisions issued the Supreme Criminal Court	Decisions of the Supreme Criminal Court	Seminars	Brainstorming Questions
<b>Ninth</b>	<b>1</b>	Analysis of Foundations Psychological Crimes	Psychological Crimes	Lecture Presentations	Short test
<b>Tenth</b>		First month exam	First month exam		
<b>Eleventh</b>	<b>1</b>	The student should know mechanisms psychological crimes	Mechanisms of Psychological Crimes	Lecture	Research Paper
<b>XII</b>	<b>1</b>	Understanding Effects Psychological Crimes and Social Transformations on the Structure Society	Effects of Psychological Crimes	Progressive Presentations Lecture	Short test
<b>Thirteenth</b>	<b>1</b>	Analysis of Social Crimes and the Extent Their Impact Society	Social crimes	Collaborative Learning	Detailed Report
<b>Fourteenth</b>	<b>1</b>	Identify the basic concepts related the militarization society	The militarization society	Groups discussion	Analytical Paper
<b>Fifteenth</b>	<b>1</b>	Identifying nature of Baathist regime's anti-religious stance	Baathist regime's position on religion	Lecture Progressive Presentations	Oral Testing
<b>Sixteenth</b>		Mid-year vacation	Mid-year vacation		
<b>Seventeenth</b>		Mid-year vacation	Mid-year vacation		
<b>Eighteenth</b>	<b>1</b>	Identifying programs and images human rights violations	Images of Human Rights Violations and Crimes of Authority	Lecture Discussion	Research Paper

		and crimes of authority			
Nineteenth	1	Analysis of Impact of Decisions of Political and Military Violations of Baath Regime	Resolutions on Political and Military Violations of the Baath Regime	Group discussion	Research Paper
Twenty	1	Places of Prisons and Detention of Baath Regime	Places of Prisons and Detention of Baath Regime	Brainstorming discussion	Oral Testing
Twenty first	1	Identifying environmental crimes of the Baath regime Iraq	Environmental Crimes of the Baath Regime Iraq	Progressive presentations document analysis	Detailed Research Paper
Twenty two	1	The student should be aware of the effects of war and radiation pollution and explosion of mines	War and Radioactive Pollution and Mine Explosion	Collaborative learning and discussion	Analytical Paper
Twenty Three	1	The student should know and be aware of the psychological and physical effects of radioactive pollution on humans and environment.	Psychological and physical effects of radioactive pollution on humans and environment	Learning groups	Group Participation and Discussion
Twenty four	1	Preparing a set of models of the destruction of cities and villages and politics of scorched earth	The destruction of cities and villages and the politics of scorched earth	Lecture and Discussion	Analytical Report
Twenty Fifth	1	Knowing Recognizing Importance Moving Towards	Draining the marshes	Lecture and Discussion	Oral Testing

		<b>Marsh Drainage and Environmental Effects</b>			
<b>Twenty-sixth</b>	<b>1</b>	<b>The student should be familiar with effect of bulldozing orchards, trees and crops</b>	<b>Bulldozing orchards, trees and plantings</b>	<b>Learn Groups</b>	<b>Detailed Research Paper</b>
<b>Twenty Seventh</b>	<b>1</b>	<b>The student understands language and terminology mass graves</b>	<b>Mass graves in language and idiom</b>	<b>Lecture and Discussion</b>	<b>Oral Testing</b>
<b>Twenty Eighth</b>	<b>1</b>	<b>The student learns about graves of genocide committed by Baathist regime Iraq</b>	<b>Graves of genocide committed the Baathist regime in Iraq</b>	<b>Lecture and Discussion</b>	<b>Brainstorming Questions</b>
<b>Twenty Ninth</b>		<b>Second Month Exam</b>	<b>Second Month Exam</b>		
<b>Thirty</b>	<b>1</b>	<b>The student will learn about the nature of chronological classification mass graves from 1963-2003</b>	<b>Classification of Genocide Graves in Iraq for the Period 1963-2003</b>	<b>Lecture and Discussion</b>	<b>Oral Testing</b>

## 11. Course Evaluation

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

## 12. Learning and Teaching Resources

1. Crimes of the Ba'ath regime, a methodological book approved by the oath. 2Ayman Abdel Aziz Salam International Responsibility for the Crime of Genocide.

Hassan Al-Khayat, Geography of Marshes and Swamps in Southern Iraq  
Hussein Aliwi Al-Ziyadi, Environmental Crimes of the Baath Regime in Iraq  
Abbas Attia Al-Quraishi, Mass Graves People Under the Soil

<p><b>Muhammad Abu Zahra, Crime and Punishment in Islam Jurisprudence</b></p>	
<p><b>1. . Anfal's campaign against the Kurds:</b></p> <ul style="list-style-type: none"> <li>· "Al-Anfal: Saddam Hussein's genocidal campaign in Kurdistan" - Human Rights Watch reports.</li> <li>· <b>Chemical Ali: The Human Tragedy of Kurdistan</b> by Hiner Saleem.(شهادة روائية)</li> <li>· <b>Iraqi Kurdistan: Political Development and Emergent Democracy</b> by Gareth R. V. Stansfield.الفهم السياقي -</li> <li>· "Halabja: Chemical Weapons Genocide" - reports by international organizations such as the Organization for the Prohibition of Chemical Weapons (OPCW) and the Iraqi Special Commission of Inquiry.</li> </ul> <p><b>2. Legal Aspects and Trials:</b></p> <ul style="list-style-type: none"> <li>· <b>The Trial of Saddam Hussein</b> by Michael A. Newton and Michael P. Scharf - Legal analysis of Saddam Hussein's trial.</li> <li>· <b>Adnan Al-Dulaimi: "The Trial of Saddam: A Legal and Political Reading"</b>.</li> <li>· <b>Documents and rulings of the "Supreme Criminal Court of Iraq"</b> (for the Dujail and Halabja case) - available on official websites.</li> </ul>	
<p><b>1For International and Human Rights Organizations: Human Rights Watch (HRW): Iraq Division.</b></p> <p><b>2. Amnesty International: Archive of reports on Iraq</b></p> <p><b>3. Iraqi Documents Project - Stanford University</b></p>	

**Subject Instructor**  
**M. Dr. Mohamed Nasser Faisal**

**Head of the Department**  
**Prof. Dr. Ahmed Ibrahim Mohamed**

## 2026-2025 Course description

<b>Course name: Computer .1</b>	
<b>EH106 code Course .2</b>	
<b>Year /Term .3</b>	
<b>description was prepared on 1/10/2025 This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>( 4 Number of units (2 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 .(it</b>	
<b>: Haider Rahim</b>	<b>haider.raheem@mu.edu.iq</b>
<b>objectives Course .8</b>	
	<p style="text-align: right;"><b>Course objectives</b></p> <p><b>solid scientific foundation for Building a . the student</b></p> <p><b>Understanding the basics of computer .2 applications and their uses</b></p> <p><b>Improving the student's practical and .3 theoretical performance</b></p> <p><b>Improving knowledge of computer .4 hardware and software components</b></p> <p><b>ability to create practical skills and The .5 innovations</b></p>

**Teaching and learning strategies .9**

Using modern methods to enhance scientific knowledge of modern technology -1  
.in the field of electronics

**strategy**

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The student becomes familiar with the Excel .program interface	To know	2	the first
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The student learns the rules for writing mathematical .functions	understand To	2	the second
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The student learns how to tabulate .the homepage	To know	2	the third
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The student learns about the file list	To explain	2	Fourth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	He recognizes The student On Tabling Planning	To know	2	Fifth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	He recognizes The student On Tabling Input	To know	2	Sixth
Written, oral, and	Lecture, questioning	He recognizes The student On Link The formula	To know	2	Sevent

performanc e exam	discussion, and dialogue				h
Written, oral, and performanc e exam	Lecture, questioning , discussion, and dialogue	He recognizes The student On Function The s u m	To determine	2	Eighth
Written, oral, and performanc e exam	Lecture, questioning , discussion, and dialogue	Definition The student In the form ofif policewoman	To explain	2	Ninth
Written, oral, and performanc e exam	Lecture, questioning , discussion, and dialogue	He recognizes The student On Function The countAndcountA	To know	2	tenth
Written, oral, and performanc e exam	Lecture, questioning , discussion, and dialogue	He recognizes The student On Function ave rag e	To discuss	2	elevant h
Written, oral, and performanc e exam	Lecture, questioning , discussion, and dialogue	He recognizes The student On Functionmin- m a x	To learn	2	twelfth
Written, oral, and performanc e exam	,Lecture questioning , discussion, and dialogue	It solves The student Exercises process	To determine	2	thirtee nth
Written, oral, and performanc e exam	Lecture, questioning , discussion, and dialogue	He explains The student Concept Networks And its types	To mention	2	fourtee nth
		recognizes He The student On Network The Internet Global And Its protocols		2	fifteent h

Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	The student practically applies how to access the .Internet	To know	2	Sixteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	He recognizes The student On Concept Computing cloudy	To indicate	2	seventeenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	He explains The student Types and components Applications Computing cloudy fields and Its use	To mention	2	eighteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	He recognizes The student On Browsers wabAndGoogle And Interface Chrome	To mention	2	nineteenth
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	It is mentioned The student Interface Google Chrome	To know	2	Twenty
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Uses The student The mail Electronic	To explain	2	Twenty first-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	He recognizes The student On What is ?it The mail Electronic	To know	2	Twenty - second
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Introduction to Artificial Intelligence	To discuss	2	Twenty third-
Written, oral, and performance exam	Lecture, questioning	The importance of artificial	To present	2	Twenty

performance exam	, discussion and dialogue	intelligence			fourth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Artificial intelligence fields	To determine		Twenty fifth-
Written, oral, and performance exam	, Lecture questioning, discussion, and dialogue	Natural Language Processing	To know		Twenty sixth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	robots	To learn		Twenty - seventh h
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Artificial intelligence applications	To learn		Twenty eighth-
Written, oral, and performance exam	Lecture, questioning, discussion, and dialogue	Artificial intelligence tools	To learn		Twenty ninth-
		Chapter Review			thirty

**evaluation Course .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc**

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

<b>Learning and teaching resources .12</b>				
The textbook of the Ministry of Higher Education and Scientific Research, "Fundamentals of Computers and Office Applications, Part 1 and Part 2, Muhammad Aboud, by Dr. Ziad "2014		<b>Required textbooks (methodology, if applicable</b>		
<b>An Introduction to the World of Artificial " Intelligence" by Dr. Adel Abdel Nour IGCSE information and communication technology G Brown, D Watson</b>		<b>(Main references (sources</b>		
		<b>Recommended supporting books and references (scientific journals, (...reports</b>		
		<b>Electronic references, websites</b>		

**Subject teacher, Head of Department**

**M.D. Haider Rahim, M.D. Ahmed Ibrahim Muhammad**

## 2026-2025 – Course Description

<b>Arab civilization in Andalusia History : Course Name .1</b>	
<b>EH204: code .2</b>	
<b>Year 2025/2026 Annual /Semester .3</b>	
<b>on 1/10/2025 This description was prepared .4</b>	
<b>person / Weekly-In : Available attendance formats .5</b>	
<b>( ( 240 ) Number of units (60 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>Abbas.fadal@mu.edu.iq : Ami -Al Abbas Fadl Hussein .Dr .Prof :the name</b>	
<b>objectives Course .8</b>	
<p>The study of Andalusian history is of great importance in educating future generations and demonstrating the role of Arabs in the modern world's renaissance.</p> <p>This material aimed to alert students to the importance of other things, as it history, which is no less important than is part of the nation's past and present. It also aimed to teach students how to study and deal with events, given that history repeats itself, benefiting from its events. In the same context, other objectives of the material revealed that it is part of an Arab heritage presented by past generations, enlightening the minds of all who aspire to know it, given that history is understanding the past and contemplating the future.</p>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>(Strategies ) Teaching in Modern Strategies Use -1</b>	<b>strategy</b>

.( Cognitive) And above cognitive  
 . Teaching in Modern Educational Models use –2  
 and duties Activities With some student assignment –3  
 And its presentation practical Reports From it domestic  
 . The lecture in His colleagues on  
 classroom–Non For activities Degree from rate locationAl –4  
 .  
 student He feels about on The process Lecture administration  
 .the time to organize Importance

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Tests	elocution	<b>History of Spain before the Islamic conquest</b>	It explains the theories related to the concept of .the lesson	<b>2</b>	<b>the first</b>
Short reports on the topic of discussion	M The was present and accompanied by questioning	<b>political and The economic conditions in Spain before the Islamic conquest</b>	To write a complete scientific research paper according to the approved methodology	<b>2</b>	<b>the second</b>
Note: Work within the group	Cooperative education	<b>Social conditions and in Spain class system before the Islamic conquest</b>	It explains historical or scientific phenomena	<b>2</b>	<b>the third</b>
Completing self reports	-self learning	<b>Stages of the Islamic conquest of Andalusia</b>	He analyzes the or events theories	<b>2</b>	<b>Fourth</b>
Tests	elocution	<b>Political and cultural divisions in Andalusia</b>	It uses primary and secondary sources in an academic	<b>2</b>	<b>Fifth</b>

			.manner		
teamwork	Problem solving	<b>Andalusia during the era of the governors: their cultural achievements</b>	He adheres to the ethics of scientific .research	2	<b>Sixth</b>
Brainstorming questions	Lecture	<b>Islamic -The Spanish conflict during the era of the governors</b>	Events analyzes Theories or	2	<b>Seventh</b>
Tests	M The was present and accompanied by questioning .ng	<b>Internal wars and tribal conflicts</b>	It explains historical or scientific phenomena	2	<b>Eighth</b>
Note: Work within the group	Cooperative education	<b>The Umayyad State, the Emirate Era</b>	He analyzes the or events theories	2	<b>Ninth</b>
teamwork	Problem solving	<b>most prominent The Umayyad princes and their most important cultural achievements</b>	It uses primary and secondary sources in an academic .manner	2	<b>tenth</b>
Editorial	conclusion	<b>Internal wars in Andalusia during the Umayyad era</b>	He thinks, he analyzes	2	<b>eleventh</b>
Brainstorming questions	Lecture	<b>The era of the Umayyad -Caliphate... Abd al Nasir-Rahman al</b>	The student explains historical phenomena	2	<b>twelfth</b>
Completing self reports	-self learning	<b>Civilizational and architectural achievements</b>	It is concluded based on the data	2	<b>thirteenth</b>
Tests	elocution	<b>Islamic relations</b>	The student respects	2	<b>fourteen</b>

			intellectual diversity		<b>nth</b>
Short reports on the topic of discussion	M The was present and accompanied by questioning	<b>The era of the Umayyad Mustansir...a -Caliph al cultural study</b>	He explains the causes and problems	2	<b>fifteenth</b>
Note: Work within the group	Cooperative education	The era of sects: reasons for their emergence	Events analyzes . Theories or	2	<b>Sixteenth</b>
Completing self reports	-self learning	The most famous Taifa kingdoms in Andalusia	He participates in teamwork	2	<b>seventeenth</b>
Tests	M The was present and accompanied by questioning	Political and economic relations between the Spanish kingdoms and communities	It explains historical phenomena	2	<b>eighteenth</b>
teamwork	Problem solving	Political relations between sects and Islamic Morocco	The student gained scientific and research on work skills transfer . Awareness	2	<b>nineteenth</b>
Brainstorming questions	Lecture	Political relations between sects and the East Islamic	student Respect Diversity intellectual	2	<b>Twenty</b>
Tests	M The was present and accompanied by questioning	The scientific and cultural movement in Andalusia during the era of the Taifa kingdoms	Events analyzes Theories or	2	<b>Twenty first-</b>

Note: Work within the group	Cooperative education	The Fall of the Sectarian Era: Causes and Consequences	Explains phenomena Historical	2	Twenty - second
Tests	M The was present and accompanied by questioning	Andalusia under the rule of the Almoravid era	Values and attitudes respected Diversity student intellectual	2	Twenty third-
Editorial	conclusion	Second month exam	,He thinks analyzes	2	Twenty fourth-
Brainstorming questions	Lecture	The Almoravid wars with Spanish in Andalusia the	The student gained scientific and research on work skills transfer Awareness	2	Twenty fifth-
Ask short questions that can be answered in short sentences	Presentation and questioning	The scientific movement in Andalusia during the rule of the Almoravids	Values and attitudes respected Diversity student intellectual	2	Twenty sixth-
Completing self reports	-self learning	Almohad rule in Andalusia	student Explains phenomena Historical	2	Twenty - seventh h
Tests	elocution	The Almohad wars with in Andalusia the Spanish	The student respects intellectual diversity	2	Twenty eighth-
Brainstorming questions	M The was present and accompanied by questioning	The Kingdom of Granada: Political Events	student Respect Diversity intellectual	2	Twenty ninth-

	.ng				
teamwork	Problem solving	fall of Granada and The the end of the Arab presence there	student Explains phenomena Historical	2	thirty
<b>Course evaluation .11</b>					
<b>The grade out of 100 is distributed according to the tasks assigned to the ,student, such as daily preparation, daily, oral, monthly, and written exams .reports, etc</b>					
<b>Final exam</b>	<b>laboratorie s</b>	<b>Second month</b>	<b>month First</b>	<b>semester</b>	
60	-	20	20	100	
<b>Learning and teaching resources .12</b>					
Khalil Ibrahim and others: The History of the Arabs and their Civilization in Andalusia -1			<b>Required textbooks (methodology, if applicable)</b>		
Abdul Aziz Salem, History of Muslims in .Andalusia -1 Muhammad Abdullah Anan: The Islamic -2 .State in Andalusia Hussein Mounes: The Dawn of 30 Andalusia			<b>(Main references (sources</b>		
			<b>Recommended supporting books and references (scientific (...journals, reports</b>		
<a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a>			<b>Electronic references, websites</b>		

**Course Instructor**

Prof. abbas fadal hussein

**Department Head**

Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed

## Course Description

<b>.1 Course Name</b>					
methodology Historical research					
<b>.2 Course code</b>					
EH213					
<b>.3 Semester/Year</b>					
2025/2026 Annual					
<b>.4</b>					
This description was prepared on 17/9/2025					
<b>.5</b>					
person / Weekly-Available attendance formats: In					
<b>.6</b>					
(4 ) Number of units (2 ) Number of study hours					
<b>.7</b>					
Name of the course coordinator (if there is more than one, please mention .(it					
<b>.8</b>					
:Email Ami -Al Ibrahim Rasoul Hussein .Prof. Dr :the name <u>ibrahim@mu.edu.ig</u>					
<b>.8 Course objectives</b>					
Introduction to history and historical writing Identifying the auxiliary sciences of history .2 How to write in the body of a historical research paper .3 How to write footnotes in historical research .4 How to conduct historical criticism .5					<b>Course objectives</b>
<b>.9 Teaching and learning strategies</b>					
<b>The student should understand the methodology of -1 historical research and how to write it, and analyze, critique, and strive to understand when acquiring . information</b>					<b>strategy</b>
<b>.10 Course structure</b>					
<b>Evaluati on Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>

Tests	elocution	<b>Defining the words methodology" and ". "history"</b>	It explains the theories related to the concept of .the lesson	<b>2</b>	<b>the first</b>
Short reports on the topic of discussion	The lecture was accompanied by questioning	<b>categories of sciences to which history belongs</b>	To write a complete scientific research paper according to the approved methodology	<b>2</b>	<b>the second</b>
Note: Work within the group	Cooperative education	<b>The emergence and development of historical writing in ancient times</b>	It explains historical or scientific phenomena	<b>2</b>	<b>the third</b>
Completing self reports	-self learning	<b>The emergence and development of historical writing in Islamic and modern times</b>	Analyzes events or theories	<b>2</b>	<b>Fourth</b>
Tests	elocution	The benefits of history and the qualities of a historian	It uses primary and secondary sources in an academic .manner	<b>2</b>	<b>Fifth</b>
teamwork	Problem solving	Sciences that aid the study of history	He adheres to the ethics of scientific .research	<b>2</b>	<b>Sixth</b>
Brainstorming questions	Lecture	<b>Choosing a historical research topic</b>	Analyzes events or theories	<b>2</b>	<b>Seventh</b>
Tests	The lecture was accompanied by questioning	<b>Methods of collecting sources and references</b>	It explains historical or scientific phenomena	<b>2</b>	<b>Eighth</b>
Note: Work within the	Cooperative	<b>Types of sources</b>	Analyzes events or theories	<b>2</b>	<b>Ninth</b>

group	education				
teamwork	Problem solving	Historical criticism	It uses primary and secondary sources in an academic manner	2	tenth
Editorial	conclusion	Historical criticism	He thinks, he analyzes	2	eleventh
Brainstorming questions	Lecture	Research methods, information organization, internet utilization, and how to find library websites that benefit the historical researcher	The student explains historical phenomena	2	twelfth
Completing self reports	-self learning	<b>Description, presentation, and analysis in the text of historical research</b>	It is concluded based on the data	2	thirteenth
Tests	elocution	Objectivity in writing historical research	The student respects intellectual diversity	2	fourteenth
		Midterm exam		2	fifteenth
Note: Work within the group	Cooperative education	Diligence in the methodology of historical research	He analyzes events or theories	2	Sixteenth
Completing self reports	-self learning	<b>C</b> <b>Quotation and inclusion in historical research</b>	He participates in teamwork	2	seventeenth
Tests	The lecture was accompanied by questioning	<b>Creating the historical formula</b>	It explains historical phenomena	2	eighteenth

teamwork	Problem solving	<b>Writing footnotes in historical research</b>	The student gained scientific research skills and worked on spreading awareness.	2	nineteenth
Brainstorming questions	Lecture	<b>Writing footnotes in historical research</b>	The student respects intellectual diversity	2	Twenty
Tests	The lecture was accompanied by questioning.	<b>Some terms used by the historian</b>	Analyzes events or theories	2	Twenty first-
Note: Work within the group	Cooperative education	<b>Some terms used by the historian</b>	It explains historical phenomena	2	Twenty - second
Tests	The lecture was accompanied by questioning.	<b>The historian and theories of historical interpretation</b>	Values and attitudes: The student respects intellectual diversity.	2	Twenty third-
Editorial	conclusion	<b>The historian and theories of historical interpretation</b>	He thinks, he analyzes	2	Twenty fourth-
Brainstorming questions	Lecture	<b>Some academic terms specific to the writing work of the historian -research -article ) thesis or -study (dissertation</b>	The student gained scientific research skills and worked to spread awareness	2	Twenty fifth-
Ask short questions that can be answered	Presentation and questioning	<b>The difference between the work of a historian, a journalist, and a writer</b>	Values and attitudes: The student respects intellectual diversity.	2	Twenty sixth-

in short sentence .s					
Completing self reports	-self learning	<b>Writing history for the and specialists public</b>	The student explains historical phenomena	<b>2</b>	<b>Twenty - seventh</b>
Tests	elocution	<b>Language and thematic unity in historical research</b>	The student respects intellectual diversity	<b>2</b>	<b>Twenty eighth-</b>
Brainstorming questions	The lecture was accompanied by questioning	<b>Requirements for writing the introduction to a historical research paper; methods for writing the conclusion of a historical research paper</b>	The student respects intellectual diversity	<b>2</b>	<b>Twenty ninth-</b>
teamwork	Problem solving	<b>Midterm exam</b>	The student explains historical menapheno	<b>2</b>	<b>thirty</b>

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc**

<b>Final exam</b>	<b>laboratories</b>	<b>Second month</b>	<b>First month</b>	<b>semester</b>
<b>60</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>100</b>

**Learning and teaching resources .12**

Hassan - Historical Search Methodology -1 Othman	<b>Required textbooks (methodology, if applicable)</b>
Taha One Abd _ Historical Search Origins -2 Methodology in Lectures . Dhunoon	

. Dahi Fadel _ Historical Search	
Jamil, The Formation of the -Sayyar al -1 .Modern Arabs Sheikh, Modern Arab -Raafat Ghoneimi Al - 2 .Cairo, 1983 ,History	<b>(Main references (sources</b>
-Mahmoud Al -Historical Research Methodology Huwayri  Historical and Archaeological Research Qasim Abdo Qasim -Methodology	<b>Recommended supporting books and references (scientific (...journals, reports</b>
<a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a>	<b>Electronic references, websites</b>

**Subject teacher, Head of Department**

**Prof. Dr. Ahmed Ibrahim Muhammad , Ibrahim Rasool Hussein .A. M. Dr**

## Course Description Form

1. Course Name: Modern History of the Arab Countries

2. Course Code: EH206

3. Semester / Year:2025-2026

4. Description Preparation Date: 17/9/2025

5. Available Attendance Forms: In-person / Weekly

6. Number of Credit Hours (2) / Number of Units (Total) 4

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

Name: Dr. Mohammed Hammooz Lafta

Email: mohammed\_hamooz@mu.edu.iq

8. Course Objectives

### Course Objectives

The study of modern Arab countries holds significant academic importance, a concept and justification reflected in numerous university studies that have addressed its historical period with clear scientific rigor. This importance stems from its role in elucidating the political circumstances that the Arab region experienced at that time. Furthermore, it played a crucial role in conveying a clear picture of the nature of colonial relations with the Arab region and revealed the resistance movements that sought to demonstrate to everyone that there was no place for the colonizer.

This course aimed to alert students to the importance of this period, which is no less significant than other fields, as it is an integral part of the nation's past and present. It also aimed to teach students how to study and engage with historical events, given that history repeats itself, allowing us to learn from its experiences. In the same vein, other objectives of the course revealed that it is part of the Arab heritage bequeathed by past generations, enlightening the minds of all who sought to understand it, since history is about understanding the past and planning for the future.

9. Teaching and Learning Strategies

<b>Strategy</b>	<p><b>1. Utilize modern teaching strategies (cognitive and metacognitive strategies).</b></p> <p><b>2. Employ modern educational models in teaching.</b></p> <p><b>3. Assign students activities and homework, including practical reports to be presented to their classmates during the lecture.</b></p> <p><b>4. Allocate a percentage of the grade to extracurricular activities.</b></p> <p><b>Manage the practical lecture in a way that instills in students the importance of time management.</b></p>
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#### 10. Course Structure

<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>
1-	2	Explaining the theories related to the lesson concept	The Arab world before Ottoman rule	elocution	For tests
2-	2	. Writing a comprehensive scientific research paper according to the approved methodology	Ottoman Administration in the Arab Countries During the 16th Century AD: The Levant, Egypt, Sudan, the Gulf and the Arabian Peninsula, North Africa	The lecture was accompanied by questioning.	Short reports on the topic of discussion
3-	2	It explains historical or scientific phenomena..	The Spanish and Portuguese rivalry for control of the Arab region and the Ottoman stance on it	Cooperative education	Note:Work within the group
4-	2	It analyzes events or theories.	British and French strategy in the Gulf and the Arab region	self-learning	Completing self-reports
5-	2	Uses primary and secondary sources in an academic manner.	The economic conditions of Arab countries up to the nineteenth century AD	elocution.	For tests
6-	2	Adheres to the ethics of scientific research.	Social Conditions in Arab Countries until the 19th Century	Problem Solving	teamwork
7-	2	Analyzes events or theories.	The Growth of Arab Consciousness and the Influence of Islamic Thought in the Face of Western	Lecture	Brainstorming questions

			Challenges		
8-	2	Explains historical or scientific phenomena	Nationalist movements in the Arab world	The lecture was accompanied by questioning.	For tests
9-	2	Analyzes events or theories	The Sanusi movement	Cooperative education	Note:Work within the group
10-	2	Uses primary and secondary sources in an academic manner	The Mahdist movement	Problem Solving	teamwork
11-	2	He thinks he analyzes	First month exam	conclusion	Editorial
12-	2	The student explains historical phenomena.	Independence Movements in the Arab East	Lecture	Brainstorming questions
13-	2	The student draws conclusions based on the given data.	Independence Movements in the Arab Maghreb	self-learning	Completing self-reports
14-	2	The student respects intellectual diversity.	The Ottoman State's Stance on Independence Movements	elocution	For tests
15-	2	The student explains the causes and problems.	Commercial Rivalry and Colonial Conflict over the Arab Region during the 19th Century	The lecture was accompanied by questioning.	Short reports on the topic of discussion
16-	2	Analyzes events or theories.	Britain, France	Cooperative education	Note:Work within the group
17-	2	Participates in teamwork.	Russia, Germany	self-learning	Completing self-reports
18-	2	Interprets historical phenomena	Reformist Trends and the Movement for Change in the Arab World	The lecture was accompanied by questioning.	For tests
19-	2	The student acquires scientific	The Maghreb	Problem Solving	teamwork

		research skills and works to raise awareness.			
20-	2	The student respects intellectual diversity.	The Mashreq, Egypt, and Sudan	Lecture	Brainstorming questions
21-	2	Analyzes events or theories.	The Gulf and the Arabian Peninsula	The lecture was accompanied by questioning.	For tests
22-	2	Interprets historical phenomena.	Challenges Facing the Arab Region During the Second Half of the 19th Century and the Beginning of the 20th Century	Cooperative education	Note: Work within the group
23-	2	Values and attitudes: The student respects intellectual diversity.	The Unionist Revolution and the Path of Renewal in the Arab World (1908–1914)	The lecture was accompanied by questioning.	Short reports on the topic of discussion
24-	2	He thinks he analyzes	Second month exam	conclusion	Editorial
25-	2	The student gained scientific research skills and worked to spread awareness	The situation in the Levant during the Young Turk Revolution	Lecture	Brainstorming questions
26-	2	Values and attitudes: The student respects intellectual diversity	The political situation in Egypt on the eve of World War I	Presentation and questioning	Ask short questions that can be answered in short sentences.
27-	2	The student explains historical phenomena	The situation in the Arabian Gulf and the Arabian Peninsula 1908-1914	self-learning	Completing self-reports
28-	2	Values and attitudes: The student respects intellectual diversity	The impact of the Young Turk Revolution on the Arab region	elocution	For tests
29-	2	The student respects intellectual diversity	Trends in the modern Arab Renaissance movement; The rise of the	The lecture was accompanied by	Brainstorming questions

				questioning.	
30-	2	The student explains historical phenomena	nationalist movement in the Arab world	Problem Solving	teamwork

### 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

Semester	First Month	Second Month	Laboratories	Final Exam
100	20	20	-----	60

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Ibrahim Khalil Ahmed, History of the Arab World in the Ottoman Era 1516-1916, College of Education, University of Mosul
Main references (sources)	1- Sayyar al-Jamil, The Formation of the Modern Arabs. 2- Raafat Ghunaimi al-Sheikh, A History of the Modern Arabs, Cairo, 1983.
Recommended books and references (scientific journals, reports...)	1- Jassim Muhammad Hassan et al., Contemporary History of the Arab World, Mosul, 1975. 2- Hussein Muhammad al-Qahwati, Iraq Between the First and Second Occupations, Master's Thesis, Baghdad. 3- Brockelmann, Carl, History of the Islamic Peoples, translated by Nabil Faris and Munir al-Baalbaki, Beirut, 1949. 4- Jalal Yahya, Modern European History, Baghdad, 1983.
Electronic References, Websites Asst. Lect. Howidah Qadoori jameel	<a href="https://ar.wikipedia.org/wiki/">https://ar.wikipedia.org/wiki/</a>

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## General Arabic Course Description - Second Level (2025-2026)

### 1. Course Name

General Arabic Language

### 2. Course Code

EH214

### 3. Semester / Year

Annual System / Academic Year 2025-2026

### 4. Description Preparation Date

01/10/2025

### 5. Available Attendance Forms

In-person

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

(30) credit hours distributed over two semesters, at (1) hour per week / (2) units

### 7. Course administrator's name

ali.alkhalaf@mu.edu.iq

Asst. Lect. Ali Abdul-Hussein Nasser

### 8. Course Objectives

**Cognitive Objectives:**  
Upon completing the course, the student is expected to be able to:

- Recognize basic rules of grammar and morphology.
- Distinguish between various linguistic and rhetorical styles.
- Analyze literary texts and extract their elements.
- Master fundamental spelling rules, especially regarding hamza and numbers.

**Skill-based Objectives:**  
Upon completing the course, the student is expected to be able to:

- Read correctly, fluently, and expressively.
- Write linguistically and orthographically correct texts.
- Use punctuation marks in their correct context.
- Compose academic and functional documents in formal Arabic.

**Affective Objectives:**  
Upon completing the course, the student is expected to:

- Take pride in the Arabic language as a language of identity, culture, and knowledge.
- Strive to use standard Arabic in oral and written communication.
- Avoid common language mistakes in academic and professional life.
- Enjoy reading literary texts, appreciate their aesthetics, and express personal responses.

## 9. Teaching and Learning Strategies

Teaching and learning strategies vary to achieve integration between cognitive, skillful, and emotional aspects. Lectures are presented in an interactive style focusing on clear concepts, involving students through discussion, dialogue, and utilizing educational tools like traditional and smart boards, presentations, and e-learning platforms when necessary

Key strategies include: Learning by practice and application, cooperative learning (group work), discovery learning, problem-based learning (correcting linguistic errors), self-learning, home assignments, brainstorming, and oral presentations.

## 10. Course Structure

### First Semester

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Discussion and Q&A	Guided reading and interactive learning	Holy Quran: Memorizing verses from Surat Al-Isra (23-29)	Recite verses correctly, memorize them, and understand general meaning	1	1
Discussion and Q&A	Presentation, analysis, and interactive learning	Prophetic Hadith: A Hadith on mastery of work	Understand the Hadith and deduce its educational/moral values	1	2
Q&A and application	Presentation and interactive application	Grammar: Appositives (At-Tawabi') - The Adjective	Define the Adjective (Na't) and apply its matching rules	1	3
Q&A and application	Presentation and interactive application	Grammar: Appositives (At-Tawabi') - Emphasis (Tawkid)	Distinguish between verbal and moral emphasis and use correctly	1	4
Q&A and application	Presentation and interactive application	Grammar: Appositives (At-Tawabi') - Conjunction (Atf)	Identify conjunctions and their meanings to link sentences	1	5
Q&A and application	Presentation and interactive application	Grammar: Appositives (At-Tawabi') - Substitution	Define types of Substitution (Badal) and match with the substituted	1	6
Q&A and application	Presentation and interactive application	Morphology: The Morphological Scale	Weigh words using the morphological scale and identify origins	1	7
Q&A and application	Presentation and interactive application	Morphology: Derivatives - Active Participle	Form the Active Participle (Ism al-Fa'il) from trilateral/non-trilateral verbs	1	8
Q&A and application	Presentation and interactive application	Morphology: Derivatives - Passive Participle	Form the Passive Participle (Ism al-Maf'ul) and distinguish it from the active	1	9
Q&A and application	Presentation and interactive training	Language Skills: Taa Marbuta and Taa Maftuha	Distinguish between Taa Marbuta and Taa Maftuha in writing	1	10

Q&A and application	Presentation and interactive training	Language Skills: Alif Mamduda and Alif Maqsura	Differentiate between Alif Mamduda and Alif Maqsura in writing	1	11
Discussion and Q&A	Critical reading and text analysis	Literature & Texts: Overview of Abbasid Era Literature 1	Identify characteristics and arts of Abbasid literature	1	12
Discussion and Q&A	Critical reading and text analysis	Literature & Texts: Overview of Abbasid Era Literature 1	Identify characteristics and arts of Abbasid literature	1	13
Discussion and Q&A	Critical reading and text analysis	Literature & Texts: Memorizing (7) verses of Al-Sharif Al-Radi's elegy for his mother	Memorize verses and perform simplified analysis	1	14
Written Exam	Written Exam	First Semester Exam	First Semester Exam	1	15

### Second Semester

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Discussion and Q&A	Guided reading and interactive learning	Holy Quran: Memorizing verses from Surat Yusuf (1-7)	Recite verses correctly, memorize them, and understand general meaning	1	1
Discussion and Q&A	Presentation, analysis, and interactive learning	Prophetic Hadith: A Hadith on brotherhood and compassion	Understand the Hadith and deduce its educational/moral values	1	2
Q&A and application	Presentation and interactive application	Rhetoric: Eloquence and Rhetoric	Define Eloquence (Fasaha) and Rhetoric (Balagha) and their conditions	1	3
Q&A and application	Presentation and interactive application	Rhetoric: Science of Meanings (Ilm al-Ma'ani) - Khabar & Insha	Distinguish between informative and creative styles and their purposes	1	4
Q&A and application	Presentation and interactive application	Rhetoric: Science of Eloquence (Ilm al-Badi') - Simile	Define Simile (Tashbih), its pillars, and types in literary expression	1	5
Q&A and application	Presentation and interactive application	Rhetoric: Science of Eloquence (Ilm al-Badi') - Metaphor	Define Metaphor (Isti'ara) and distinguish its types in texts	1	6
Q&A and application	Presentation and interactive application	Rhetoric: Science of Eloquence (Ilm al-Badi') - Metonymy	Define Metonymy (Kinaya) and distinguish it from Metaphor	1	7
Q&A and application	Presentation and interactive application	Rhetoric: Science of Eloquence (Ilm al-Badi') - Verbal Devices	Identify verbal rhetorical devices (Muhassinat Lafziyya) in texts	1	8
Q&A and application	Presentation and interactive application	Rhetoric: Science of Eloquence (Ilm al-Badi') - Moral Devices	Identify moral rhetorical devices (Muhassinat Ma'nawiyya) to improve style	1	9
Q&A and application	Presentation and interactive training	Lexicon: Lexicographical Schools and Methods	Learn about Arabic lexicographical schools and their methodologies	1	10

Q&A and application	Presentation and interactive training	Lexicon: Types of Dictionaries and Classifications	Distinguish between types of dictionaries and use them for research	1	11
Discussion and Q&A	Critical reading and text analysis	Literature & Texts: Overview of Modern Era Literature	Identify characteristics and arts of Islamic literature	1	12
Discussion and Q&A	Critical reading and text analysis	Literature & Texts: Overview of Modern Era Literature	Identify characteristics and arts of Umayyad literature	1	13
Discussion and Q&A	Critical reading and text analysis	Literature & Texts: Memorizing an excerpt from "Rain Song" by Al-Sayyab	Memorize verses and perform simplified analysis	1	14
Written Test	Second Semester Exam	Second Semester Exam	Second Semester Exam	1	15

### 11. Course Evaluation

The total grade of (100) is distributed based on daily preparation, oral/written exams, reports, and attendance .

First Semester: 20%

Second Semester: 20%

Final Exam: 60%

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	No specific textbook required
Main references (sources)	Al-Muyassar fi Al-Lughah Al-Arabiyyah Al-'Ammah Al-Wajeez fi Al-Lughah Al-Arabiyyah li Ghair Al-Mukhtasin
Recommended books and references (scientific journals, reports...)	Qur'an, Ibn Aqeel's explanation, Al-Nahw Al-Wafi, Al-Muyassar fi Al-Nahw wa Al-Sarf, Jawahir Al-Balagha, Shams Al-Din Linguistic Encyclopedia, History of Arabic Literature
Electronic References, Websites	Various specialized websites, educational platforms, and academic journal websites

Course Instructor

Asst. Lect. Ali Abdul Hussein Nasser

Department Head

Asst. Prof. Dr. Ahmed Ibrahim Mohammed

## Course Description Form

1. Course Name:    Devel:opmental Psychology											
2. Course Code: EH208											
3. Semester / Year:2026-2025											
4. Description Preparation Date: 17/9/2023											
5. Available Attendance Forms:											
6. Number of Credit Hours (Total) / Number of Units (Total) 60											
7. Course administrator's name (mention all, if more than one name)											
Name; Fadhil Shakir Hassan Email: Fadhil.shakir@mu.edu.iq											
8. Course Objectives											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;"> <p><b>Course Objectives</b> Introducing the student to the concept of developmental psychology, fields, and its importance in understanding human behavior.</p> <ul style="list-style-type: none"> <li>• Enabling students to identify different developmental stages and the characteristics of each stage.</li> <li>• Equipping the student with the ability to interpret individual behavior from a developmental perspective across stages of life.</li> <li>• Identifying factors influencing growth: Heredity, Environment, and Maturation.</li> </ul> </td> <td style="width: 40%;"></td> </tr> </table>						<p><b>Course Objectives</b> Introducing the student to the concept of developmental psychology, fields, and its importance in understanding human behavior.</p> <ul style="list-style-type: none"> <li>• Enabling students to identify different developmental stages and the characteristics of each stage.</li> <li>• Equipping the student with the ability to interpret individual behavior from a developmental perspective across stages of life.</li> <li>• Identifying factors influencing growth: Heredity, Environment, and Maturation.</li> </ul>					
<p><b>Course Objectives</b> Introducing the student to the concept of developmental psychology, fields, and its importance in understanding human behavior.</p> <ul style="list-style-type: none"> <li>• Enabling students to identify different developmental stages and the characteristics of each stage.</li> <li>• Equipping the student with the ability to interpret individual behavior from a developmental perspective across stages of life.</li> <li>• Identifying factors influencing growth: Heredity, Environment, and Maturation.</li> </ul>											
9. Teaching and Learning Strategies											
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; padding: 5px;"><b>Strategy</b></td> <td colspan="5"></td> </tr> </table>						<b>Strategy</b>					
<b>Strategy</b>											
10. Course Structure											
<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>						
1-	2	Required Learning	Subject / Unit Name	Learning Method							

		<b>Outcomes</b>			
2-	2	Distinguishes fields of psychology	Fields and Goals of Dev. Psych	Discussion	
3-	2	Identifies principles of growth	Principles of Human Growth	Lecture - Example	
4-	2	Infers factors affecting growth	Heredit and Environme	Lecture	
5-	2	Explains role of learning & maturation	Learning and Maturatio	Discussion	
6-	2	Identifies research methodologies	Growth Study Methodologie	Lecture	
7-	2	Distinguishes general growth stages	Intro to Developmental Theories	Lecture	
8-	2	Compares between theories	Piaget's Theory	Lecture - Example	
9-	2	Analyzes cognitive development	Piaget's Stages	Discussion	
10-	2	Explains Freud's theory	Freud's Psychosexual Theory	Lecture	
11-	2	Identifies social development	Erikson's Theory	Lecture	
12-	2	Interprets	Emotional	Lecture	
13-	2	<b>Required</b>	<b>Subject /</b>	<b>Learning</b>	

		<b>Learning Outcomes</b>	<b>Unit Name</b>	<b>Method</b>	
14-	2	Identifies traits of childhood	Early Childhood	Lecture	
15-	2	Analyzes childhood problems			
16	2	Identifies middle stage characteristics	Growth in Middle Stage	Discussion	Quiz
17	2	Studies changes in adolescence	Adolescence Problems	Lecture	Activity
18	2	Discusses adolescent crises	Individual Differences	Lecture	Test
19	2	Distinguishes individual differences	Intelligence and Growth	Discussion	Assignment
20	2	Identifies intelligence	Social Growth	Activity	Report
21	2	Explains social Growth	Analysis of Developmental Situations	Case Study	Test
22	2	Applies growth Concepts	Growth and Learning	Lecture	Assignment
23	2	Analyzes behavior developmentally	Developmental Psychological	Lecture	Test
24	2	Links growth and education	Growth Disorder	Discussion	Test
25	2	Identifies counseling methods	Behavioral Growth Problems	Lecture	Assignment
26	2	Discusses growth deviations	Growth related Problems	Cooperative Activity	Oral Evaluation
27	2	Distinguishes normal/abnorm	Growth in Middle Stage	Lecture	Trial Final Exam

		al growth	(Review)		
28	2	Handles educational problems	Social Growth	Discussion	Assignment
29	2	Reviews basic Concepts	General Review	Lecture	None
30	2	Prepares for the final exam	Final Closing Review	Discussion	None

### 11. Course Evaluation

The grade distribution (out of 100) is based on daily preparation, quizzes, oral and monthly exams, written tests, and reports.

Semester Grade	First Month	Second Month	Labs	Final Exam
100	20	20	-	60

### 12. Learning and Teaching Resources

- **Methodological Book:** Developmental Psychology – Dr. Ha Zahran
- **Main Reference:** Developmental Psychology – Omar Ahmed
- **Course Instructor:** Asst. Lect. Fadhil Shakir Hassan
- **Head of Department:** Asst. Prof. Dr. Ahmed Ibrahim Mohammed

## Course Description Form

1. Course Name: English

2. Course Code:

3. Semester / Year: 2025-2026

4. Description Preparation Date: 17/9/2023

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 32

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

**howidah.qadoori@mu.edu.iq**

**Howidah qadoori**

8. Course Objectives

Course Objectives

- Help students to know the English and join it in history event .....
- .....
- .....

9. Teaching and Learning Strategies

Strategy

Using the lecture method with an electronic presentation (PowerPoint) and showing documentary films

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	The ability to understand and answer	<b>Introduce</b>	presence	Asking questions
2-	2	The ability understand answer	<b>The kind of the verb</b>	presence	Asking questions
3-	2	The ability understand answer	<b>The building of the sentences</b>	presence	Asking questions
4-	2	The ability understand answer	<b>Conversation</b>	presence	Asking questions
5-	2	The ability understand answer	<b>The verb tenses</b>	presence	Asking questions
6-	2	The ability understand answer	<b>Present simple , the past simple</b>	presence	Asking questions
7-	2	The ability understand answer	<b>The future simple tense The present continuous tense</b>	presence	Asking questions
8-	2	The ability understand answer	<b>Conversation</b>	presence	Asking questions
9-	2	The ability to understand and answer	<b>Degrees of comparison</b>	presence	Asking questions
10-	2	The ability understand answer	<b>Meaning (synonym)</b>	presence	Asking questions
11-	2	The ability to understand and answer	<b>Every day sentences</b>	presence	Asking questions
12-	2	The ability to understand and answer	<b>Opposite</b>	presence	Asking questions
13-	2	The ability to understand and answer	<b>Conversation</b>	presence	Asking questions

14-	2	The ability to understand and answer	<b>Conversation</b>	presenc	Asking questions
15-	2	The ability to understand and answer	<b>Meaning (synonym)</b>	presenc	Asking questions
16	2	The ability to understand and answer	امتحان نهاية الفصل الأول	presenc	Asking questions
17	2	The ability to understand and answer	<b>Meaning (synonym)</b>	presenc	Asking questions
18	2	The ability to understand and answer	<b>Conversation</b>	presenc	Asking questions
19	2	The ability to understand and answer	<b>Phonetics and spelling</b>	presenc	Asking questions
20	2	The ability to understand and answer	<b>Idioms and common verbs</b>	presenc	Asking questions
21	2	The ability to understand and answer	<b>Meaning (synonym)</b>	presenc	Asking questions
22	2	The ability to understand and answer	<b>Conversation</b>	presenc	Asking questions
23	2	The ability to understand and answer	<b>Finite and non finite verbs</b>	presenc	Asking questions
24	2	The ability to understand and answer	<b>Verbs and nouns</b>	presenc	Asking questions
25	2	The ability to understand and answer	<b>Conversation</b>	presenc	Asking questions
26	2	The ability to understand and answer	<b>Idioms and common verbs</b>	presenc	Asking questions
27	2	The ability to understand and answer	<b>Regular and irregular verbs</b>	presenc	Asking questions
28	2	The ability to understand and answer	<b>Regular and irregular verbs</b>	presenc	Asking questions
29	2	The ability to understand and answer	<b>Conversation</b>	presenc	Asking questions
30	2	The ability to understand and answer	<b>Conversation</b>	presenc	Asking questions

11.

12.

Practice and progress ,tahire al bayati , English in a simplified way

Department Head

Asst. Prof. Dr. Ahmed Ibrahim Mohammed Asst. Lect. Howidah Qadoori jameel

**First - Ancient Arab Countries / Second Stage - Course Description  
2026-Semester of the Year 2025**

<b>Course Title: History of Ancient Arab Countries .1</b>	
<b>EH201 : code .2</b>	
<b>2026-Year 2025 /Semester .3</b>	
<b>on 25/9/2025 This description was prepared .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>6 :Number of units ; 3 :Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b><a href="mailto:rkd@mu.edu.iq">rkd@mu.edu.iq</a> Email ,Name: Raghad Hussein Mohammed</b>	
<b>objectives Course .8</b>	
	<b>of Introducing students to the history ancient civilizations, including those of the Nile Valley and the Levant, by outlining the historical development of these regions, the most prominent rulers various peoples and the ,of that period who successively occupied these lands. We also explored the cultural aspects of these civilizations, including their .architecture and diverse sciences</b>
<b>Teaching and learning strategies .9</b>	
<b>maps and documentary Using the lecture method with the use of films</b>	<b>strategy</b>

<b>Course structure .10</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Tests	elocution	General introduction to the geography of ancient Egypt	It explains the theories related to the concept of the .lesson	3	the first
Short reports on of the topic discussion	was M The present and accompanied by .questioning	ources for studying the history of ancient Egypt	To write a complete scientific research paper according to the approved methodology	3	the second
Note: Work within the group	Cooperative education	The roles that Egyptian civilization went through	It explains historical or scientific phenomena	3	the third
Completing reports-self	learning-self	Historical periods in ancient Egypt	He analyzes the or events theories	3	Fourth
Tests	elocution	The Fourth Dynasty and the beginning of pyramid construction	It uses primary and secondary sources in an academic .manner	3	Fifth
Short reports on the topic of discussion	was M The present and accompanied by .questioning	Kingdom of Middle Egypt	He adheres to the ethics of scientific .research	3	Sixth
Note: Work within the group	Cooperative education	-The Hyksos 1788 BC 1570	Events analyzes Theories or	3	Seventh
Completing	learning-self	Imperial era in Egypt, the	It explains historical or	3	Eighth

reports-self		<b>eighteenth dynasty</b>	<b>scientific phenomena</b>		
Tests	elocution	<b>Imperial era in Egypt, the eighteenth dynasty</b>	<b>He analyzes the or events theories</b>	<b>3</b>	<b>Ninth</b>
Short reports on the topic of discussion	was M The present and accompanied by .questioning	<b>The Second Imperial Era in Egypt</b>	<b>primary It uses and secondary sources in an academic .manner</b>	<b>3</b>	<b>tenth</b>
Note: Work within the group	Cooperative education	<b>Late Period : -23-22-Dynasties 21 25-24</b>	<b>He thinks, he analyzes</b>	<b>3</b>	<b>eleventh</b>
Completing reports-self	learning-self	<b>The 26th Dynasty (Revival Period)</b>	<b>The student explains historical phenomena</b>	<b>3</b>	<b>twelfth</b>
Tests	elocution	<b>Persian occupation of Egypt</b>	<b>It is concluded based on the data</b>	<b>3</b>	<b>thirteenth</b>
Short reports on the topic of discussion	was M The present and accompanied by .questioning	<b>Egypt under Greek control</b>	<b>The student respects intellectual diversity</b>	<b>3</b>	<b>fourteenth</b>
Note: Work within the group	Cooperative education	<b>semester First exam</b>	<b>He explains the causes and problems</b>	<b>3</b>	<b>fifteenth</b>
Presentation Questions and the test	learning-self	<b>Egypt under Roman occupation</b>	<b>Events analyzes . Theories or</b>	<b>3</b>	<b>Sixteenth</b>
Presentation Questions and the test	elocution	<b>Medical science knowledge in and ancient Egyptian civilization</b>	<b>He participates in teamwork</b>	<b>3</b>	<b>seventeenth</b>
Presentation Questions and the test	was M The present and accompanied	<b>Medical science and knowledge in ancient Egyptian</b>	<b>It explains historical phenomena</b>	<b>3</b>	<b>eighteenth</b>

	d by .questioning	civilization			
Presentation Questions and the test	Cooperative education	The civilization of the Levant geographical ) (location	The student gained scientific and research on work skills transfer . Awareness	3	nineteenth
Presentation Questions and the test	learning-self	roles that the Levant went through	student Respect Diversity intellectual	3	Twenty
Presentation Questions and the test	elocution	The Amorites	Events analyzes Theories or	3	Twenty first-
Presentation Questions and the test	was M The present and accompanied by .questioning	The Arameans in the Levant	Explains phenomena Historical	3	Twenty - second
Presentation Questions and the test	Cooperative education	Hebrews in the Levant	Values and are attitudes respected Diversity student intellectual	3	Twenty third-
Presentation Questions and the test	learning-self	Canaanites	,He thinks analyzes	3	Twenty fourth-
Presentation Questions and the test	elocution	later The Levant in periods: The Persian era	The student gained scientific and research on work skills transfer Awareness	3	Twenty fifth-
Presentation Questions and the test	was M The present and accompanied by .questioning	The Levant in the Late Greek Period	Values and are attitudes respected Diversity student intellectual	3	Twenty sixth-

Presentation Questions and the test	Cooperative education	The Levant under Roman rule	student Explains phenomena Historical	3	Twenty - seventh
Presentation Questions and the test	learning-self	Ancient Arabian Peninsula Civilization ( its ( Geography	The student respects intellectual diversity	3	Twenty eighth-
Presentation Questions and the test	elocution	Conditions of the Arabian Peninsula in the Old Testament	student Respect Diversity intellectual	3	Twenty ninth-
Presentation Questions and the test	was M The present and accompanied by .questioning	Second semester final exam	student Explains phenomena Historical	3	thirty

**Course evaluation .11**

**tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc**

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

**teaching resources Learning and .12**

	<b>Required textbooks (methodology, if (applicable</b>
<b>Introduction to the History of Ancient Civilizations / The Civilization of the Nile Valley, Part 2 / History of the -Ancient Near East / Sami Saeed Al Ahmad</b>	<b>(Main references (sources</b>
<b>Social Life in the Time of the Pharaohs:</b>	<b>Recommended supporting books and</b>

<b>Leonard Cottrell / Ancient Egypt / James Baikie</b>	<b>references (scientific journals, (...reports</b>
	<b>Electronic references, websites</b>

Course Instructor  
Asst. Lect. Raghad Hussein

Department Head  
Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed

## Course Description Form

1. Course Name:	
<b>Geography of the Arab World</b>	
2. Course Code:	
<b>EH210</b>	
3. Semester / Year:	
<b>First and second semesters / 2025 – 2026</b>	
4. Description Preparation Date:	
<b>1/ 9 / 2025</b>	
5. Available Attendance Forms:	
<b>In-person</b>	
6. Number of Credit Hours)	
60 Hours	
7. Course administrator's name (mention all, if more than one name)	
<b>Name : Dr. Saif Majeed Hussein</b> <b>Email: <a href="mailto:saif.majeed@mu.edu.iq">saif.majeed@mu.edu.iq</a></b>	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>- The Geography of the Arab World aims to introduce students to the natural features of the Arab world (location, topography, climate, water resources, and natural vegetation).</li> <li>- It also aims to familiarize students with the human factors (population and economic activities) of the Arab region and analyze its developmental potentials and challenges.</li> <li>- It seeks to raise awareness of the strategic importance of the Arab world location and its water and food security.</li> <li>- It aims to develop geographical research skills and foster a sense of belonging through the study of elements of unity and social integration.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Active learning.</li> <li>- Concept maps (electronic and wall maps, and training students on their use).</li> <li>- Feedback and goal setting.</li> <li>- Use of multimedia (displaying images and media).</li> <li>- Summarizing and note-taking.</li> </ul>

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Reading, comprehension, analysis.	Location and borders of the Arab world, astronomical and geographical location	Lecture, questioning, and discussion	Written, oral, and performance exam
Second	2	Reading, comprehension, analysis.	Importance of the Arab world's location	Lecture, questioning, and discussion	Written, oral, and performance exam
Third	2	Reading, comprehension, analysis.	Geological structure, geological formations	Lecture, questioning, and discussion	Written, oral, and performance exam
Fourth	2	Reading, comprehension, analysis.	Geological events	Lecture, questioning, and discussion	Written, oral, and performance exam
Fifth	2	Reading, comprehension, analysis.	Topography of the Arab world, plateaus, plains, mountains	Lecture, questioning, and discussion	Written, oral, and performance exam
Sixth	2	Reading, comprehension, analysis.	Sand formations	Lecture, questioning, and discussion	Written, oral, and performance exam
Seventh	2	Reading, comprehension, analysis.	Climate of the Arab world, factors affecting it	Lecture, questioning, and discussion	Written, oral, and performance exam
Eighth	2	Reading, comprehension, analysis.	Climatic regions	Lecture, questioning, and discussion	Written, oral, and performance exam
Ninth	2	Reading, comprehension, analysis.	Mediterranean climate region, savanna climate region	Lecture, questioning, and discussion	Written, oral, and performance exam
Tenth	2	Reading, comprehension, analysis.	Natural vegetation, factors affecting natural vegetation	Lecture, questioning, and discussion	Written, oral, and performance exam
Eleventh	2	Reading, comprehension, analysis.	Environmental assessment of natural vegetation	Lecture, questioning, and discussion	Written, oral, and performance exam
Twelfth	2	Reading, comprehension, analysis.	Plant regions in the Arab world	Lecture, questioning, and	Written, oral, and performance exam

				<b>discussion</b>	
<b>Thirteenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Soil in the Arab world</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Fourteenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Soil types and characteristics</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Fifteenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>First semester exam</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Sixteenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Population of the Arab world, population distribution, population growth</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Seventeenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Age and gender composition of the population</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Eighteenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Human and natural resources</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Nineteenth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Land and water resources</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Twentieth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Food production in the Arab world</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Twenty-first</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Plant production, animal production</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Twenty-second</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Industry in the Arab world, factors contributing to industrial</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Twenty-third</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Major industries in the Arab world</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>
<b>Twenty-fourth</b>	2	<b>Reading, comprehension, analysis.</b>	<b>Trade in the Arab world</b>	<b>Lecture, questioning, and discussion</b>	<b>Written, oral, and performance exam</b>

Twenty-fifth	2	Reading, comprehension, analysis.	Mineral resources and raw materials in the Arab world	Lecture, questioning, and discussion	Written, oral, and performance exam
Twenty-sixth	2	Reading, comprehension, analysis.	Energy resources / Oil	Lecture, questioning, and discussion	Written, oral, and performance exam
Twenty-seventh	2	Reading, comprehension, analysis.	Natural gas / Coal	Lecture, questioning, and discussion	Written, oral, and performance exam
Twenty-eighth	2	Reading, comprehension, analysis.	Transportation, modes of transport	Lecture, questioning, and discussion	Written, oral, and performance exam
Twenty-ninth	2	Reading, comprehension, analysis.	Water transport, air transport	Lecture, questioning, and discussion	Written, oral, and performance exam
Thirtieth	2	Reading, comprehension, analysis.	Second semester exam	Lecture, questioning, and discussion	Written, oral, and performance exam

## 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

semester	First month	Second month	laboratories	Final exam
100	20	20	-	60

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Geography of the Arab World, Abdul Abbas Fadheekh Al-Ghurairi and others, First Edition, Dar Safaa for Publishing and Distribution, Amman, 1999
Main references (sources)	-Geography of the Arab World, Hossam El-Din Gad El-Rab, 2nd Edition, Egyptian-Lebanese House, Cairo, 2011
Recommended books and references (scientific journals, reports...)	The International Journal of Geographic Information Science, <a href="https://journals.sfu.ca/ijg/index.php/journal">https://journals.sfu.ca/ijg/index.php/journal</a>
Electronic References, Websites	/

**Course Instructor:**  
**Dr. Saif Majeed Hussein**

## Course Description

<b>Course Name: Civilizations of the Ancient World .1</b>	
<b>EH202 code Course .2</b>	
<b>Year /Term .3</b>	
<b>on 1/10/2025 preparedwas description This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>(4 ) Number of units / ( 2 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>:email address A's -Al</b>	<b>Sada Faza'a-Widad Abdul <a href="mailto:Wadad.abdasada@mu.edu.iq">Wadad.abdasada@mu.edu.iq</a></b>
	<b>the name</b>
<b>objectives Course .8</b>	
	<p style="text-align: right;"><b>Course objectives</b></p> <p><b>Identifying the chronological order of -1 the most important ancient civilizations</b></p> <p><b>Enabling students to learn about the -2 concept of civilization and its origins</b></p> <p><b>) Familiarity with world civilizations -2 Chinese civilization and , Aegean (Mayan/Aztec civilization</b></p>

**Teaching and learning strategies .9**

<p><b>Cooperative learning strategy -1</b></p> <p><b>Brainstorming strategy -2</b></p> <p><b>Developing the lecture to become interactive by incorporating -3</b> <b>.discussions and questions</b></p> <p><b>(Share - Activating memory during learning (Think</b></p>	<p><b>strategy</b></p>
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**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Tests	elocution	Introductory lecture about the course material	It explains the theories related to the concept of the .lesson	2	<b>the first</b>
Short reports on the topic of discussion	was M The present and accompanied by .questioning	ancient civilizations The Aegean environment and geographical location of Greece Naming	To write a complete scientific research paper according to the approved methodology	2	<b>the second</b>
Note: Work within the group	Cooperative education	Greek immigration Civilizational stages of Greece	It explains historical or scientific phenomena	2	<b>the third</b>
Completing reports-self	learning-self	Greek history periods The era of kings / The era of nobles The era of tyrants/The era of democracy	He analyzes the or theories events	2	<b>Fourth</b>
Tests	elocution	<b>democratic rule</b>	It uses primary and secondary sources in an	2	<b>Fifth</b>

			academic .manner		
teamwork	Problem solving	<b>-The Greco Persian Wars</b>	He adheres to the ethics of scientific .research	2	<b>Sixth</b>
Brainstorming questions	Lecture	<b>Athenian Empire</b>	Events analyzes Theories or	2	<b>Seventh</b>
Tests	was M The present and accompanied by .questioning	<b>Wars between Athens and Sparta</b>	It explains historical or scientific phenomena	2	<b>Eighth</b>
Note: Work within the group	Cooperative education	<b>Macedonia and its control over Greece</b>	He analyzes the or theories events	2	<b>Ninth</b>
teamwork	Problem solving	<b>The era of Alexander the Great</b>	It uses primary and secondary sources in an academic .manner	2	<b>tenth</b>
Editorial	conclusion	<b>First month exam</b>	He thinks, he analyzes	2	<b>eleventh</b>
Brainstorming questions	Lecture	<b>Successors of Alexander the Great</b>	The student explains historical phenomena	2	<b>twelfth</b>
Completing reports-self	learning-self	<b>Characteristics of Greek civilization</b> <b>Ideas and Beliefs / Arts and Literature / Intellectual Aspects</b>	It is concluded based on the data	2	<b>thirteenth</b>
Tests	elocution	<b>Ancient history of Asia Minor</b> <b>Hittites</b>	The student respects intellectual diversity	2	<b>fourteenth</b>
Short reports on	was M The present and	<b>The Phrygians</b>	He explains the causes and	2	<b>fifteenth</b>

the topic of discussion	accompanied by questioning	<b>The Kingdom of Virginia: Economy and Relationship with the Greeks</b>  <b>Lydians</b>	problems		<b>h</b>
Note: Work within the group	Cooperative education	<b>Roman history</b>  <b>Geographical location and its impact on the rise of Rome</b>	Events analyzes . Theories or	<b>2</b>	<b>Sixteenth</b>
Completing reports-self	learning-self	<b>Historical ideas of the Romans</b>	He participates in teamwork	<b>2</b>	<b>seventeenth</b>
Tests	was M The present and accompanied by questioning	<b>Roman Republic</b>  <b>The system of government in Rome during the Republic</b>	It explains historical phenomena	<b>2</b>	<b>eighteenth</b>
teamwork	Problem solving	<b>Roman Empire era: political, economic, and social factors</b>	The student gained scientific and research on work skills transfer . Awareness	<b>2</b>	<b>nineteenth</b>
Brainstorming questions	Lecture	<b>The beginning of the imperial era</b>	student Respect Diversity intellectual	<b>2</b>	<b>Twenty</b>
Tests	was M The present and accompanied by questioning	<b>Polis Caesar</b>	Events analyzes Theories or	<b>2</b>	<b>Twenty first-</b>
Note: Work within the group	Cooperative education	<b>Antonius and the Civil War</b>	Explains phenomena Historical	<b>2</b>	<b>Twenty - second</b>
Tests	was M The present and accompanied by	<b>Roman cultural aspects</b>	Values and attitudes student respected Diversity	<b>2</b>	<b>Twenty third-</b>

	.questioning		intellectual		
Editorial	conclusion	<b>Second month exam</b>	,He thinks analyzes	2	<b>Twenty fourth-</b>
Brainstorming questions	Lecture	<b>Sasanian civilization, the history of ancient Elam</b>	The student gained scientific and research on work skills transfer Awareness	2	<b>Twenty fifth-</b>
Ask short questions that can be answered in short .sentences	Presentation and questioning	<b>Indian civilization</b>	Values and attitudes student respected Diversity intellectual	2	<b>Twenty sixth-</b>
Completing reports-self	learning-self	<b>Chinese civilization</b>	student Explains phenomena Historical	2	<b>Twenty seventh</b>
Tests	elocution	<b>Aztec civilization</b>	The student respects intellectual diversity	2	<b>Twenty eighth-</b>
Brainstorming questions	was M The present and accompanied by .questioning	<b>Mayan civilization</b>	student Explains phenomena Historical	2	<b>Twenty ninth-</b>
teamwork	Problem solving	<b>Inca civilization</b>	student Explains phenomena Historical	2	<b>thirty</b>

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc**

<b>Final exam</b>	<b>laboratories</b>	<b>Second month</b>	<b>month First</b>	<b>semester</b>
<b>60</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>100</b>

<b>Learning and teaching resources .12</b>				
<b>The prescribed textbook</b>		<b>Required textbooks (methodology, if applicable)</b>		
<b>Landmarks of Near Eastern History from the Earliest Times to the Arrival of Alexander the Great, by Muhammad Mahasin Asfour-Abu al</b>  <b>Greece and Rome: A Study in History and Civilization</b>		<b>(Main references (sources</b>		
<b>Journal of Historical Studies</b>		<b>Recommended supporting books and references (scientific journals, (...tsrepor</b>		
<b>Iraqi Academic Journals Website</b>		<b>Electronic references, websites</b>		

**Subject teacher, Head of Department**

**Assistant Professor Dr. Ahmed Ibrahim , Sada-Abdel M. Wadad  
Mohammed**

## Course Description Form

1. Course Name: History of the Umayyad State

2. Course Code: EH203

3. Semester / Year:2025-2026

4. Description Preparation Date: 17/9/2025

5. Available Attendance Forms: In-person / Weekly

6. Number of Credit Hours (2) / Number of Units (Total) 4

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

Name: Prof. Dr. Salam Jabbar Munshid : salam.manshad@mu.edu.iq

8. Course Objectives

**Course Objectives**

**Course Objectives:**

- 1- For the student to understand the factors that led to the rise and establishment of the Umayyad Caliphate.
- 2- To learn about the rulers of the Umayyad Caliphate according to the historical periods it went through.
- 3- To understand how the rule transitioned to a hereditary system.
- 4- To learn about the Alid revolts that opposed Umayyad rule.
- 5- To learn about the expansion of the Umayyad Caliphate in the eastern and western Islamic world.
- 6- To familiarize the student with the factors that led to the fall of the Umayyad Caliphate.

9. Teaching and Learning Strategies

**Strategy**

- 1- Familiarity with modern teaching and learning strategies (cognitive and metacognitive)
- 2- Reviewing published research and scientific studies on the Umayyad state
- 3- Allocating a percentage of the grade to classroom activities
- 4- Assigning students some activities, homework, and research reports

## 10. Course Structure

<b>Wee k</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1-	2	Explains the theories related to the lesson concept.	The Rise of the Umayyad State	Presentation and Discussion	Daily tests
2-	2	Writes a comprehensive scientific research paper according to the approved methodology	The Transformation of the Caliphate into a Hereditary System	Lecture with Questions	Short reports on the discussion topic
3-	2	. Interprets historical or scientific phenomena	The Transfer of the Capital from Baghdad to Damascus	Cooperative Learning	Group work observation
4-	2	Analyzes events or theories.	The Sufyanid Caliphs	Self-Learning	Self-report writing
5-	2	. Uses primary and secondary sources in an academic manner.	The Marwanid Caliphs	Discussion and Questions	Tests
6-	2	Adheres to the ethics of scientific research	Opposition to Umayyad Authority	Problem-Solving	Group work
7-	2	Analyzes events or theories.	First Monthly Exam	Written Tests	Brainstorming questions
8-	2	nterprets historical or scientific phenomena.	The Uprising of Imam Hussein (peace be upon him)	Lecture, Discussion, and Questions	Tests
9-	2	Analyzes events or theories	The Alid Revolts	Cooperative Learning	Group work observation
10-	2	Uses primary and secondary sources	The Kharijites	Problem-Solving	Group work
11-	2	Thinks, analyzes	Other Opposition Movements	Conclusion	Brainstorming questions
12-	2	The student interprets natural phenomena	The Expansion of the Umayyad State in the Islamic East	Lecture	Self-report writing

13-	2	Draws conclusions based on data	The Expansion of the Umayyad State in the Islamic West	Self-Learning	Short reports on the discussion topic
14-	2	The student explains intellectual diversity.	Attempts to Conquer Constantinople	Method of Presentation and Explanation	Group work
15-	2	The student justifies causes and problems.	The Stages of the Conquest of Andalusia	Lecture with Questions	Tests
16-	2	The student analyzes events or theories.	Second Monthly Exam	Written Tests	Written
17-	2	The student participates in group work.	Administrative and Financial Systems in the Umayyad Era	Lecture and Discussion	Group work observation
18-	2	The student clarifies historical phenomena.	Diwans (Offices)	Lecture	Brainstorming questions
19-	2	The student acquires scientific research skills and works to raise awareness.	Minting	Questioning and Discussion	Tests
20-	2	The student identifies intellectual diversity.	Economic Activity	Problem-Solving	Group work
21-	2	Analyzes events or theories	Guard and Police	Lecture with Questions	Tests
22-	2	Thinks, analyzes	Judiciary and Hisbah (Market Supervision)	Lecture and Discussion	Group work observation
23-	2	Concludes, reflects	Army and Police	Discussion	Brainstorming questions
24-	2	Illustrates historical phenomena	Navy	Problem-Solving	Group work
25-	2	Discusses intellectual diversity	Urban Development	Lecture with Questions	Tests

26-	2	Distinguishes between historical events	Social Organizations	Explanation and Discussion	Group work observation
27-	2	Analyzes events or theories	The Political System	Lecture	Brainstorming questions
28-	2	Participates in group work	The Military System	Cooperative Learning	Group work observation
29-	2	Reviews intellectual diversity	Factors Contributing to the Collapse of the Umayyad State	Self-Learning	Self-report writing
30-	2	Participates in group work	Elective Exam for Students	Written Tests	Daily 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

Semester	First Month	Second Month	Laboratories	Final Exam
100	20	20	-----	60

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-----
Main references (sources)	1- The History of Prophets and Kings by Al-Tabari 2- The Complete History by Ibn Al-Athir 3- Meadows of Gold and Mines of Gems by Al-Mas'udi. Thabit Al-Rawi: History of the Umayyad State + Nabih Aqil: The Umayyad Caliphate + Nafi Al-Aboud and Zahida Saeed Al-Salihi: History of the Islamic State in the Umayyad Era. Arabs, Cairo, 1983.
Recommended books and references (scientific journals, reports...)	The History of the Arab State until the End of Umayyad Era by the Orientalist Wellhausen, Sa Abdul Hamid: A Political and Cultural History Islam. A review of scholarly research published academic journals.

Course Instructor  
prof. Salam Jabbar Munshid

Department Head  
Asst. Prof. Dr. Ahmed Ibrahim Mohammed

## Course Description Form

1. Course Name: History of the European Renaissance

The history of Europe in the Renaissance until the French Revolution

2. Course Code: EH205

3. Semester / Year:2025-2026

2025-2026

4. Description Preparation Date:

20/9/2025

5. Available Attendance Forms:

Year

6. Number of Credit Hours (2) / Number of Units (60)

Year

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

Name: wael jabbar jouda

Email: yiuol@mu.edu.iq

8. Course Objectives

**Course Objectives**

1. The student will understand the justifications for the European Renaissance.
2. The student will learn about the causes and consequences of the Age of Exploration.
3. The student will discover the nature of the wars that took place, especially religious wars, and their social and economic effects.
4. The student will understand the causes and consequences of the Protestant Reformation in Europe.
5. The student will learn about the course of the succession wars in Europe during the Renaissance.
6. The student will acquire detailed information about heretical and schismatic movements in Europe during the Renaissance.

9. Teaching and Learning Strategies

**Strategy**

Cognitive goals.

When and how the Renaissance appeared and its artistic, literary

and scientific effects  
 When and how did the geographical exploration movement appear?  
 Know the details of the religious reform movement and the counter-reformation movement  
 Providing information about political developments in Europe during the European Renaissance  
 Knowledge of the religious wars and succession wars that took place in Europe  
 Knowledge of the most prominent international treaties and agreements in Europe during the European Renaissance  
 Strategy skills  
 The skill of critical thinking about historical text/the skill of neutrality in presentation and lack of bias  
 / The skill of solving problems through group dialogue

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	1 What is the European Renaissance	What is the European Renaissance? Introduction to the European Renaissance Lecture and non-specific essay test	lecture	non-specific essay test
2-	2	2 How the Renaissance developed artistically, literary and scientifically	Manifestations of the European Renaissance	Lecture and discussion	Confirming testing
3-	2	3 What are the motives of the geographical exploration movement?	Reasons for the geographical exploration movement	Discussion	Unspecified test
4-	2	4 How did the geographical exploration movement	The course and results of the geographical exploration	Lecture and discussion	Unspecified test

		take place and its results?	movement		
5-	2	Reasons and motives for the French wars with the Holy Roman Empire	Reasons and motives for the French wars with the Holy Roman Empire France and the Italian Wars, First Section	Lecture and discussion	Unspecified test
6-	2	How the French Wars and the Treaty of Catempresses developed	France and the Italian Wars, Part Two	Lecture and discussion	Unspecified test
7-	2	Motives and introduction to religious reform movement	Reasons for religious reform movement	Lecture and discussion	Unspecified test
8-	2	Martin Luther movement in Germany Religious reform in Germany	Religious reform in Germany	Lecture and discussion	Unspecified test
9-	2	The revolution of the peasants and knights and their failure	Religious reform in Germany	Lecture and discussion	Unspecified essay test
10-	2	Zwingli movement in Switzerland	Religious Reformation in Switzerland	Lecture and discussion	Unspecified test
11-	2	John Calvin movement in France	Religious Reformation in France	Lecture and discussion	Unspecified essay test
12-	2	Intellectual comparisons between reformers' proposals	Religious reform in Europe	Lecture and discussion	Unspecified essay test

13-	2	What are the results of religious reform in Europe?	Results of religious reform in Europe	Lecture and discussion	Unspecific essay test
14-	2	How did the French government confront the religious reform movement?	France and the religious reform movement	Lecture and discussion	Unspecific essay test
15-	2	How did the introductions at the early stages of the Thirty Years' War?	The Thirty Years War, Part One	Lecture and discussion	Unspecific essay test
16	2	Test	Test		
17	2	How did the Thirty Years War unfold and its results?	The Thirty Years War, Part Two	Lecture and discussion	Unspecific essay test
18	2	The results of the Wars of the Roses and the policy of Henry VII	England during the sixteenth century	Lecture and discussion	Unspecific essay test
19	2	Henry VIII and the policy of the Reformation	Henry VIII and the policy of the Reformation in England during the sixteenth century	Lecture and discussion	Unspecific essay test
20	2	How did political developments take place in England 1547-1606?	England during the sixteenth century	Lecture and discussion	Unspecific essay test
21	2	The internal politics of France during the reign of Louis XIV	The era of French supremacy	Lecture and discussion	Unspecific essay test
22	2	Foreign policy of France during the reign of Louis XIV	The era of French supremacy	Lecture and discussion	Unspecific essay test
23	2	Political developments in England 1625-1642	Britain during the seventeenth century	Lecture and discussion	Unspecific essay test
24	2	The English Republic and the justifications for its failure	Britain during the seventeenth century	Lecture and discussion	Unspecific essay test

25	2	The return of monarchy and the Revolution of 1688	Britain during the seventeenth century	Lecture and discussion	Unspecific essay test
26	2	The Principality of Kiev and the emergence of Russia	Russia during the Renaissance	Lecture and discussion	Unspecific essay test
27	2	Russia during the reign of Peter the Great	Russia during the Renaissance	Lecture and discussion	Unspecific essay test
28	2	Prussia and the problem of struggle for the throne	Prussia during the Renaissance, first section	Lecture and discussion	Unspecific essay test
29	2	Prussia and the problem of struggle for the throne	Prussia during the Renaissance, Section II	Lecture and discussion	Unspecific essay test
30	2	Introduction to the wars of the eighteenth century	Wars of the eighteenth century	Lecture and discussion	Unspecific essay test
31	2	The course of the wars of the eighteenth century	Wars of the eighteenth century	Lecture and discussion	Unspecific essay test
32	2	Test	Test		

### 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)

Muhammad Muzaffar Al-Adhami, History of European Renaissance  
 Muhammad Muhammad Saleh, History of Europe during the Renaissance

Main references (sources)

	Abdul Hamid Al-Batriq, The History of Mo Europe from the Renaissance to the Vi Conference
Recommended books and references (scientific journals, reports...)	Iraqi academic journals and paper books in college library
Electronic References, Websites	Electronic libraries such as Al-Noor Library, Mustafa Library, and others

**وصف المقرر الدراسي**

**المرحلة الثالثة**

**2026-2025**

<b>Course Name .1</b>	
<b>Modern History of Iraq</b>	
<b>code Course .2</b>	
EH303	
<b>Year /Semester .3</b>	
2026 _2025	
<b>description was prepared Date this .4</b>	
2025 _9 _20	
<b>person-In : Available attendance forms .5</b>	
<b>My presence</b>	
<b>(4 ) Number of units / (2 ) Number of study hours .6</b>	
<b>.(if there is more than one, please mention it) Name of the course coordinator .7</b>	
<b>The</b>	<b>mutabrishawi@mu.edu.iq Rishawi-AI Name: Mut'eb Khalaf Jaber</b> <b>:tends A letter</b>
<b>objectives Course .8</b>	
	<b>:Course objectives</b>  <ul style="list-style-type: none"> <li>• <b>They are the present and its</b></li> <li>• <b>The contemporary : interpretation Iraqi situation, politically and socially, cannot be understood without knowing the accumulation of . historical events that shaped it</b></li> <li>• <b>A study of : building analysis-State the monarchy, the British role, and the revolution, illustrates how the 1920 administrative and political</b></li> </ul>

	<p>foundations of the Iraqi state were laid</p> <ul style="list-style-type: none"> <li>• social and economic Studying transformations helps in understanding the social structure impact on the formation of and its prevailing ideologies</li> <li>• : Drawing lessons from crises Studying conflicts and setbacks provides insight for correcting the political course and avoiding the mistakes of the past</li> <li>• : Documenting historical documents of studying The importance documents and archives is highlighted in formulating history accurately and impartially</li> <li>• Understanding the geopolitical Highlighting the impact of : position Iraq's geographical location and resources on its international relations</li> </ul>
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**ng and learning strategiesTeachi .9**

<ul style="list-style-type: none"> <li>• into account individual takes: Differentiated education differences and the different abilities of students in understanding historical events</li> <li>• Training students to : Active learning and the information gap explore gaps in historical information to promote critical thinking</li> <li>• their use in analyzing issues : ing and discussionBrainstorm such as the founding of the state, the 1920 revolution, and political movements, to stimulate analytical thinking</li> <li>• Preparing research on Iraqi : chbased learning and resear-Project historical figures and events</li> <li>• Presenting documentaries : Using multimedia and storytelling and historical images to transform history from a static subject</li> </ul>	<p style="text-align: center;"><b>strategy</b></p>
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. story into an engaging

Course structure .10

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Daily oral and written exams	Discussion method The deductive - method	<b>Reasons for the fall of Baghdad to the Mongol Ilkhan</b>	<b>The student should know the reasons for failing</b>	2	<b>the first</b>
Daily oral and written exams	<b>Discussion Method</b> The deductive - method	Mongol occupation and Mongol administration	<b>The student should mention the date of the occupation</b>	2	<b>the second</b>
Daily oral and written exams	Discussion method The deductive - method	Jalayirid occupation of Iraq 1411-1336	<b>The student should explain the period of Jalayirid occupation</b>	2	<b>the third</b>
Daily oral and written exams	Discussion method The deductive - method	Administration Jalairiyya-Al	<b>The student should discuss the dimensions of management</b>	2	<b>Fourth</b>
Daily oral and	Discussion	Qoyunlu occupation of Iraq	<b>The student</b>	2	<b>Fifth</b>

written exams	method The deductive - method	<b>1467-1411</b>	<b>should know about the occupation of Kara Koyunlu</b>		
Daily oral and written exams	Discussion method The deductive - method	Qoyunlu occupation of Iraq <b>1500-1467</b>	<b>The student should mention the occupation of Qoyunlu</b>	<b>2</b>	<b>Sixth</b>
Daily oral and written exams	Discussion method The deductive - method	Safavid the first occupation of Iraq <b>1534-1508</b>	<b>The student should be familiar with the Safavid .movement</b>	<b>2</b>	<b>Seventh</b>
Daily oral and written exams	Discussion method The deductive - method	Ottoman occupation of Iraq 1534	<b>The student should know about the Ottoman occupation .</b>	<b>2</b>	<b>Eighth</b>
Daily oral and written exams	Discussion method The deductive - method	Separatist movements from the Ottoman <b>and the Empire second Safavid occupation in 1622</b>	<b>The student should list the separatist movement .s</b>	<b>2</b>	<b>Ninth</b>
<b>Correction and grading</b>	Written questions	First semester exam	<b>Bachelor's</b>	<b>2</b>	<b>tenth</b>
Daily oral and	Discussion	The second Ottoman	<b>The student</b>	<b>2</b>	<b>eleventh</b>

written exams	method The deductive - method	occupation of - Iraq, 1638	<b>should mention the second Ottoman occupation</b>		
Daily oral and written exams	Discussion method The deductive - method	Period of chaos and multiple -governors 1704 1940	<b>The student should understand the period of chaos and multiple .rulers</b>	2	<b>twelfth</b>
Daily oral and written exams	Discussion method The deductive - method	Local Emirates in Iraq ( Afrasiab , (Jalili-Al	<b>The student should list the local emirates in .Iraq</b>	2	<b>thirteenth</b>
Daily oral and written exams	Discussion method The deductive - method	Tribal Emirates in Muntafiq, -Iraq (Al ( Khaza'il-Al	<b>The student should mention the tribal .emirates</b>	2	<b>fourteenth</b>
Daily oral and written exams	Discussion method The deductive - method	Period of chaos and multiple governors	<b>The student should know the period of .chaos</b>	2	<b>fifteenth</b>
Daily oral and written exams	Discussion method The deductive - method	Iraq during the reign of Governor Hassan Pasha (1723-1705)	<b>The student should write about Hassan Pasha</b>	2	<b>Sixteenth</b>
Daily oral and	Discussion	Iraq during the	<b>The</b>	2	<b>seventee</b>

written exams	method The deductive - method	reign of Ahmed 1747-Pasha 1724	<b>student should discuss the era of Ahmed Pasha</b>		<b>nth</b>
Daily oral and written exams	Discussion method The deductive - method	Nader Shah's invasion of Iraq	<b>The student should know about Nader Shah's .invasion</b>	<b>2</b>	<b>eighteent h</b>
Daily oral and written exams	Discussion method The deductive - method	Mamluk rule in 1831-Iraq 1750	<b>The student should mention the rule of the Mamluks of the Arab .race</b>	<b>2</b>	<b>nineteent h</b>
Daily oral and written exams	Discussion method The deductive - method	Governor Suleiman Pasha -Laila 1750 Abu 1762	<b>The student should explain Suleiman Pasha's .ruling</b>	<b>2</b>	<b>Twenty</b>
Daily oral and written exams	Written questions	Second semester exam	<b>Bachelor's</b>	<b>2</b>	<b>-Twenty first</b>
Daily oral and written exams	Discussion method The deductive - method	Governor Suleiman Pasha -the Great 1780 1802	<b>The student should know the rule of Suleiman Pasha</b>	<b>2</b>	<b>-Twenty second</b>

Daily oral and written exams	Discussion method The deductive - method	Tribal uprisings 1878-1785	The student should understand tribal uprisings.	2	-Twenty third
Daily oral and written exams	Discussion method The deductive - method	The Wahhabi threat to Iraq 1801	The student should be aware of the Wahhabi threat.	2	-Twenty fourth
Daily oral and written exams	Discussion method The deductive - method	Mamluk conflicts 1816-1802	The student should explain the conflicts of the Mamluks.	2	-Twenty fifth
Daily oral and written exams	Discussion method The deductive - method	Governor Daoud 1831-Pasha 1816	The student should discuss the rule of Daoud Pasha	2	-Twenty sixth
Daily oral and written exams	Discussion method The deductive - method	The return of central rule to Iraq 1869-1831	The student should understand the nature of central government.	2	-Twenty seventh
Daily oral and written exams	Discussion method The deductive - method	Midhat Pasha 1872-1869	The student should mention Midhat Pasha's	2	-Twenty eighth

			<b>.ruling</b>		
Daily oral and written exams	Discussion method The deductive - method	Modernization in 1908-Iraq 1869	The student should understand the concept of modernization in Iraq	2	-Twenty ninth
Daily oral and written exams	Discussion method The deductive - method	Iraq under the rule of the Unionists 1914-1908	The student should know the conditions in Iraq under the rule of the Federalists	2	thirty

**Course evaluation .11**

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

**Learning and teaching resources .12**

There is no textbook at present, but rather lectures prepared by the course instructor according to the curriculum	Required textbooks (methodology, if applicable)
The History of Iraq under the Mongol Ilkhanids . Jaafar Khasbak -1 The History of Iraq during the Ottoman Era. Ali Shakir Ali -2 Iraq under the Mamluks. Alaa Nours -3	(Main references (sources

<p><b>Modern History of Iraq. Abdulaziz -4 Nawar</b></p>	
<p><b>Uruk Journal of Humanities -1 The Arab Historian Magazine -2 Other academic journals -3</b></p>	<p><b>Recommended supporting books and (...ournals, reportsreferences (scientific j</b></p>
<p>Roumi LibraryAdnan <a href="https://t.me/adnanromi">https://t.me/adnanromi</a>  Iraq Resources Library -2 <a href="https://t.me/rhab15">https://t.me/rhab15</a></p>	<p><b>Electronic references, websites</b></p>



**Subject teacher, Head of Department**

**Assoc. Prof. Dr. Ahmed Ibrahim ,Rishawi-Prof. Dr. Mutab Khalaf Jaber Al  
Mohammed**

<b>1. The geographical separation</b>						
<b>2. Feathers of the Anmazer</b>						
<b>3. Split/Surface 2025/2026</b>						
<b>4. Date of preparation of this section: 1/10/2025</b>						
<b>5. Forms of natural/traditional preparation</b>						
<b>6. Number of 60 squash</b>						
<b>7. The first approach to the general objectives of education and research, generally to complete the curriculum</b>						
<a href="mailto:iq.edu.mu@abbas.athmar">Email: iq.edu.mu@abbas.athmar</a>				<b>Al-Atti: And. Athar Athas Kazi</b>		
<b>8. Targets of the project</b>						
<p>First: Cognitive Objectives - 1.</p> <p>To familiarize the student with all aspects of their country, Iraq, including its natural and human conditions.</p> <p>- 2. To gain a comprehensive understanding of the natural and human aspects and to study everything related to them in detail.</p> <p><b>-3 Teaching these aspects gives a realistic view of what the student sees on the ground.</b></p> <p style="text-align: center;">Secondly, the skills-based objectives of the course.</p> <p><b>1. Training students to understand geographical terminology, both physical and human.</b></p> <p><b>2. Utilizing sources other than the textbook while ensuring the accuracy of the information obtained.</b></p> <p><b>3. Training them to draw maps related to the subject matter. 4. Training them to write essays and research papers.</b></p>						<p>The goals of the farm</p>
<b>atrzadhijakh anrahiyy anrahiy</b>						
<p>Growth, decline, decline, and decline</p>						<p>The traditional style</p>
<b>10. The plural of plural is plural.</b>						
<b>Tzemh Anrmayy</b>	<b>The presentation</b>	<b>Give me a location and</b>	<b>Understanding and</b>	<b>Inzaakh</b>	<b>The first</b>	
Question and answer	included asking questions.	boundaries	comprehending the concept of location and boundaries	2	week	
Question and answer	<b>Presentation with questions and mapping</b>	<b>The geological and structural structure of Iraq</b>	<b>Understanding the structure of geological formations across different geological eras</b>	2	<b>Week 2</b>	

	The geological structure of Iraq was explained				
Question and answer	through presentations and questions, along with drawing a topographical map and writing an essay about the western plateau of Iraq. A	<b>Topography in Iraq</b>	Iraq is divided into distinct topographical regions.	2	<b>Week 3</b>
Question and answer	presentation and questions were also included, along with drawing a map illustrating the climate zones of Iraq.	<b>Climate and climatic zones in Iraq</b>	Understanding the climate and its divisions in Iraq	2	<b>Week 4</b>
Question and answer	presentation and questioning: climate	<b>Factors affecting climate</b>	<b>Factors affecting climate Iraq</b>	2	<b>Week 5</b>
Question and answer	Water resources in Iraq: Presentation, questioning, and writing an essay to understand the two terms.		The concept of surface water and groundwater resources in general	2	<b>Week 6</b>
Question and answer	Water resources in Iraq: A lecture with questions and active student participation, in addition to drawing maps of the Euphrates River's course from its source to its mouth.		The Tigris and Euphrates rivers from source to mouth	2	<b>Week 7</b>
Question and answer	The presentation included drawing a map of the natural flora of Iraq and writing an article about the most	Natural Plants and Agriculture in Iraq	<b>Natural plant</b>	2	<b>Week 8</b>
Question and answer	important natural plants in Iraq, as well as drawing a map of the most important agricultural areas in Iraq.	Natural Plants and Agriculture in Iraq	<b>Agriculture in Iraq</b>	2	<b>Week 9</b>

	<b>Iraq</b>				
Question and answer	The presentation included questions and a map showing the different types of soil in Iraq.	Soil in Iraq	Soil and its types	2	Week tenth
Question and answer	Presentation with questions and a map of the types of education in Iraq	Soil in Iraq	Soil division into regions in Iraq	2	Week Eleven
Question and answer	The presentation included questions and a map showing the distribution of the population across the regions.	Population in Iraq	Population and its distribution in Iraq	2	Week twelve
Question and answer	Delivering a lecture on the types of industries in Iraq and their history; the	Industry in Iraq	Types of industries in Iraq	2	Week thirteen
Question and answer	lecture includes writing an article about the most	Industry in Iraq	The stages that industry in Iraq has gone through and its current state	2	Week fourteenth
Question and answer	important industries; the lecture includes	Trade in Iraq	Domestic and foreign trade in Iraq	2	Week fifteen
Question and answer	sharing answers with the	Transportation in Iraq	The concept of transport and the transit zone	2	Week 16
Question and answer	students; and the lecture includes current plan in Iraq.	Transportation in Iraq	The concept of inbound and outbound transport	2	Week seventeen
Question and answer	The presentation included asking questions and mapping the distribution of minerals in Iraq.	Mineral wealth in Iraq	Minerals and their distribution in Iraq	2	Week 18
Question and answer	Presenting, asking questions, and writing an article about the most important causes of pollution in Iraq	Environment and pollution in Iraq	The concept of the environment, with an explanation of the causes of pollution in Iraq.	2	Week 19



## Course Description Form

1. Course Name Arab-Islamic civilization	
2. Course Code: EH302	
3. Semester / Year:2025-2026	
4. Description Preparation Date: 17/9/2025	
5. Available Attendance Forms: In-person / Weekly	
6. Number of Credit Hours (3) / Number of Units (Total) 6	
7. Course administrator's name (mention all, if more than one name) Name: Prof. Dr. Salam Jabbar Munshid : salam.manshad@mu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b> 6. To highlight the civilization characteristics of Islamic society in the East and West of the Islamic world as a unified and integrated whole. 7. To learn from and draw lessons from pre-Islamic Arab civilization understanding the civilizational concepts that existed among them and their influence on Islamic civilization, as they represent the initial foundations of Arab-Islamic civilization.	<b>1. To introduce the student to the concept that Arab-Islamic civilization is an expression of all the intellectual, emotional, and architectural achievements of humankind in its pursuit of self-realization. 2. To familiarize the student with the history of Arab-Islamic civilization and the stages it underwent throughout the Islamic eras, both in the East and the West. 3. To study the administrative and financial systems that were in use in the Arab-Islamic state, tracing them back to their origins among the Arabs and neighboring nations, and their impact on the Arab-Islamic state. 4. To study the military institution in the Arab-Islamic state and its stages of development to learn from and benefit from it in the present day. 5. To identify the scientific trends pioneered by Arab scholars and the extent to which neighboring countries benefited from them, particularly in the fields of intellectual and life sciences, introducing the most famous Arab scholars in these fields, and recognizing the profound impact they had on the development of humanity.</b>
9. Teaching and Learning Strategies	

<b>Strategy</b>	<p><b>1. Familiarity with the field of learning and teaching strategies</b></p> <p><b>2. Review of published scientific research and studies on the Umayyad state</b></p> <p><b>3. Comparison of the curriculum with the curricula of other academic departments at other universities</b></p> <p><b>4. Familiarity with developments in modern intellectual and educational trends and their comparison with classical trends</b></p>
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10. Course Structure

<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>
1-	3	Explains the theories related to the lesson concept.	The Concept and Development of Islamic Civilization	Presentation and Discussion	Daily tests
2-	3	Writes a comprehensive scientific research paper according to the approved methodology	Factors and Goals of Islamic Civilization	Lecture with Questions	Short reports on the discussion topic
3-	3	. Interprets historical or scientific phenomena	The Rise of the Islamic Caliphate	Cooperative Learning	Group work observation
4-	3	Analyzes events or theories.	The Caliphate in the Umayyad Era	Self-Learning	Self-report writing
5-	3	. Uses primary and secondary sources in an academic manner.	The Caliphate in the Abbasid Era	Discussion and Questions	Tests
6-	3	Adheres to the ethics of scientific research	The Caliphate Among Islamic Sects	Problem-Solving	Group work
7-	3	Analyzes events or theories.	The Concept of the Ministry and its Development until the End of the Rashidun Caliphate	Written Tests	Brainstorming questions
8-	3	nterprets historical or scientific phenomena.	First Monthly Exam	Lecture, Discussion, and Questions	Tests

9-	3	Analyzes events or theories	The Ministry in the Umayyad and Abbasid Eras	Cooperative Learning	Group work observation
10-	3	Uses primary and secondary sources	The Ministry in the Islamic West	Problem-Solving	Group work
11-	3	Thinks, analyzes	The Concept of the Emirate and its Development until the End of the Rashidun Caliphate	Conclusion	Brainstorming questions
12-	3	The student interprets natural phenomena	The Emirate in the Umayyad Era	Lecture	Self-report writing
13-	3	Draws conclusions based on data	The Emirate in the Abbasid Era	Self-Learning	Short reports on the discussion topic
14-	3	The student explains intellectual diversity.	The Emirate in the Islamic West	Method of Presentation and Explanation	Group work
15-	3	The student justifies causes and problems.	The Concept of the Diwans and their Development until the End of the Rashidun Caliphate	Lecture with Questions	Tests
16-	3	The student analyzes events or theories.	The Diwans in the Umayyad and Abbasid Eras	Written Tests	Written
17-	3	The student participates in group work.	Second Monthly Exam	Lecture and Discussion	Group work observation
18-	3	The student clarifies historical phenomena.	The Concept of the Judiciary and its Development until the End of the Rashidun Caliphate	Lecture	Brainstorming questions
19-	3	The student acquires scientific research skills and works to raise awareness.	The Judiciary in the Umayyad Era	Questioning and Discussion	Tests
20-	3	The student identifies intellectual diversity.	The Judiciary in the Abbasid Era	Problem-Solving	Group work

21-	3	Analyzes events or theories	The Concept of the Review of Grievances and the Hisbah until the End of the Rashidun Caliphate	Lecture with Questions	Tests
22-	3	Thinks, analyzes	The Review of Grievances and the Hisbah in the Umayyad Era	Lecture and Discussion	Group work observation
23-	3	Concludes, reflects	The Review of Grievances and the Hisbah in the Abbasid Era	Discussion	Brainstorming questions
24-	3	Illustrates historical phenomena	The Treasury and its Development until the End of the Abbasid Era	Problem-Solving	Group work
25-	3	Discusses intellectual diversity	The Development of the Military Institution and Methods of Combat until the End of the Umayyad Era (Army and Police) The Navy	Lecture with Questions	Tests
26-	3	Distinguishes between historical events	The Army, Police, and Navy in the Abbasid Era	Explanation and Discussion	Group work observation
27-	3	Analyzes events or theories	The Transmitted Sciences and Their Development until the End of the Abbasid Era	Lecture	Brainstorming questions
28-	3	Participates in group work	The Rational Sciences and Their Development until the End of the Abbasid Era	Cooperative Learning	Group work observation
29-	3	Reviews intellectual diversity	The Translation Movement in the Arab State until the End of the Abbasid Era	Self-Learning	Self-report writing
30-	3	Participates in group work	The Influence of Islamic Civilization on Europe	Written Tests	Daily 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

Semester	First Month	Second Month	Laboratories	Final Exam
100	20	20	-----	60

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Studies in the History of Islamic Civilization. Dr. Khashaa Al-Mu'adhidi + Studies in the History of Islamic Civilization. Dr. Farouk Omar
Main references (sources)	Futuh al-Buldan by al-Baladhuri (d. 279 AH); Al-Ahkam al-Sultaniyya by al-Mawardi (d. 450 AH); Muqaddimah by Ibn Khaldun (d. 808 AH)
Recommended books and references (scientific journals, reports...)	Studies in Arab-Islamic Systems. Dr. Tawfiq Yuzbaki + Al-Dhuwaib + Dr. Subh Al-Sa Islamic Systems (Their Origins and Development)
Electronic References, Websites	Students are directed to access websites and download books related to the subject matter, in addition to using internet.

## Course Description Form

1. Course Name: History of asia

2. Course Code:

3. Semester / Year:2025-2026

4. Description Preparation Date: 17/9/2023

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total) 32

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

Mntsser h. dherib

8. Course Objectives

**Course Objectives**

- . Interest in the history of asia and the most important political events there....

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9. Teaching and Learning Strategies

**Strategy**

Using the lecture method with an electronic presentation (PowerPoint) and showing documentary films

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	The ability to understand and answer	General Introduction the Geography of Asia	presence	Asking questions
2-	2	The ability understand answer	The Japanese Ruling Dynasties	presence	Asking questions
3-	2	The ability understand answer	Japan under the Shogunate	presence	Asking questions
4-	2	The ability understand answer	The Policy of Isolation and its	presence	Asking questions
5-	2	The ability understand answer	Breaking, and American Infiltration	presence	Asking questions
6-	2	The ability understand answer	Meiji Restoration	presence	Asking questions
7-	2	The ability understand answer	Japan Between the Two World Wars	presence	Asking questions
8-	2	The ability understand answer	The 1945 Occupation of Japan	presence	Asking questions
9-	2	The ability to understand and answer	The Japanese Renaissance	presence	Asking questions
10-	2	The ability understand answer	Vietnam and the Beginning of the French Invasion	presence	Asking questions
11-	2	The ability to understand and answer	The American Occupation of Vietnam	presence	Asking questions
12-	2	The ability to understand and answer	Ho Chi Minh and his Role in the Vietnamese	presence	Asking questions

			Resistance		
13-	2	The ability to understand and answer	Vietnamese Independence	presence	Asking questions
14-	2	The ability to understand and answer	Pakistan and the Beginning of State Formation	presence	Asking questions
15-	2	The ability to understand and answer	The Kashmir Conflict	presence	Asking questions
16	2	The ability to understand and answer	Ancient Chinese Civilization and the Beginning of Knowledge	presence	Asking questions
17	2	The ability to understand and answer	Foreign Occupation of China	presence	Asking questions
18	2	The ability to understand and answer	The Opium War Internal Revolutions in China Internal Political Reform The Boxer	presence	Asking questions
19	2	The ability to understand and answer	Rebellion and the Establishment of the Republic	presence	Asking questions
20	2	The ability to understand and answer	The Communist Party and its	presence	Asking questions
21	2	The ability to understand and answer	Reforms India and the	presence	Asking questions
22	2	The ability to understand and answer	Religions of India	presence	Asking questions
23	2	The ability to understand and answer	Beginning of History	presence	Asking questions
24	2	The ability to understand and answer	Foreign Occupation	presence	Asking questions
25	2	The ability to understand and answer	The 1857	presence	Asking questions

		6and answer	Revolution		
26	2	The ability to understand and answer	The Congress Party and the		
27	2	The ability to understand and answer	Muslim League		
28	2	The ability to understand and answer	Gandhi and the		
29	2	The ability to understand and answer	Policy of Nonviolence		
30	2	The ability to understand and answer	Indian Independence		

11.

12.

الكتب المقررة المطلوبة ( المنهجية أن وجدت )	ميلاد المقرحي ، تاريخ اسيا الحديث والمعاصر منتهى طالب ، الوجيز في تاريخ اسيا الحديث والمعاصر
المراجع الرئيسة ( المصادر)	منتصر حسن دهيرب ، مشكلات اسبوية معاصرة كاظم هيلان محسن ، النخبة العسكرية في اليابان ادوين ريشاور ، اليابانيون
الكتب والمراجع الساندة التي يوصى بها (المجلات العلمية، التقارير....)	محمد حسنين هيكل : احاديث في اسيا فوزي درويش ، اسيا والدور الامريكي
المراجع الإلكترونية ، مواقع الانترنت	Foreign relation of united state , مكتبة ، مكتبة المصطفى ، مكتبة قطر الوطنية
	رئيس القسم ا.م.د احمد ابراهيم محمد منتصر حسن دهيرب .

**2026-2025 - Course Description**

<b>AH 656-132 Abbasid Caliphate State T Course name .1</b>	
<b>EH301 code Course .2</b>	
<b>2026-Year 2025 /Semester .3</b>	
<b>description was prepared on 20/9/2025 This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>( 6 ) Number of units / ( 3 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>Zahraa@mu.edu.iq :email address A's -Al</b>	<b>Name: Zahraa Mohsen Hassan</b>
<b>objectives Course .8</b>	
<p><b>Overall on Students identification -1 State Witnessed it that Developments Ascents all And on Abbasid Political Especially</b></p> <p><b>In the date that Students Education -2 One of them Its aspects various Political The side In the end Affects or Positive antiquities Leaves State Aspects rest on Negative . And social Economic Administrative</b></p> <p><b>He fell that Mistakes from Benefit -3 my future building in referees In it and Obstacles from maternal uncle</b></p>	<p><b>objectives Course</b></p>

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 . occupier

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 With They that And the role referees  
 And to the society repair in him  
 on referees alleviate injustice  
 And the same the people shoulder  
 Religion on Preservation the time  
 Preservation in And his role Islamic  
 . the society loneliness on

Caliphate power Statement -5  
 State power that And how Abbasid  
 Abbasid Governor power to Based  
 The State Aspects power Therefore  
 Economic From it Finance other  
 Their Caliphs Lost When , military  
 State Circles all Weakened strength  
 Follow that Politics to He returns This  
 in Abbasids referees her  
 At that Islamic State administration  
 that from And most importantly ,time  
 that it a task fact to light spotlight  
 from Iraq With him bitter what despite  
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 And it nations Arm yourself  
 . flourishes

Teaching and learning strategies .9

students into groups to Dividing : Cooperative learning strategy •  
 research the contributions of the Abbasid caliphs (such as  
 Rashid) and the translation movement in the House -Harun al

strategy

<p><b>. of Wisdom</b></p> <p><b>Adopting the debate method to arrive at : Dialogue and debate</b> •  <b>high reflects the historical facts and analyze opinions, w</b>  <b>. scientific discussion method in the Abbasid era</b></p> <p><b>A study of the "systematic : Analysis of sources and writings</b> •  <b>scientific texts" that were used in education, or an analysis of</b>  <b>AH the historical writing that originated in the second century</b>  <b>.</b></p> <p><b>Creating interactive maps illustrating : based learning-Project</b> •  <b>the expansion of the Abbasid state, or presentations on the</b>  <b>.impact of the Mustansiriya School on university education</b></p>	
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**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>topic Unit or name</b>	<b>Required learning outcomes</b>	<b>Hour s</b>	<b>Week</b>
<b>performanc Safi-Al e and exams</b>	<b>road Lecture</b>	<b>Standing Abbasid Invitation its organization ) The call (stages – its nature -</b>	<b>To know the period of the Abbasid movement</b>	<b>3</b>	<b>the first</b>
<b>feeding Return</b>	<b>road discussion</b>	<b>Opinions Orientalists Invitation around The reply Abbasid On it And Zab Battle - State the end Umayyad</b>	<b>To understand Orientalist the position on the Abbasid call</b>	<b>3</b>	<b>the second</b>
<b>feeding Return</b>	<b>road discussion</b>	<b>The Abbas Abu And murderer important on judiciary Anti elements The Abbasid State emerging . generation</b>	<b>To know the role of the Abbasid tyrant</b>	<b>3</b>	<b>the third</b>

oral a test	road Interrogation	-Al Jafar Abu Caliph Mansur the Abbasid and second Currents position politics religious His from ) succession (movements ( Alawite	To mention the Mansur -era of Al and his political conflicts	3	Fourth
performance and Safi-Al exams	road Interrogation	Caliph attempt -Al Jafar Abu filtering Mansur elements The competition For the opposing ) sake of God on son (Abdullah Abu - Abbasi-Al Khorasani Muslim	To clarify the -role of Al -Mansur Al Abbasi	3	Fifth
feeding Review it	road discussion	succession Mahdi Mohammed His achievements Caliphate - Rule in The Guide Musa And movements It that Alawite His in appeared trap (incident ) era .( AH 169 Year	To discuss the era of the Abbasid Caliph Mahdi-al	3	Sixth
feeding Review it	Text road and standard	movements Persian and separatism on its effect Abbasid Caliphate - Zandaqa ) - Rawandiya (Ishaq - Sanbadh The - The Turk - Masked One Kharmi - Al Babak	To list the Persian movements	3	Seventh

oral a test	road Interrogation	And Rashid Aaron influence it grew The family The in Barmakids and Abbasid era that reflection or negatively on positively the and State Abbasid Caliphate	To know the era -of Harun al Rashid	3	Eighth
feeding Review it	road discussion	-Al Musa Imam peace ) Kadhim and ( be upon him from his stance referees injustice And his Abbasids revision attempt the society path succession in Rashid Aaron	To explain the -role of Imam al Kadhim in the Abbasid era	3	Ninth
oral a test	Lecture road	The state post Its Covenant the in meaning and the language Its And how term The in creation and Abbasid era results its on Negativity . Abbasid Family	To understand the concept of succession to the throne in the Abbasid era	3	tenth
feeding Review it	Lecture road	eligibility War The between Ma'mun-Al trustee Currents and role and blocks Menu Political activation in Then between Dispute The two brothers	To know the causes of the civil war	3	eleventh
feeding Review it	Text road and	-Al God slave Ma'mun Renaissance	To understand the activity of the intellectual	3	twelfth

	standard	And the Scientific issue intellectual The Quran create	movement during the reign Ma'mun-of Al		
oral a test	road discussion	Pledge of -Al allegiance Abbasid Ma'mun Forward State Satisfaction The Covenant Political Motives behind Stand that that	To know the circumstances Ma'mun's -of al pledge of -allegiance to al Rida	3	thirteenth
performance and Safi-Al exams	Text road and standard	movements The in Kharijites And Abbasid era The the results attic resulting	enumerate To the movements of the Kharijites	3	fourteenth
a test Editorial	a test	the month a test first		3	fifteenth
feeding Review it	road discussion	in State Diwans Abbasid The era (Diwan ) First in Looking - Grievances The boys Diwan the – concubines confiscated items and the Diwan – and The genius others	the To explain role of the Diwans in the early Abbasid era	3	Sixteenth
feeding Review it	road discussion	movements Persian a separatism Your movement Kharmi-Al door and movement son Mazyar efforts compare To Caliphate attic judge	To list the Persian separatist movements	3	seventeenth

performanc Safi-Al e and exams	road Lecture	Foreign Politics era in Ministry ) Prosperity (Relationships State with And ) Byzantine ( the Franks	To explain the nature of foreign policy	3	eightee nth
feeding Review it	road Lecture	soldiers Use -Al era in Turks And the Mu'tasim Negativity effects on Arranged that The Insertion Turkish element formations in . Abbasid Army	To know the history of the Turks' use of force in the Abbasid era	3	ninetee nth
feeding Return	Text road and standard	Enlargement soldiers influence and their Turks in interventions Political Affairs Administrative from and others State Aspects . Abbasid	To illustrate the growing influence of Turkish soldiers in the Abbasid state	3	Twenty
feeding Return	road discussion	Caliph Attempts -Al Jafar Abbasid in Mutawakkil reducing The influence Turkish element Murder - State in on Mutawakkil-Al Turks hand	-To discuss Al Mutawakkil's attempts to confront the Turks	3	Twenty first-
performanc Safi-Al e and exams	road discussion	Chaos a period military -Al Domination AH 256-247) Turki (	To understand military chaos	3	Twenty - second
feeding	road	recovery a period Abbasid Caliphate	To explain the	3	Twenty

<b>Return</b>	<b>discussion</b>	<b>The role successful one That in Abbasid AH 279-256 was</b>	<b>Abbasid revival</b>		<b>third-</b>
<b>oral a test</b>	<b>road Interrogation</b>	<b>Mu'tadid-Al Caliph Abbasi-Al By God His AH 289-279 Political reforms Administrative Even military Economic State Finance Abbasid</b>	<b>To know the era Mu'tadid-of Al Abbasi-Al</b>	<b>3</b>	<b>Twenty fourth-</b>
<b>oral a test</b>	<b>road Interrogation</b>	<b>Influence return The – The Turk The Caliph By God powerful and manifestations Year weakness</b>	<b>To mention the return of Turkish influence</b>	<b>3</b>	<b>Twenty fifth-</b>
<b>performanc Safi-Al e exams and</b>	<b>road Interrogation</b>	<b>Abbasid The era era the third Buyid control 447-334) dynasty ( AH</b>	<b>To know the third Abbasid era</b>	<b>3</b>	<b>Twenty sixth-</b>
<b>performanc Safi-Al e and exams</b>	<b>Text road and standard</b>	<b>Emirate position And The marshes the Hamdanids Domination from For Iraq Buyid</b>	<b>To clarify the position of the Emirate of Al Bataeh</b>	<b>3</b>	<b>Twenty - seventh h</b>
<b>feeding Return</b>	<b>road Interrogation</b>	<b>The control era Seljuk dynasty they ( AH 590-447) And how Seljuks It was completed Iraq to Their entry Sultans (Era ) bones Seljuks</b>	<b>To explain the era of Seljuk dominance</b>	<b>3</b>	<b>Twenty eighth-</b>
<b>performanc Safi-Al e</b>	<b>road discussion</b>	<b>from Mongols It And how they</b>	<b>To study the history of the</b>	<b>3</b>	<b>Twenty ninth -</b>

and exams		was completed Caliphate Fall Their on Abbasid / AH 656 hands AD 1258	Mongols and their control Iraq over		
Written test	a test	month exam second		3	thirty

**Course evaluation .11**

according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc

Final exam	laboratorie s	Second month	month First	semester
60	-	20	20	100
60	4	18	18	100

**resources Learning and teaching .12**

The era in Islamic Arabic State date - . The Samurai Dr. Khalil Abbasid  Abbasid The era in Arabic The State - . Naji The Almighty Dr. Abdul	Required textbooks (methodology, if (applicable
/ Jawhar-Al minerals and gold Promoter . Mas'udi-by Al  ether by Ibn / History in The complete  for Tanukhi / Intensity after relief  For the Sabean / Caliphate house Fees  And succession nations Experiences Miskawayh by Ibn / Ambitions	(Main references (sources
The era in Islamic Arabic State date The Almighty slave Dr. Jazil Abbasid The Ibrahim Wad Khalil The Jomard . Samurai	Recommended supporting books and references (scientific journals, (...reports

<b>Also, the Scientific Heritage Journal Center for the Revival of Arab Heritage) (of Baghdad University -  Journal of the College of Islamic Sciences, University of Mosul and others</b>	
<b>the house People institution location - Comprehensive Library Tablets - Comprehensive Library -</b>	<b>Electronic references, websites</b>

**Department Subject teacher, Head of**

**Prof. Dr. Zahraa Mohsen Hassan, Asst. Prof. Dr. Ahmed Ibrahim  
Mohammed**

## Course description template

Course Name .1	
<b>Psychological counseling and mental health</b>	
- code Course .2	
<b>EH309</b>	
Year /Semester .3	
2026-First and second 2025	
description was prepared Date this .4	
2024/9/17	
forms of attendance Available .5	
My presence	
(Number of study hours (total) / Number of units (total	
hours / 30 units 60	
.(if there is more than one, please mention it) Name of the course coordinator .7	
Fadhil Shaker Hassan .M.M	
<a href="mailto:Fadhil.shakir@mu.edu.iq">Fadhil.shakir@mu.edu.iq</a> :is address The email	
objectives Course .8	
<p style="text-align: center;">:Specific objectives: The student should be able to</p> <p>1. to the basic foundations and principles of guidance, theories, and methods</p> <p>2. .Tools and methods</p> <p>3. the student to the educational guidance process, its impact, and its r .the educational process</p> <p>4. the student with the effectiveness of guidance in the educational process</p> <p>5. .Introducing the student to the basic concepts of mental health</p> <p>6. in all areas of lifeTo familiarize the student with the importance of m</p> <p>7. health teacher-counsellor Applying what the student has learned in his work as a</p> <p>8. -Achieving the six objectives at the following levels: (Remembering (Evaluating -Synthesizing -Analyzing -</p>	<p>General objectives: To introduce student to the general concepts of psychological counseling and mental health</p>
Teaching and learning strategies .9	
<p>Using: <b>and simulation modeling Learning based on</b></p> <p>to simplify psychological concepts and apply them in realistic scenarios-Role</p> <p>Analyzing real or hypothetical psychological cases to develop skills: <b>StudiesCase</b></p> <p>the best guidance interventions Diagnosis, understanding the symptoms, and</p> <p>heterogeneous groups for discussion and: <b>Cooperative and active learning</b></p>	<p><b>strategy</b></p>

ety and stress management skills) reduce academic anxiety and enhance-Problem . Social skills

This strategy encourages students to: **thinkingReflective** •

nce and mentoring experiences to develop a growth mindset and improve . professional performance

irect training in specific skills: **Education based on field training and experience** •

. Such as listening, emotional response) through integrated learning experiences)

ent that fosters : **Creating an inclusive and supportive learning environment** •

.respect and uses inclusive language

.It takes into account the psychological aspects of the students

Course structure .10

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
oral test	Lecture	Definition of psychological counseling and educational guidance	based, and -skill emotional domains	2	the first
cone	discussion	Guidance, counseling, education and upbringing	based, and -skill emotional domains	2	the second
-Micro teaching	Dialogue	The evolution of psychological counseling	based, and -skill emotional domains	2	the third
Writing a summary	collaborative learning	The need for guidance and counseling justifications for ) psychological (counseling	based, and -skill domains emotional	2	Fourth
oral test	brainstorming	The need for psychological guidance and counseling justifications for ) psychological (counseling	based, and -skill emotional domains	2	Fifth
cone		Objectives and principles of psychological counseling	based, and -skill emotional domains	2	Sixth
-Micro teaching	-Pair-Think Share strategy	Principles of psychological counseling	and ,based-skill emotional domains	2	Seventh
Writing a summary	Lecture	Psychological counseling approaches	based, and -skill emotional domains	2	Eighth

oral test	discussion	Foundations of psychological counseling	based, and -skill emotional domains	2	Ninth
cone	Dialogue	Educational and psychological –counseling definitions	based, and -skill emotional domains	2	tenth
-Micro teaching	collaborative learning	Educational and psychological counseling: importance and need	based, and -skill emotional domains	2	eleventh
Writing a summary	brainstorming	Mentor –Teacher	based, and -skill emotional domains	2	twelfth
oral test		The role of the educational counselor in psychological counseling	based, and -skill emotional domains	2	thirteenth
cone	-Pair-Think Share strategy	Fields of psychological counseling and its relationship to education	based, and -skill emotional domains	2	fourteenth
-Micro teaching	Lecture	Information on the practical aspects of psychological counseling Importance and :(1) requirements	and emotional domains ,based-skill	2	fifteenth
Writing a summary	discussion	Information on the practical aspects of psychological counseling Facilitators, : ( 2 ) problems, and types	based, and emotional domains-skill	2	Sixteenth
oral test	Dialogue	Theories of psychological counseling (Freudian (psychoanalysis	based, and emotional domains-skill	2	seventeenth
cone	collaborative learning	Psychological counseling (theories (Rogers' self	based, and emotional domains-skill	2	eighteenth
-Micro teaching	brainstorming	Cognitive Theories of Psychological Counseling (Ellis)	based, and emotional domains-skill	2	nineteenth
Writing a summary		Concepts of mental health	based, and emotional domains-skill	2	Twenty

oral test	Share -Pair-Think strategy	The importance of mental health	based, and emotional domains-skill	2	first-Twenty
cone	Lecture	Mental health goals	based, and emotional domains-skill	2	-Twenty second
-Micro teaching	discussion	Mental health and psychological counseling	based, and emotional domains-skill	2	third-Twenty
Writing a summary	Dialogue	and Normality abnormality characteristics of a ) normal and disturbed (person	based, and emotional domains-skill	2	-Twenty fourth
oral test	collaborative learning	Aspects of personality physical, social, ) (emotional, mental	based, and emotional domains-skill	2	fifth-Twenty
cone	brainstorming	Psychological crises meaning	based, and emotional domains-skill	2	sixth-Twenty
-Micro teaching		Psychological crises: causes	based, and emotional domains-skill	2	-Twenty seventh
Writing a summary	Share -Pair-Think strategy	-Compatibility (meaning (types	based, and emotional domains-skill	2	eighth-Twenty
oral test	Lecture	Characteristics of a compatible person	<b>based, and –skill emotional domains</b>	2	ninth-Twenty
Written exam		exam	<b>based, and –skill emotional domains</b>	2	thirty

**Course Evaluation –11**

**Course evaluation**

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100

There are no books required textbooks -12 (methodology, if any)

The acquisition of the material depends on what is presented inside the classroom in the and the notes drawn from the discussions between the professor PowerPoint slides form of and the students, in addition to the notes of the professor of the subject, in addition to what is (Main references (sources

.available in some external sources recommended by the professor of the subject	
<b>Foundations and Principles of + (Shenawy-The Guidance Process (Mahrous El Psychological Counseling / Psychology Department, Damanhour University + Saleh Atouta .Introduction to Guidance and Counseling / Dr Other sources as needed for each + .Mental health and psychotherapy, by Amal Abaza .topic</b>	<b>upporting books Recommended s and references (scientific (...journals, reports</b>

**Subject teacher, Head of Department**

**M.M. Fadhil Shaker Hassan, A.M.D. Ahmed Ibrahim Mohammed**

## Course Description Form

1. Course Name: Modernization in contemporary Islamic countries	
2. Course Code: EH304	
3. Semester / Year:2025-2026	
4. Description Preparation Date: 1/9/2025	
5. Available Attendance Forms: presence	
6. Number of Credit Hours (2) / Number of Units (4)	
7. Course administrator's name (mention all, if more than one name)	
Name: Asaad Hameed Abu-Shana Email: assadhameed@mu.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>• 1. A study of the modernization experience in a group of contemporary Islamic countries, namely: Turkey, Iran, Malaysia, Indonesia, and Pakistan.</li> <li>•</li> <li>• 2. A study of some aspects of the contemporary history of Islamic countries, and the set of political, economic, and social factors that influenced their modernization experiences, the specific characteristics of each of these countries, and the nature of their development, which in turn shaped their modernization patterns.....</li> <li>• .....</li> <li>• .....</li> </ul>
9. Teaching and Learning Strategies	
Strategy	<p>1. Brainstorming: This involves generating and expressing ideas about a specific topic.</p> <p>2. Discussion and questioning.</p>

10. Course Structure					
Week	Hou rs	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Rememberin Understandin	Modernization concept	Brainstormi discussion, questioning	Preliminar Assessmen (to determi students' level at the beginning the lecture
2-	2	Understandin	Its connotations	Brainstormi discussion, questioning	Oral Assessmen
3-	2	Understandin and Comprehens	Its forms	Brainstormi discussion, questioning	Quizzes
4-	2	Understandin and Comprehens	Political modernization	Brainstormi discussion, questioning	Class Discussion
5-	2	Rememberin and Understandin	Development and modernization	Brainstormi discussion, questioning	Class Discussion and Period Assignmer
6-	2	Understandin and Comprehens	Modernization experience in Turkiye	Brainstormi discussion, questioning	Research Papers
7-	2	Rememberin	Reform trends before the declaration of the modern Turkish state	Brainstormi discussion, questioning	Oral Exam
8-	2	Understandin	The parliamentary experience and the establishment of the Grand National Council	Brainstormi discussion, questioning	Formative Assessmen
9-	2	Remembering and Understanding	Modernization facades in Kemalist Turkiye	Brainstorming, discussion, and questioning	Quizzes
10-	2	Understandin and Comprehens	Party pluralism and democratic life	Brainstormi discussion, questioning	Oral Exam
11-	2	Analysis	Reform trends and the modernization	Brainstormi discussion,	Research Papers

			movement in Iran	questioning	
12-	2	Understanding and Analysis	The reform movement in Iran the end of the 19th century and the beginning of the 20th century	Brainstorming, discussion, questioning	Class Discussion
13-	2	Understanding and Analysis	Parliament and constitutional reforms	Brainstorming, discussion, questioning	Periodic Assignment
14-	2	Remembering and Understanding	The nationalization of Iranian oil and facades of modernization in country	Brainstorming, discussion, questioning	Research
15-			Examination		
16	2	Understanding, Comprehension and Analysis	The parliamentary experience in Iran after the 1979 Islamic Revolution	Brainstorming, discussion, questioning	Oral Examination
17	2	Understanding and Analysis	Modernization experience in Malaysia	Brainstorming, discussion, questioning	Class Discussion
18	2	Analysis	The development of state institutions after independence in 1957	Brainstorming, discussion, questioning	Class Discussion
19	2	Understanding and Analysis	Mahathir Mohamad and the building of the modern state	Brainstorming, discussion, questioning	Class Discussion
20	2	Understanding and Analysis	Modernization in social, economic and scientific fields	Brainstorming, discussion, questioning	Formative Assessment
21	2	Remembering and Understanding	Modernization in Indonesia	Brainstorming, discussion, questioning	Periodic Exams
22	2	Understanding, Comprehension and Analysis	The emergence and development of the political system	Brainstorming, discussion, questioning	Active Participation
23	2	Understanding and Analysis	Democratic transitions in Indonesia after World War II	Brainstorming, discussion, questioning	Quizzes
24	2	Analysis	Modernization interfaces in Indonesia	Brainstorming, discussion, questioning	Periodic Assignment
25	2	Understanding and Analysis	Modernization in social fields	Brainstorming, discussion, questioning	Research

				questioning	
26	2	Understanding and Analysis	Modernization in economic and scientific fields	Brainstorming, discussion, questioning	Formative Assessment
27	2	Understanding and Comprehension	Modernization in Pakistan	Brainstorming, discussion, questioning	Case Study
28	2	Analysis	The experience of military governments and necessities of political change	Brainstorming, discussion, questioning	Periodic Assignment
29	2	Understanding and Comprehension	Economic construction	Brainstorming, discussion, questioning	Oral Examination
30			Examination		
11. Course Evaluation					

## 12.

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

## 13. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	Raafat Ghanimi Al-Sheikh and others, Modern and Contemporary History of Asia Eric Poutet, Economic Development in East Asia.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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## Course Description Form

1. Course Name: Teaching Methods and Curricula

2. Course Code: EH308

3. Semester / Year: 2025-2026

4. Description Preparation Date: 4/2/2026

5. Available Attendance Forms: My presence

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

2 - 4

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

Name: Mohammed kadhim mohsin Al-Abadi

Email: mohammad.Mohsen@mu.edu.iq

8. Course Objectives

**Course Objectives**

- The Curriculum and Instruction course aims to enable students to:
- 
- 1. Understand the concept of curriculum, its historical development, and modern trends.
- 
- 2. Recognize the philosophical, psychological, and social foundations of curriculum development.
- 
- 3. Understand the relationship between educational goals, curricula, and teaching methods.
- 
- 4. Develop students' awareness of the teacher's role in curriculum planning, implementation, and evaluation.

9. Teaching and Learning Strategies

**Strategy**

Active learning (role-playing), lecturing, questioning, group and pair discussion

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### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Students know the concept of curriculum	Curriculum concept	Lecture and questioning	Class questions
2-	2	Students learn about the concept of the modern curriculum.	The curriculum in its modern sense	Lecture and questioning	Class questions
3-	2	Students list the foundations of curriculum:	development for the second semester: Foundations of Curriculum Development	Lecture and questioning	Class questions
4-	2	Students learn about the philosophical basis of the curriculum.	The philosophical basis of the curriculum	Lecture and questioning	Class questions
5-	2	Students learn about the knowledge base of the curriculum	The cognitive basis of the curriculum	Lecture and questioning	Class questions
6-	2	Students learn about the social basis of the curriculum.	The social basis of the curriculum	Lecture and questioning	Class questions
7-	2	Students learn about the psychological basis of the curriculum.	The psychological basis of the curriculum	Lecture and questioning	Class questions
8-	2	Students learn about the culture of the	Community culture and its relationship	Lecture and questioning	Class questions

		community and its relationship to the curriculum.	to curriculum		
9-	2	Students list the principles of growth and their relationship to the school curriculum.	Principles of growth and their relationship to the school curriculum	Lecture, questioning, and discussion	Direct observation
10-	2	Students become familiar with the elements of the curriculum.	Curriculum elements	Lecture, questioning, and discussion	Direct observation
11-	2	Students give examples of educational goals.	Educational objectives	Lecture, questioning, and discussion	Short test
12-	2	Formative assessment	Achievement test	Achievement test	Supplementary Test Essay Short Essay
13-	2	Students write down the general educational objectives	General educational goals	Lecture, questioning, and discussion	Short test
14-	2	Students give examples of learning objectives.	Educational objectives	Lecture and questioning	Short test
15-	2	Students give examples of behavioral objectives	Behavioral goals	Lecture and Q&A PowerPoint Presentation	Short test
16	2	Students become familiar with the elements of the curriculum	Content – Teaching Methods	Lecture, questioning, and discussion	End of lecture calendar
17	2	Students become familiar with the elements of the curriculum	Educational resources – Educational activities – Assessment	Lecture, questioning, and discussion	Various questions
18	2	Students learn about different types of curricula	Separate subject curriculum	Role acting	Oral questions
19	2	Students learn about	Interrelated subjects	Role acting	Oral questions

		different types of curricula	curriculum		
20	2	Students learn about different types of curricula	Activity approach	Role acting	Oral questions
21	2	Students learn about different types of curricula	Core curriculum	Role acting	Oral questions
22	2	Students learn about the curriculum calendar.	Curriculum evaluation	Lecture discussion	Various questions
23	2	Students become familiar with the textbook	textbook	Lecture, discussion, and questioning	Oral questions
24	2	Students learn about the functions of the textbook	Textbook function	Lecture and questioning	Oral questions
25	2	Students learn about the most prominent teaching methods.	Descriptive method	Role acting	practical control
26	2	Students learn about the most prominent teaching methods.	Interrogation method	Role acting	practical control
27	2	Formative assessment	Achievement test	Achievement test	Questions to remember Questions to understand Questions to apply
28	2	Students learn about the most prominent teaching methods.	Discussion method	Role acting	practical control
29	2	Students learn about the most prominent teaching methods.	Cooperative learning method	Role acting	practical control
30	2	Students learn about the most prominent teaching methods.	Hot seat strategy	Role acting	practical control

### 11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Curriculum and Textbook / Dawood Abd Salam, Zainab Hamza
Main references (sources)	Curricula and Teaching Methods, Ma Ayoub Al-Qaisi, 2018 /
Recommended books and references (scientific journals, reports...)	Social Studies: Curricula, Teaching Methods and Techniques, 2016
Electronic References, Websites	

## 2026-2025 Course description

<b>Philosophy of History :Course Name .1</b>	
<b>EH307 code Course .2</b>	
<b>Year /Term .3</b>	
<b>description was prepared on 1/10/2025 This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>( ( 4 ) Number of units ( 2 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>:email address A'a -Al</b>	<b>Name: Prof. Dr. Ayad Kadhim Rajih <a href="mailto:ayad.kadhim@mu.edu.iq">ayad.kadhim@mu.edu.iq</a></b>
<b>objectives Course .8</b>	
<b>Introducing students to the philosophy of history and studying ideas that help in understanding the movement of history more clearly and deeply, and the role of Muslim and European philosophers in the .development of historical thought</b>	<b>Course objectives</b>
<b>Teaching and learning strategies .9</b>	
<b>Encouraging students to : Active learning and discussion -1 • ask "why" and "how" questions about historical events, rather imply memorizing, through Socratic dialogue and than s</b>	<b>strategy</b>

<p style="text-align: right;">. debates</p> <ul style="list-style-type: none"> <li>• <b>Analyzing historical documents or specific events from multiple perspectives to explain the causes of events</b></li> <li>• <b>Assigning students research : learning and research-Self based on primary and secondary sources, college libraries, and the internet to develop their ability to deduce</b></li> <li>• <b>Using historical events as a : Linking history to the present . model for understanding contemporary (progressive) issues</b></li> <li>• <b>Showing documentaries, : Using multimedia and storytelling historical narratives, or using storytelling techniques to make . rstandablethe facts more vivid and unde</b></li> <li>• <b>nts how teaching stude: Historical and metacognitive thinking to plan their studies, monitor their understanding, and ). evaluate their historical inferences (historical reasoning</b></li> </ul>	
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**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Tests	elocution	<b>Studying the term "history"</b>	It explains the theories related to the concept of the .lesson	2	<b>the first</b>
Short reports on the topic of discussion	was M The present and accompanied by .questioning	<b>The relationship between science, philosophy, and history</b>	To write a complete scientific research paper according to the approved methodology	2	<b>the second</b>
Note: Work within the group	Cooperative education	<b>Methodology of philosophical research</b>	It explains historical or scientific phenomena	2	<b>the third</b>

Completing reports-self	learning-self	<b>Idealism and materialism</b>	He analyzes the or theories events	2	<b>Fourth</b>
Tests	elocution	<b>The reason and purpose of studying history</b>	It uses primary and secondary sources in an academic .manner	2	<b>Fifth</b>
teamwork	Problem solving	<b>The development of historical writing in ancient and medieval times</b>	He adheres to the ethics of scientific .research	2	<b>Sixth</b>
Brainstorming questions	Lecture	<b>The evolution of historical writing in the modern era</b>	Events analyzes Theories or	2	<b>Seventh</b>
Tests	was M The present and accompanied by .questioning	<b>The role of Arabs in the development of the science of history</b>	It explains historical or scientific phenomena	2	<b>Eighth</b>
Note: Work within the group	Cooperative education	<b>The most important Arab schools and their role in historical documentation</b>	He analyzes the or theories events	2	<b>Ninth</b>
teamwork	Problem solving	<b>Schools of the Levant, Yemen, and Persia</b>	It uses primary and secondary sources in an academic .manner	2	<b>tenth</b>
Editorial	conclusion	<b>Schools in Iraq and the city</b>	He thinks, he analyzes	2	<b>eleventh</b>
Brainstorming questions	Lecture	<b>The mythical interpretation of history</b>	The student explains historical phenomena	2	<b>twelfth</b>
Completing reports-self	learning-self	<b>Mythical interpretation of history</b>	It is concluded based on the data	2	<b>thirteenth</b>
Tests	elocution	<b>Religious interpretation of</b>	The student respects intellectual	2	<b>fourteenth</b>

		<b>history</b>	diversity		
Short reports on the topic of discussion	was M The present and accompanied by .questioning	<b>exam</b>	He explains the causes and problems	2	<b>fifteenth</b>
Note: Work within the group	Cooperative education	<b>Jewish and Christian interpretations of history</b>	Events analyzes . Theories or	2	<b>Sixteenth</b>
Completing reports-self	learning-self	<b>Islamic interpretation of history</b>	He participates in teamwork	2	<b>seventeenth</b>
Tests	was M The present and accompanied by .questioning	<b>Geographical Factor Theory</b>	It explains historical phenomena	2	<b>eighteenth</b>
teamwork	Problem solving	<b>Rahman Ibn -Abd al Khaldun and his role in writing history</b>	The student gained scientific and research on work skills transfer . Awareness	2	<b>nineteenth</b>
Brainstorming questions	Lecture	<b>Environmental determinism and its relationship to social and cultural development</b>	student Respect Diversity intellectual	2	<b>Twenty</b>
Tests	was M The present and accompanied by .questioning	<b>racist interpretation of history</b>	Events analyzes Theories or	2	<b>Twenty first-</b>
Note: Work within the group	Cooperative education	<b>Nazi interpretation of history</b>	Explains phenomena Historical	2	<b>Twenty - second</b>
Tests	was M The present and accompanied by .questioning	<b>The Zionist interpretation of history</b>	Values and are attitudes student respected Diversity intellectual	2	<b>Twenty third-</b>

Editorial	conclusion	<b>The individual factor and its importance in studying and interpreting history</b>	,He thinks analyzes	2	<b>Twenty fourth-</b>
Brainstorming questions	Lecture	<b>Historical dialectical idealism</b>	The student gained scientific and research on work skills transfer Awareness	2	<b>Twenty fifth-</b>
Ask short questions that can be answered in short sentences	Presentation and questioning	<b>Marxism and historical materialism</b>	Values and attitudes student respected Diversity intellectual	2	<b>Twenty sixth-</b>
Completing reports-self	learning-self	<b>The civilizational interpretation of the history and methodology of studying history according to Ibn Khaldun</b>	student Explains phenomena Historical	2	<b>Twenty seventh</b>
Tests	elocution	<b>exam</b>	The student respects intellectual diversity	2	<b>Twenty eighth-</b>
Brainstorming questions	was M The present and accompanied by questioning	<b>Vico's civilizational interpretation</b>	student Respect Diversity intellectual	2	<b>Twenty ninth-</b>
teamwork	Problem solving	<b>The civilizational interpretation of Spengler and Toynbee</b>	student Explains phenomena Historical	2	<b>thirty</b>
<b>Course evaluation .11</b>					
<b>The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc</b>					

<b>Final exam</b>	<b>laboratories</b>	<b>Second month</b>	<b>month First</b>	<b>semester</b>
<b>60</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>Learning and teaching resources .12</b>				
<b>Jawahiri and others: -Imad Ahmed Al Studies in the Philosophy of History</b>			<b>Required textbooks (methodology, if applicable)</b>	
<b>Ahmed Mahmoud Sobhi, in the Philosophy of History</b> <b>?Edward Carr. What is history</b> <b>Ernst Bloch , Renaissance Philosophy</b>			<b>(Main references (sources</b>	
			<b>Recommended supporting books and references (scientific journals, (...reports</b>	
			<b>Electronic references, websites</b>	

**Subject teacher, Head of Department**

**Iyad Kazem Rajeh, M.D., Ahmed Ibrahim Muhammad . Mr. Dr**

## Course Description Form

1. Course Name: History of Europe during the 19th century

History of Europe from the French Revolution to World War I

2. Course Code: EH306

3. Semester / Year: 2025-2026

2025-2026

4. Description Preparation Date:

20/9/2025

5. Available Attendance Forms:

Year

6. Number of Credit Hours (2) / Number of Units (60)

Year

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

Name: wael jabbar jouda

Email: yiuol@mu.edu.iq

8. Course Objectives

**Course Objectives**

1. The student will understand the justifications for the French and European revolutions.

2. The student will learn about the causes and consequences of the Industrial Revolution.

3. The student will discover the nature of the revolutions that took place, particularly nationalist revolutions, and their social and economic effects.

4. The student will understand the causes and consequences of the nationalist movement in Europe.

5. The student will learn about the processes of Italian and German independence in Europe during the 19th century.

9. Teaching and Learning Strategies

**Strategy**

Cognitive Objectives:

When and how did the French Revolution emerge, and what were

artistic, literary, and scientific impacts?  
 When and how did the Congress of Vienna and subsequent conferences take place?

Understanding the details of the Industrial Revolution

Getting information about political developments in Europe during the 19th century, particularly the revolutions of 1830 and 1848

Understanding the most prominent international treaties and agreements in Europe during the 19th century

Strategic Skills:

Critical thinking skills for historical texts / Neutrality and impartiality in presentation / Problem-solving skills through group dialogue

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Prelude to the French Revolution	Causes of the French Revolution	lecture	Understanding Essay Test
2-	2	The French Revolution: The Estates-General and the Founding of the National Assembly	The Beginnings of the French Revolution	Lecture and discussion	Confirming testing
3-	2	The National Convention and Reign of Terror Followed	Internal and External Threats to the French Revolution	Discussion	Unspecified test
4-	2	International Alliances Against the French Revolution	Military and Political Measures to Counter Threats	Lecture and discussion	Unspecified test
5-	2	Internal Factors Contributing to Rise of Napoleonic Empire	Part 1	Lecture and discussion	Unspecified test
6-	2	External Factors Contributing to Rise of Napoleonic Empire	Part 2	Lecture and discussion	Unspecified test
7-	2	Napoleon's Internal Reforms	Internal Reform in France	Lecture and discussion	Unspecified test

					discussion	
8-		2	The Beginning of Weakening and of the Napoleonic Empire	The Fall of Napoleon Bonaparte	Lecture and discussion	Unspecified test
9-	2		The Congress of Vienna: Resolutions and Objectives	The Congress of Vienna	Lecture and discussion	Unspecified essay test
10-		2	The Hundred Days: Napoleon's Return and Final Defeat	Napoleon's Failed Return	Lecture and discussion	Unspecified test
11-		2	Follow-up Conferences	Part 1	Lecture and discussion	Unspecified essay test
12-		2	Follow-up Conferences	Part 2	Lecture and discussion	Unspecified essay test
13-		2	The Monroe Doctrine and Impact on Europe	The Monroe Doctrine	Lecture and discussion	Unspecified essay test
14-		2	An Overview of European Society Before the Industrial Revolution	Preludes to the Industrial Revolution	Lecture and discussion	Unspecified essay test
15-		2	Reasons for the Emergence of the Industrial Revolution in Britain Before Other European Countries	Britain During the Industrial Revolution	Lecture and discussion	Unspecified essay test
16		2	Test	Test		
17		2	The Conditions of the Working Class in Europe During the Industrial Revolution	The Industrial Revolution	Lecture and discussion	Unspecified essay test
18		2	The Chartist Movement in Britain and Its Impact on the Industrial Revolution	The Working Class	Lecture and discussion	Unspecified essay test
19		2	Social and Scientific Developments and Their Philosophical Foundations	The Cartesian Movement	Lecture and discussion	Unspecified essay test
20		2	Social and Scientific Developments and Their Philosophical Foundations	Part 1	Lecture and discussion	Unspecified essay test
21		2	Reasons for the Rise of Modern States and Their Nationalist Philosophy	Part 2	Lecture and discussion	Unspecified essay test
22		2	Revolutions of 1830	Modern Nation-States	Lecture and discussion	Unspecified essay test
23		2	Revolutions of 1848	Nationalist Revolutions	Lecture and discussion	Unspecified essay test
24		2	Revolutions of 1848	Part 1	Lecture and discussion	Unspecified

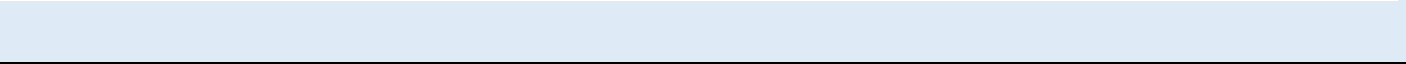
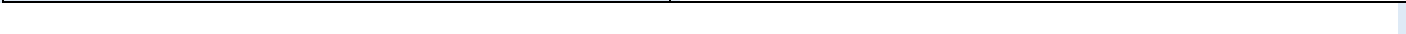
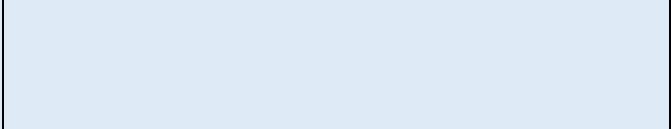
					discussion	essay	test
25	2	Italian Unification	Part 2		Lecture and discussion	Unspecific essay	Specific test
26	2	German Unification	Italian Unification		Lecture and discussion	Unspecific essay	Specific test
27	2	Political Developments Europe during the Late Century	German Unification		Lecture and discussion	Unspecific essay	Specific test
28	2	The Eastern Question: Parties and Development	Europe During the 19th Century		Lecture and discussion	Unspecific essay	Specific test
29	2	The Irish Dilemma	The Eastern Question		Lecture and discussion	Unspecific essay	Specific test
30	2	International Alliances and Outbreak of World War I	The Irish Problem		Lecture and discussion	Unspecific essay	Specific test
31	2	The National Convention the Reign of Terror Followed	International Alliances		Lecture and discussion	Unspecific essay	Specific test
32	2	Test	Test				

### 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>Muhammad Muzaffar al-Adhami, *History of Europe During the Nineteenth Century*</p> <p>Muhammad Muhammad Salih, *History of Europe During the Nineteenth Century*</p>
Main references (sources)	Fisher, A History of Modern Europe
Recommended books and references (scientific journals, reports...)	Iraqi academic journals and paper books in college library
Electronic References, Websites	Electronic libraries such as Al-Noor Library, Mustafa Library, and others



**وصف المقرر الدراسي**

**المرحلة الرابعة**

**2026-2025**

**Academic - Fourth Grade - of the Americas History Course Description  
2026-Year 2025**

<b>Course Name: History of the Americas .1</b>	
<b>EH408 code Course .2</b>	
<b>2026-Year 2025 /Semester .3</b>	
<b>.on 1/10/2025 This description was prepared .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>( 4 ) Number of units Two hours ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 . (it</b>	
<b><a href="mailto:maha.mezher@mu.edu.iq">maha.mezher@mu.edu.iq</a> :email address A'a -Al Dr. Maha Mazhar Kani :the name</b>	
<b>objectives Course .8</b>	
<p align="center"><b>.Cognitive objectives -A</b></p> <p align="center"><b>The student should become -A1 familiar with teaching methods and .techniques</b></p> <p align="center"><b>How to prepare and plan, and their -2 .importance to the lesson</b></p> <p align="center"><b>Applying what the student has -3 American learned from the stages of history and the foundations of in weakness and strength, education and translating it into practical</b></p>	<p align="center"><b>General (Course Objectives (Course :History of the Americas</b></p> <p align="center"><b>To familiarize students with the origins -1 and formation of the United States of America in order to understand the significant impact on the policies of this country and the nature of its foreign :orientations</b></p> <p align="center"><b>That students realize the importance of -2 the United States of America's influence order to give in in directing global policy them the opportunity to learn about more comprehensively events current</b></p>

.ntific fieldbehavior in the scie  
 Increase learning skills and gain -4  
 more through purposeful and  
 .beneficial educational programs  
 Enjoying educational behavior that -5  
 aims to accomplish educational and  
 .guidance plans  
 : objectives based-Skills - B  
 ning Increasing the lear - B1  
 experiences of students in the  
 .course  
 Trying to link the course content - 2  
 .to the job market  
 Qualifying and preparing students - 3  
 mentally and intellectually to receive  
 workshops and seminars related to  
 .the labor market  
 Trying to employ students and -4  
 qualify them to work in the private  
 .sector in the future  
 based -Affective and value -C  
 :objectives  
 The student should interact with - 1  
 .the optimal teaching method  
 Encouraging him to -Part 2  
 to participate in workshops related  
 .the job market  
 Raising awareness among -Q3  
 students, preparing and qualifying  
 them to find job opportunities in the  
 .private sector  
 Coordination between the -Q4  
 institution to which the student  
 belongs and private sector  
 institutions, civil society  
 organizations, and Arab and

.and from multiple perspectives  
 and the policies That students underst -3  
 of the United States and its impact on  
 Arab and Islamic countries during its  
 founding stages and its rise to the status  
 .of a superpower

.international organizations

**Teaching and learning strategies .9**

The method of delivering lectures, discussions, and directing questions to students to determine their response through synchronous and blended learning, preparing reports and scientific research that serve the community, and preparing for the labor .through cooperation between the public and private sectors market

. feedback ,Directing questions to students, discussion - .Interrogation and brainstorming. Persuasive and emotional dialogue

.Conducting dialogues between students to enhance trust - g the role of students at the end of the lesson by having Activatin - .them review what they understood from the material

**strategy**

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Lecture method	<b>Introduction to Geographical Explorations</b>	It explains the theories related to the concept of the .lesson	2	<b>the first</b>
feedback	Discussion method	<b>Discovery of the American continent</b>	To write a complete scientific research paper according to the approved methodology	2	<b>the second</b>
feedback	Discussion method	<b>British colonies in North America</b>	It explains historical or scientific phenomena	2	<b>the third</b>
oral test	Interrogation method	<b>Methods of - governance and political conditions in the colonies</b>	He analyzes the or theories events	2	<b>Fourth</b>
Classroom performance and	Interrogation method	<b>Social, religious, and economic conditions in the</b>	It uses primary and secondary sources in an academic	2	<b>Fifth</b>

exams		colonies	.manner		
feedback	Discussion method	<b>Cultural and intellectual conditions, identity, and the growth of national spirit</b>	He adheres to the ethics of scientific .research	2	<b>Sixth</b>
feedback	Textual and standard method	<b>The American Revolutionary War: Its Causes, Objectives, and Results</b>	Events analyzes Theories or	2	<b>Sevent h</b>
oral test	Interrogatio n method	<b>The American Constitution and Building-Nation</b>	It explains historical or scientific phenomena	2	<b>Eighth</b>
feedback	Discussion method	<b>The American Civil War: Its Causes and Consequences</b>	He analyzes the or theories events	2	<b>Ninth</b>
oral test	Lecture method	<b>The rise of the United States of America as a superpower in the twentieth century</b>	It uses primary and secondary sources in an academic .manner	2	<b>tenth</b>
feedback	Lecture method	<b>The French colonies in the far (north (Canada</b>	He thinks, he analyzes	2	<b>elevent h</b>
feedback	Textual and standard method	<b>British -Franco rivalry over colonies</b>	The student explains historical phenomena	2	<b>twelfth</b>
oral test	Discussion method	<b>The relationship with Native Americans and the fur and leather trade</b>	It is concluded based on the data	2	<b>thirtee nth</b>
Classroom performanc e and exams	Textual and standard method	<b>The French role in the War of Independence</b>	It explains the theories related to the concept of the .lesson	2	<b>fourtee nth</b>

Editorial	a test	<b>First semester final exam</b>	To write a complete scientific research paper according to the approved methodology	2	<b>fifteenth</b>
		<b>Spring break</b>	It explains historical or scientific phenomena		<b>Sixteenth</b>
feedback	Discussion method	<b>The end of the French presence in the Americas</b>	He analyzes the or theories events	2	<b>seventeenth</b>
Classroom performance and exams	Lecture method	<b>Spanish and Portuguese colonies in South America (Latin America)</b>	It uses primary and secondary sources in an academic manner	2	<b>eighteenth</b>
feedback	Discussion method	<b>Introduction to Liberation Movements in Latin America</b>	He adheres to the ethics of scientific research	2	<b>nineteenth</b>
feedback	Discussion method	<b>Central American and Caribbean countries: Cuba; South America (Brazil and Argentina)</b>	Events analyzes Theories or	2	<b>Twenty</b>
oral test	Interrogation method	<b>United States governments</b>	It explains historical or scientific phenomena	2	<b>Twenty first-</b>
Classroom performance and exams	Interrogation method	<b>The position of Latin American republics on the Monroe Doctrine</b>	He analyzes the or theories events	2	<b>Twenty second</b>
feedback	Discussion method	<b>Expansion of the United States of America</b>	It uses primary and secondary sources in an academic manner	2	<b>Twenty third-</b>

feedback	Textual and standard method	<b>American -Spanish War of 1898</b>	He thinks, he analyzes	2	<b>Twenty fourth-</b>
oral test	Interrogation method	<b>and United States Europe</b>	The student explains historical phenomena	2	<b>Twenty fifth-</b>
feedback	Discussion method	<b>America, World War I, and its emergence from isolation</b>	It is concluded based on the data	2	<b>Twenty sixth-</b>
oral test	Lecture method	<b>- Economic factors American public opinion</b>	It explains the theories related to the concept of the .lesson	2	<b>Twenty - seventh h</b>
feedback	Lecture method	<b>Submarine warfare and its consequences</b>	To write a complete scientific research paper according to the approved methodology	2	<b>Twenty eighth-</b>
feedback	Textual and standard method	<b>The United States' entry into the war, its role, and the peace conference</b>	It explains historical or scientific phenomena	2	<b>Twenty ninth-</b>
Editorial	a test	<b>Second semester final exam</b>	He analyzes the or theories events	2	<b>thirty</b>

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc**

<b>Final exam</b>	<b>laboratories</b>	<b>Second month</b>	<b>month First</b>	<b>semester</b>
<b>60</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>100</b>

	<b>Learning and teaching resources .12</b>				
	<p><b>Modern History of the United States -1 of America / Abdul Majeed Na'na'i</b></p> <p><b>Abdul Aziz Suleiman Nawar -2 Din, -Mahmoud Muhammad Jamal Al History of the United States of America: From the Sixteenth Century to the Twentieth Century, Arab Thought .House, 1999</b></p> <p><b>Abdel Fattah Hassan Abu Aliya, -2 History of the Americas and the mation of the United States Political For Marikh Publishing, -of America, Dar Al .1987</b></p>	<p><b>Required textbooks (methodology, if (applicable</b></p>			
	<p><b>Nairab , -Muhammad Mahmoud Al -1 History of the United States of America, Jadeeda, First -Thaqafa Al-Dar Al .Edition, 1997</b></p> <p><b>Omar Abdul Aziz Omar, Studies in -2 Modern European and American History, University Knowledge House, .1992</b></p> <p><b>Tzevital Todorov , America's - 3 Opening of the Question of the Other: Sibai, Sina -Translated by Bashir Al .Publishing House, First Edition, 1992</b></p> <p><b>Nahed Ibrahim Desouki, Studies -1 ican History, University in Amer .Knowledge House, 1998</b></p>	<p><b>(Main references (sources</b></p>			
	<p><b>Sabawi / -Awni Abdul Rahman Al Modern and Contemporary History of the United States of America</b></p>	<p><b>Recommended supporting books and references (scientific journals, (...reports</b></p>			

<b>Iraqi Academic Journals website / American Encyclopedia website / U.S. State Department documents website</b>	<b>Electronic references, websites</b>

**Subject teacher, Head of Department**

**Dr. Ahmed Ibrahim Mohammed , Dr. Maha Mazhar Kani**

**Academic –Fourth Year –History of the Americas – Course Description  
2026-Year 2025**

<b>Course Name: Measurement and Evaluation .1</b>	
<b>EH406 Course code .2</b>	
<b>2026-Semester/Year 2025 .3</b>	
<b>.This description was prepared on 1/10/2025 .4</b>	
<b>person-Available attendance forms: In .5</b>	
<b>(Number of units (4 Two hours ) Number of study hours .6</b>	
<b>Name of the course coordinator (if there is more than one, please mention .7 .it</b>	
<b>:email address A'a -Al Prof. Dr. Ibtisam Alwan Shafiq :the name <a href="mailto:iptisama@mu.edu.iq">iptisama@mu.edu.iq</a></b>	
<b>objectives Course .8</b>	
<p>The objectives of this course are to .1 year geography -enable fourth students, after studying it, to be able :to identify Understanding the concept of -1 .testing and its types Understanding the concept of -2 measurement and its types Understanding the concept of -3 evaluation  Identifying the types of tests and -4 assessments and their educational</p>	

importance	
Identifying the specifications of the -5 standardized achievement test	

**Teaching and learning strategies .9**

<b>Acquiring analytical skills</b>	<b>strategy</b>
<b>Acquiring composition skills and discovering new concepts -</b>	
<b>Assessment skills</b>	
<b>Communication skills</b>	

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Lecture, questioning, discussion, and inquiry	The historical development of measurement and evaluation	Understanding the historical development of measurement and evaluation	Understanding the historical development of measurement and evaluation	2	<b>the first</b>
Lecture, questioning, discussion, and inquiry	Educational Measurement and Evaluation Movement	Reviewing the findings of the educational measurement and evaluation movement	Reviewing the findings of the educational measurement and evaluation movement	2	<b>the second</b>
Lecture, questioning, discussion, and inquiry	Testing and its types	Understanding the concept of testing its types and	Understanding the concept of testing and its types	2	<b>the third</b>

Lecture, questioning, discussion, and inquiry	Measurement and its types	Understanding the concept of measurement and its types	Understanding the concept of measurement and its types	2	<b>Fourth</b>
Lecture, questioning, discussion, and inquiry	Calendar and its types	Understanding the concept of calendar and its types	Understanding the concept of calendar and its types	2	<b>Fifth</b>
Lecture, questioning, discussion, and inquiry	The importance of measurement in the educational process	Understanding the importance of assessment in education	Understanding the importance of assessment in education	2	<b>Sixth</b>
Lecture, questioning, discussion, and inquiry	Educational goals and experiences	Identifying types of experiences and educational goals	Identifying types of experiences and educational goals	2	<b>Seventh</b>
Lecture, questioning, discussion, and inquiry	Preparing the test in light of the specifications table	Learn how to construct standardized tests using a specifications table	Learn how to construct standardized tests using a specifications table	2	<b>Eighth</b>
Lecture, questioning, discussion, and inquiry	oral exams	Getting acquainted with oral exams	Getting acquainted with oral exams	2	<b>Ninth</b>

Lecture, questioning, discussion, and inquiry	Practical tests	Identifying practical tests	Identifying practical tests	2	<b>tenth</b>
Lecture, questioning, discussion, and inquiry	Written essay tests	Getting acquainted based -with essay written tests	Getting acquainted -with essay based written tests	2	<b>eleventh</b>
Lecture, questioning, discussion, and inquiry	Objective essay writing tests	Getting acquainted with objective written tests	Getting acquainted with objective written tests	2	<b>twelfth</b>
Discussion and dialogue	Practical applications	<b>Types of objective tests and their advantages</b>	Understanding the objective test	2	<b>thirteenth</b>
		<b>First semester exam</b>		2	<b>fourteenth</b>
Lecture and inquiry	Specifications	<b>Specifications Table Description</b>	To analyze the specifications table	2	<b>fifteenth</b>
Lecture, questioning, discussion, and inquiry		<b>Performance or practical tests: their types, functions, and grading</b>			<b>Sixteenth</b>
Lecture, questioning, discussion, and inquiry	Statistical tests	<b>Extracting the statistical properties of objective test items and the difficulty/easyness factor</b>	To design a properties table	2	<b>seventeenth</b>

Lecture, questioning, discussion, and inquiry	Discrimination	<b>Discrimination factor and effectiveness of alternatives</b>	To understand discrimination	2	<b>eighteenth</b>
Lecture, questioning, discussion, and inquiry	Testing methods	<b>Observation and its tools, types, and advantages</b>	To know the observation	2	<b>nineteenth</b>
Lecture, questioning, discussion, and inquiry	Tests	<b>Types of observation tools</b>	To list the tools of observation	2	<b>Twenty</b>
Lecture, questioning, discussion, and inquiry	Appreciation	<b>Types of numerical and descriptive numerical rating scales</b>	To identify the types of stairs	2	<b>Twenty first-</b>
Lecture, questioning, discussion, and inquiry	Psychometrics	<b>The scale of verbal variation and the differences between it and analogy</b>	To know the scale of inequality	2	<b>Twenty - second</b>
Lecture, questioning, discussion, and inquiry	card	<b>School card</b>	To know the function of the card	2	<b>Twenty third-</b>
Lecture, questioning, discussion, and inquiry	Tests	<b>Good test requirements</b>	To learn the test requirements	2	<b>Twenty fourth-</b>

Lecture, questioning, discussion, and inquiry	Test reliability	<b>Reliability: its types, methods of retesting, and drawbacks</b>	To understand the concept of testing	2	<b>Twenty fifth-</b>
Lecture, questioning, discussion, and inquiry	Correlation coefficient	<b>Brown -Pearson correlation coefficient</b>	To discuss the correlation coefficient	2	<b>Twenty sixth-</b>
Lecture, questioning, discussion, and inquiry	objectivity	<b>objectivity</b>	To know what objectivity is	2	<b>Twenty - seventh h</b>
Lecture, questioning , discussion, and inquiry	Ease	<b>Ease of use factor</b>	To know what ease is	2	<b>Twenty - eighth</b>
Lecture, questioning, discussion, and inquiry	Test measurement	<b>The advantages and disadvantages of the retail/filtering method</b>	To learn the method of segmentation	2	<b>Twenty ninth-</b>
Editorial	a test	<b>Second semester final exam</b>	/	2	<b>thirty</b>

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, .such as daily preparation, daily, oral, monthly, and written exams, reports, etc**

Final exam	laboratories	Second month	First month	semester
60	-	20	20	100

**Learning and teaching resources .12**

<b>Turaihi and Dr. -Dr. Fahim Hin Al Hussein Rabie, Measurement and Evaluation</b>	<b>Required textbooks (methodology, if applicable)</b>
<b>Measurement and Evaluation by Younis .Azzawi-Karou Al Iman -Measurement and Evaluation Mohammed</b>	<b>(Main references (sources</b>
There are training programs for various observations and applications that are added to the .curriculum	<b>Recommended supporting books and (...references (scientific journals, reports</b>
There are working papers for some professors specializing in the subject within the department's activities, and a discussion of some .research related to the subject	<b>Electronic references, websites</b>

**Subject teacher, Head of Department**

**Asst. Prof. Dr. Ahmed Ibrahim ,Dr. Ibtisam Alwan Shafiq .Prof Mohammed**

## 2026-2025 Course description

<b>Countries Course Title: Contemporary History of the Arab .1</b>	
<b>EH403 code Course .2</b>	
<b>2026-Year 2025 /Semester .3</b>	
<b>description was prepared on 1/9/2025 This .4</b>	
<b>person-In : Available attendance forms .5</b>	
<b>(6 ) Number of units (3 ) Number of study hours .6</b>	
<b>if there is more than one, please mention ) Name of the course coordinator .7 (it</b>	
<b>:email address A's -Al</b>	<b>Dr. Ahmed Ibrahim Mohammed :Name ahmedalmustapha@mu.edu.iq</b>
<b>objectives Course .8</b>	
<p><b>To enable students to understand the political, economic and social developments in contemporary Arab . countries</b></p> <p><b>Analysis of the emergence of modern Arab states and national . liberation movements</b></p> <p><b>Interpreting intellectual and national transformations and their impact on . the Arab reality</b></p>	<p style="text-align: center;"><b>Course objectives</b></p>

<p><b>Developing critical thinking and . historical analysis skills</b></p> <p><b>Enhancing scientific research skills . in historical studies</b></p> <p><b>Strengthening awareness of national and ethnic identity and linking the . past with the present</b></p>	
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**Teaching and learning strategies .9**

<p style="text-align: center;"><b>First: General objectives of the strategy</b></p> <ul style="list-style-type: none"> <li><b>. Developing critical thinking and historical analysis skills •</b></li> <li><b>Enhancing understanding of political, economic and social •</b> <b>. developments in the Arab world</b></li> <li><b>. Strengthening national identity and national belonging •</b></li> <li><b>Developing scientific research skills and the use of historical •</b> <b>. sources</b></li> <li><b>. and anticipating the future Linking the past with the present •</b></li> </ul> <hr/> <p style="text-align: center;"><b>Second: Approved teaching methods and strategies</b></p> <p style="text-align: center;"><b>active learning .1</b></p> <ul style="list-style-type: none"> <li><b>. Guided classroom discussions ○</b></li> <li><b>. Brainstorming on contemporary historical issues ○</b></li> <li><b>. Cooperative learning within small groups ○</b></li> </ul> <p style="text-align: center;"><b>based learning-Problem .2</b></p> <ul style="list-style-type: none"> <li><b>Raising historical issues such as the causes of the Arab ○</b> <b>. wars or revolutions</b></li> <li><b>. Analyze the results and effects with a critical mindset ○</b></li> </ul> <p style="text-align: center;"><b>based learning-Project .3</b></p> <ul style="list-style-type: none"> <li><b>: Preparing research on topics such as ○</b></li> </ul>	<p><b>strategy</b></p>
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- . Arab nationalist movements ▪
- . Colonialism and liberation ▪
- . Political developments in Iraq or the Gulf states ▪

**Document and source analysis .4**

- . Studying original historical texts ○
- . Analysis of treaties and agreements ○
- . Comparing different historical accounts ○

**Using modern educational methods .5**

- . Interactive historical maps ○
- . Presentations ○
- . Documentary clips ○
- . Online educational platforms ○

**Linking history with contemporary reality .6**

- : Discussing the impact of events such as ○
  - . Picot Agreement-The Sykes ▪
  - . The Palestinian issue ▪

**Recent political transformations in the Arab world ▪**

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**Third: Assessment methods**

- . Written tests ( essay and objective •
- . Continuous assessment through classroom participation •
- . Evaluating research and projects •
- . Oral presentations •

**Course structure .10**

Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week
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			outcomes		
Tests	elocution	The political fronts of the Arab struggle	It explains the political trends in the Arab world	3	the first
Short reports on the topic of discussion	was M The present and accompanied by questioning	National societies and public and secret clubs	Origin It is clear National Awareness He analyzes ,Arabic and Associations role formation in clubs Movement . Nationalism	3	the second
Note: Work within the group	Cooperative education	First Scientific Conference 1913	Goals Explains And its Conference And he ,results in Its effect evaluates thought development . Arabic National	3	the third
Completing reports-self	learning-self	The Damascus -Charter and Arab British – Correspondence Agreements and Equalities Regarding the Future of the -Arab East (Sykes (Balfour – Picot	He distinguishes Promises between ,And the agreements He analyzes - Sykes antiquities And he Picot in Balfour promised Orient to divide . Arabic	3	Fourth
Tests	elocution	The Great Arab Revolt (its factors, the contributions of the nationalist its – movement (evaluation	Its He specifies And its causes And he ,results Her evaluates path in contribution . Arabic liberation	3	Fifth
teamwork	Problem solving	The Paris Peace Conference and Arab nationalist demands	nature He explains He ,Arabic demands non Reasons analyzes . Achieving it	3	Sixth
Brainstorming questions	Lecture	The Arab Government of -Damascus 1918 Arab - 1920 resistance to	an He reviews The ruling experience ,Damascus in Arabic shapes He analyzes against Resistance	3	Seventh

		fragmentation , mandate , and continued foreign occupation	. Mandate		
Tests	was M The present and accompanie d by .questioning	The 1919 Revolution in Egypt and its causes	Factors Explains The Standing And he ,revolution in Its effect evaluates life development . Egyptian Political	3	<b>Eighth</b>
Note: Work within the group	Cooperative education	<b>Political developments in Egypt (Declaration of February 28, Constitution - 1922 Saad -of 1923 (Zaghloul's Ministry</b>	He explains Indications and the Declaration And the constitution He analyzes ,treaty . Politics parties role	3	<b>Ninth</b>
teamwork	Problem solving	Political parties in Treaty 1936 – Egypt	It reviews the political parties in Egypt and understands the circumstances of .their establishment	3	<b>tenth</b>
Editorial	conclusion	Political developments in French policy – Syria of partition, the 1925 revolution, the promulgation of the the – constitution . treaty 1936	policy It is clear He ,French Retail and Reasons analyzes The 1925 results . Revolution	3	<b>eleventh</b>
Brainstormin g questions	Lecture	Political developments in Lebanon Proclamation of the ) State of Greater Lebanon / French – policy in Lebanon (Treaty 1936	conditions It shows nation advertisement ,The big one Lebanon Politics He analyzes . French	3	<b>twelfth</b>
Completing reports-self	learning-self	<b>Political developments in Jordan (the emergence of the Emirate of</b>	He explains Emirate emergence He ,Jordan east development analyzes Movement	3	<b>thirteenth</b>

		Transjordan, the treaty), the 1928 Jordanian national . movement	Nationalism . Jordanian		
Tests	elocution	The National – Movement in Libya The Revolution of . Mukhtar-Amad al	stages It is clear And ,Libyan struggle age role he evaluates in The Chosen One resistance . Colonialism	3	fourteenth
Short reports on the topic of discussion	was M The present and accompanied by .questioning	First semester exam		3	fifteenth
Note: Work within the group	Cooperative education	the Great Palestinian 1939-Revolt 1936	Reasons He specifies And its Revolution He analyzes ,results The path in Its effect . Palestinian case	3	Sixteenth
Completing reports-self	learning-self	The United Nations and the Partition of Palestine	resolution Explains And he ,Division Positions evaluates Arabic Parties . Internationally	3	seventeenth
Tests	was M The present and accompanied by .questioning	sraeli -The 1948 Arab War	Reasons analyzes and its results War And the Political . military	3	eighteenth
teamwork	Problem solving	. The Arab League	He explains Its conditions And ,establishment Her role he evaluates The Arabic the job in . subscriber	3	nineteenth
		application		3	Twenty
		application		3	Twenty first-
		application		3	Twenty -

					<b>second</b>
		application		<b>3</b>	<b>Twenty third-</b>
		application		<b>3</b>	<b>Twenty fourth-</b>
Brainstorming questions	Lecture	Egyptian Revolution of July 23, 1920	Reasons It is clear And its Revolution He ,objectives Its effects analyzes Foreign Interior . Affairs	<b>3</b>	<b>Twenty fifth-</b>
Tests	was M The present and accompanied by .questioning	The Algerian – Revolution Exploitation of Algeria	stages He explains and Revolution ,Her success reasons Its And he evaluates movements in effect . Arabic liberation	<b>3</b>	<b>Twenty sixth-</b>
Note: Work within the group	Cooperative education	<b>-The Egyptian Syrian union of . 1958</b>	Motives Explains Its and reasons Unity He analyzes ,collapse Her experience . Politically	<b>3</b>	<b>Twenty seventh</b>
Brainstorming questions	Lecture	<b>The National Movement in Tunisian – Tunisia . Independence</b>	path analyzes and Independence In Influential factors . it	<b>3</b>	<b>Twenty eighth-</b>
Tests	was M The present and accompanied by .questioning	The National Movement in Moroccan – Morocco Independence	an between compare Morocco experience and experiences The Independence . other	<b>3</b>	<b>Twenty ninth-</b>
Note: Work within the group	Cooperative education	The tripartite unity agreement between Iraq, Syria and Egypt in 1963	Goals He explains And The agreement Reasons he evaluates . Its continuation non	<b>3</b>	<b>thirty</b>

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, .reports, etc**

Final exam	laboratories	Second month	month First	semester
60	-	20	20	100
<b>Learning and teaching resources .12</b>				
Contemporary History of the Arab World / Adoul and -Jassim Mohammed Hassan Al others			<b>Required textbooks (methodology, if applicable)</b>	
<p>.1 Baydani-Ibrahim Saeed Al American Policy towards Syria AD, (Amman: Amwaj 1958-1936 . (Publishing, 2015</p> <p>.2 Ibrahim Abdo, The Development of AD, 1981-Egyptian Journalism 1898 th ed. (Cairo: Arab Record 4 . (Foundation, 1982 AD</p> <p>.3 Ahmed Abdel Rahim Mustafa, AD: 1949-Britain and Palestine 1945 A Documentary Study (Cairo: Dar . (Shorouk, 1986 AD-Al</p> <p>.4 Jamal Zakaria Qasim, The Modern and Contemporary History of the Arabian Gulf: Internal Conditions in the Arabian Gulf Emirates and AD 1945-Neighboring Relations 1914 ,(Fikr, 1997 AD-Cairo: Dar Al) . Volume 4</p> <p>.5 Raouf Abbas, Egyptian Personalities in American Eyes, . (Cairo: n.p. , 2001)</p> <p>.6 Awami , The Saudi -Ali Baqir Al AD, 1973-National Movement 1953 Rayyes, 2011 -Beirut: Dar Riyad Al) .Vol. 1, Vol. 2 , (AD</p>			<b>(Main references (sources</b>	
Ahmad Ibrahim Muhammad, Political Developments in the Arab East in the Reports of the Iraqi Ministry of Foreign Affairs 1952-1958			<b>Recommended supporting books and references (scientific journals, (...reports</b>	
<a href="https://nasser.bibalex.org/home/home.aspx?lang=ar">https://nasser.bibalex.org/home/home.aspx?lang=ar</a> <a href="https://www.noor-">https://www.noor-</a>			<b>Electronic references, websites</b>	

book.com/%D9%83%D8%AA%D8%A7%D8%A  
8-  
%D8%AA%D8%A7%D8%B1%D9%8A%D8%AE-  
%D8%A7%D9%84%D8%B9%D8%A7%D9%84  
%D9%85-  
%D8%A7%D9%84%D8%B9%D8%B1%D8%A8  
%D9%8A-pdf

**Subject teacher, Head of Department**

**Dr. Ahmed Ibrahim Mohammed**

## Course Description Form

1. Course Name: **Contemporary World History**

2. Course Code: **Fourth Stage**

3. Semester / Year: 2025-2026

4. Description Preparation Date: 17/9/2023

5. Available Attendance Forms: **In-person**

6. Number of Credit Hours (3) / Number of Units (6)

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

Name: **Dr. Mohammed Naser Faisal**

Email: **mohammednaser@mu.edu.iq**

8. Course Objectives

1. Understanding the deep causes of World War I and World War II, and analyzing the interplay of political, economic, and social factors leading to them.] | [1. Developing the ability for critical analysis of historical events through diverse sources (documents, speeches, treatise articles)
2. Tracing major transformations in the international system from the European balance of power system to the bipolar and then unipolar systems.] | [2. Enhancing historical research skills and gathering information from multiple sources and evaluating their credibility
3. Analyzing the impact of the two world wars on the world political map, the emergence

- 1- Deepening awareness of the importance of international peace and respect for human rights through studying experiences and their humanitarian impacts.
2. Reinforcing the values of critical thinking and not accepting historical narratives superficially.
3. Developing a sense of national and global responsibility through understanding the role of individuals and state in making history.

new states and the disappearance of others

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<p><b>Student-centered learning. 2- Interactive learning. 3- Problem based learning. 4- Use of educational technologies. 5- Cooperative learning. 6- Feedback.</b></p>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Understanding the political and economic causes of World War I	Causes of World War I	Lecture + group discussion	Participation and group discussion
2-	3	Analysis of the main events of World War I	Events of World War I on All Fronts	Brainstorming and discussion	analytical report
3-	3	Understanding the role of the United States in the war and the reasons for its entry	The United States' entry into World War I	Presentations and document analysis	Presentations and document analysis
4-	3	Analysis of the causes and consequences of the 1917 Russian Revolution	The revolution in Russia	Collaborative learning and discussion	group discussion and objective tests
5-	3	Analysis of peace treaties	Settlements	Learn groups	research paper
6-	3	Understanding the reasons for the formation of the League of Nations, its composition, and the most important problems it addressed.	Formation of the League of Nations	Lecture and discussion	Written test
7-	3	Understanding political shifts in Britain	The world after World War I	Discussion and	oral test

			(England) Islamic conflict in the of the governor	questioning	
8-	3	Analysis of the reasons the disintegration of France and its post-war situation	The world after World War I (France)	Discussion panels	Short test
9-	3	Understanding political shifts in the United States America	The world after World War I (United States America)	Lecture and video presentations	Short test
10-		First month exam			
11-	3	The student should know the circumstances that Italy went through after the war	The world after World War I (Italy)	a lecture	research paper
12-	3	Understanding political transformations in Germany	The world after World War I (Germany) year	Presentations and lectures	Short test
13-	3	Analysis of the stance of European countries towards fascism and Nazism	the stance of European countries towards fascism and Nazism	collaborative learning	Detailed report
14-	3	Understanding the radical transformations that swept through the Soviet Union	The post-World War I world (Soviet Union)	Group discussion	analytical paper
15-	3	Understanding the nature of dictatorial regimes and their behavior towards the world	The threat of dictatorial regimes to world peace	Lecture and presentations	oral test
16-		Mid-year break			
17-		Mid-year break			
18-	3	Understanding the international situations in France and Britain and the reasons for their failure to confront Hitler	England and France failed to meet Hitler's challenges	Lecture and discussion	research paper
19-	3	Analysis of European countries' positions on the Munich Conference	Munich Conference	group discussion	detailed research paper
20-		application			
21-		application			
22-		application			
23-		application			
24-		application			
25-		Application			

26-	3	The student should learn about the causes and precursors of World War II	Prelude to World War II	Learn groups	detailed research paper
27-	3	The student understands the course of the war on fronts.	World War II	Lecture and discussion	oral test
28-	3	The student learns about the nature of the world at the events of World War II	The world after World War II	Lecture and discussion	Brainstorming questions
29-		Second month exam			
30-	3	Comprehensive review	Comprehensive review		

### 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

Final exam	laboratories	Second month	First month	semester
60	-	20	20	100

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<p>1-Contemporary World History: From World War I to Globalization (A primary source specified by the department)</p> <p>2-"An Introduction to Contemporary World History" by a group of professors</p>
Main references (sources)	<p>1-Stanley Human's "A History of Twentieth Century"</p> <p>2-Huyseam-Erik "The Age of Extremes: The Twentieth Century in Brief 1914-1991"</p> <p>3-Lewis Bernard, "The Middle East: Thousand Years of History from the Rise of Christianity to the Present Day"</p>
Recommended books and references (scientific journals, reports...)	<p>1-Peer-reviewed scientific journals such as "The Egyptian Historian" <b>Journal</b></p>

	<p><b>Contemporary History"</b>  2- United Nations and research center reports on contemporary global issues  3- Memoirs of leaders and politicians from the war period</p>
Electronic References, Websites	<ol style="list-style-type: none"> <li>1- Digital History Project website: (University of Houston): <a href="https://www.digitalhistory.uh.edu">https://www.digitalhistory.uh.edu</a></li> <li>2- Internet Archive for Historical Documents <a href="https://www.archive.org">https://www.archive.org</a></li> <li>3- BBC Documentary Channel on YouTube Documentaries</li> <li>4- "jstor" database for scientific journals (available through the university library)</li> </ol>

**- Fourth Stage - Contemporary Iraqi History - Course Description  
2026-Academic Year 2025**

<b>Course Name .1</b>	
Contemporary History of Iraq	
<b>code Course .2</b>	
EH401	
<b>Year /Semester .3</b>	
2026-2025	
<b>description was prepared Date this .4</b>	
2025/9/17	
<b>person-In : Available attendance forms .5</b>	
My presence	
<b>( Number of units ) Number of study hours .6</b>	
hours / thirty weeks, at a rate of six hours per week 180	
<b>.(if there is more than one, please mention it) Name of the course coordinator .7</b>	
<u>rasha.jameel@mu.edu.iq</u> : A'a Al Dr. Rasha Jamil Alwan :the name	
<b>objectives Course .8</b>	
<p>Students' knowledge and - 1 . understanding</p> <p>Creating social harmony among - 2 .students</p> <p>Compensating for any shortcomings or - 3 differences in viewpoints</p> <p>ning the curriculum in a way that suits - 4 . the culture of the society</p>	<p><b>Course objectives</b></p> <p>Introduce the student to the importance of studying the history of contemporary Iraq and its historical data, as well as its impact on the course of life political, social, and economic situation in Iraq over the decades from 1914 to 1980 s a new turning point, somewhat different fromrepresent .Its previous stages highlighted the features of the new history of Iraq</p>
<b>Teaching and learning strategies .9</b>	
<p>g discussion and dialogue about pivotal historical events motivates the student to analyze and -1 .interpret</p> <p>cal thinking and historical analysis encourage students to study and evaluate primary and secondary -2 .onshistorical sources to understand motivati .Characters and events</p> <p>g historical maps, documentaries, and photographs to enhance visual understanding of historical -3 events</p> <p>d questions about historical issues such as the influence of ministries -Brainstorming: Posing open -4 .and treaties to gather as much information as possible</p>	<b>strategy</b>

ideas	
.Students were assigned to conduct seminars and research on Iraqi historical figures	-5
tudents sat on the platform to play the role of a historical figure and answer his classmates' One of	-6
.questions	
Linking political and social events in contemporary Iraq to current developments	-7
.ng, and clarifyingThe teacher and student exchange roles in explaining, questioni	-8

**Course structure .10**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Lecture method	British occupation of Iraq	It explains the theories related to the concept of the lesson.	6	<b>the first</b>
feedback	Discussion method	he National Movement and the Great Revolution of 1920	To write a complete scientific research paper according to the approved methodology	6	<b>the second</b>
feedback	Discussion method	he establishment of the monarchy and the founding of the modern Iraqi state	It explains historical or scientific phenomena	6	<b>the third</b>
oral test	Interrogation method	Mosul problem	He analyzes the theories events	6	<b>Fourth</b>
Classroom performance and exams	Interrogation method	Political parties before the start of parliamentary life	It uses primary and secondary sources in an academic manner.	6	<b>Fifth</b>
feedback	Discussion method	Draft treaty of 1927 and 1930	He adheres to the ethics of scientific research.	6	<b>Sixth</b>
feedback	Textual and standard method	The coronation of King Ghazi and the political struggle for power	Events analyzes Theories or	6	<b>Seventh</b>

oral test	Interrogation method	Political currents and the nationalist movement	It explains historical or scientific phenomena	6	<b>Eighth</b>
feedback	Discussion method	The army and politics	He analyzes the or theories events	6	<b>Ninth</b>
oral test	Lecture method	Iraq during World 1945-War II 1939	It uses primary and secondary sources in an academic .manner	6	<b>tenth</b>
feedback	Lecture method	May 1941 Movement	He thinks, he analyzes	6	<b>eleventh</b>
feedback	Textual and standard method	The second British occupation of Iraq: its manifestations and effects	The student explains historical phenomena	6	<b>twelfth</b>
oral test	Discussion method	The establishment of the League of Arab States and Iraq's role within it	It is concluded based on the data	6	<b>thirteenth</b>
Classroom performance and exams	Textual and standard method	political parties	It explains the theories related to the concept of the .lesson	6	<b>fourteenth</b>
feedback	discussion	Manifestations of the national movement and its demands for political and economic reform	To write a complete scientific research paper according to the approved methodology	6	<b>fifteenth</b>
Written test	a test	Calendar and comparison of the reigns of King Ghazi Ilah-and Regent Abdul	It explains historical or scientific phenomena	6	<b>Sixteenth</b>
/	/	/	He analyzes the or theories events	/	<b>summer</b>

					<b>vacation</b>
Classroom performance and exams	Lecture method	Public political parties after World War II	It uses primary and secondary sources in an academic manner	6	<b>seventeenth</b>
feedback	Discussion method	Portsmouth Treaty 1948	He adheres to the ethics of scientific research	6	<b>eighteenth</b>
feedback	Discussion method	November 1952 uprising	Events analyzes Theories or	6	<b>nineteenth</b>
oral test	Interrogation method	Coronation of King Faisal II And assessing the political situation	It explains historical or scientific phenomena	6	<b>Twenty</b>
Classroom performance and exams	Interrogation method	Baghdad Pact 1955	He analyzes the or theories events	6	<b>-Twenty first</b>
feedback	Discussion method	and the 1956 uprising	It uses primary and secondary sources in an academic manner	6	<b>-Twenty second</b>
feedback	Textual and standard method	Free Officers Organization	He thinks, he analyzes	6	<b>-Twenty third</b>
oral test	Interrogation method	The July 14, 1958 Revolution and the Declaration of the Iraqi Republic	The student explains historical phenomena	6	<b>-Twenty fourth</b>
feedback	Discussion method	Iraq's position on Arab affairs and the Palestinian issue	It is concluded based on the data	6	<b>-Twenty fifth</b>
oral test	Lecture	Iraq's stance on Arab	It explains the theories related to	6	<b>-Twenty</b>

	method	affairs in Egypt	the concept of the .lesson		<b>sixth</b>
feedback	Lecture method	Arab unity and bloc projects	To write a complete scientific research paper according to the approved methodology	6	<b>-Twenty seventh</b>
feedback	Textual and standard method	Political developments in Iraq up to 1963	It explains historical or scientific phenomena	6	<b>-Twenty eighth</b>
oral test	Discussion method	Political developments in Iraq up to 1968	He analyzes the or theories events	6	<b>-Twenty ninth</b>
Classroom performance and exams	Textual and standard method	Assessment of the political situation in Iraq	It uses primary and secondary sources in an academic .manner	6	<b>thirty</b>

**Course evaluation .11**

**The grade out of 100 is distributed according to the tasks assigned to the student, such .as daily preparation, daily, oral, monthly, and written exams, reports, etc**

<b>Final exam</b>	<b>laboratories</b>	<b>Second month</b>	<b>month First</b>	<b>semester</b>
<b>60</b>	<b>-</b>	<b>20</b>	<b>20</b>	<b>100</b>

**Learning and teaching resources .12**

Contemporary History of Iraq / -1  
Fadhil Hussein  
Jaafar Abbas Hamidi / -2  
Contemporary History of Iraq

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

primary / secondary / in a academic manner	The history of Iraqi ministries consists of 10 Hassani-parts / Abdul Razzaq Al	<b>(Main references (sources</b>
, he analyzes	Kamal Mazhar Ahmed / Contemporary History of Iraq	<b>Recommended supporting books and (...references (scientific journals, reports</b>
udent plains torical omena	Website of Iraqi academic journals	<b>Electronic references, websites</b>
clude the data		

**Subject teacher, Head of Department**

**Dr. Rasha Jamil Alwan, Dr. Ahmed Ibrahim Mohammed**

## Course Description Form

1. Course Name:	
History of the Islamic Emirates	
2. Course Code:	
EH404	
3. Semester / Year:	
2025 – 2026	
4. Description Preparation Date:	
17/9/2025	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total) 32	
2 hours per week - 2 units	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Manfi Shreed Email: Ali Manfi @mu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ol style="list-style-type: none"><li>1) To teach students the importance of studying the history of Islamic states and emirates.</li><li>2) To demonstrate the importance of studying the history of Islamic states and emirates in historical studies and its application in authorship and writing.</li><li>3) To determine the student's level of scientific and historical knowledge.</li><li>4) To demonstrate the extent to which the teaching programs affect the development of students' intellectual and cognitive abilities.</li><li>5) Studying the obstacles and ways to develop the educational process</li></ol>

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## 9. Teaching and Learning Strategies

<b>Strategy</b>	<ol style="list-style-type: none"> <li>1. Participation</li> <li>2. Inquiry-based teaching</li> <li>3. Higher-order thinking questions</li> <li>4. Effective questioning techniques</li> <li>5. Brainstorming</li> </ol>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	2	Cognitive, skill-based, emotional	An Introduction to the Geography of the Islamic East	Lecture, discussion	Achievement, essay and objective tests
2-	2	Cognitive, skill-based, emotional	An Explanation of the Most Important Factors and Reasons that Led to the Emergence of Islamic States in the East	Lecture, discussion	Achievement, essay and objective tests
3-	2	Cognitive, skill-based, emotional	The Political and Military History of the Tahirid State	Lecture, discussion	Achievement, essay and objective tests
4-	2	Cognitive, skill-based, emotional	The Economic and Social History of the Tahirid State	Lecture, discussion	Achievement, essay and objective tests
5-	2	Cognitive, skill-based, emotional	The Political and Military History of the Saffarid State	Lecture, discussion	Achievement, essay and objective tests
6-	2	Cognitive, skill-based, emotional	The Social and Economic History of the Saffarid State	Lecture, discussion	Achievement, essay and objective tests
7-	2	Cognitive, skill-based, emotional	The Political and Military History of the Samanid State	Lecture, discussion	Achievement, essay and objective tests

8-	2	Cognitive, skill-based, emotional	The Social and Economic History of the Samanid State	Lecture, discussion	Achievement, essay and objective tests
9-	2	Cognitive, skill-based, emotional	The Political and Military History of the Ghaznavid State	Lecture, discussion	Achievement, essay and objective tests
10-	2	Cognitive, skill-based, emotional	The Social and Economic History of the Ghaznavid State	Lecture, discussion	Achievement, essay and objective tests
11-	2	Cognitive, skill-based, emotional	The Political and Military History of the Ghurid State	Lecture, discussion	Achievement, essay and objective tests
12-	2	Cognitive, skill-based, emotional	The History of the Islamic States of India	Lecture, discussion	Achievement, essay and objective tests
13-	2	Cognitive, skill-based, emotional	The History of the Alawite State in Tabaristan	Lecture, discussion	Achievement, essay and objective tests
14-	2	Cognitive, skill-based, emotional	The Political and Military History of the Khwarazmian State	Lecture, discussion	Achievement, essay and objective tests
15-	2	Cognitive, skill-based, emotional	The Social and Economic History of the Khwarazmian State	Lecture, discussion	Achievement, essay and objective tests
16-	2	Cognitive, skill-based, emotional	End-of-Term Exams	Lecture, discussion	Achievement, essay and objective tests
17-	2	Cognitive, skill-based, emotional	Introduction to the Geography of Islamic Morocco	Lecture, discussion	Achievement, essay and objective tests
18-	2	Cognitive, skill-based, emotional	History of the Idrisid Dynasty	Lecture, discussion	Achievement, essay and objective tests
19-	2	Cognitive, skill-based, emotional	History of the Aghlabid Dynasty	Lecture, discussion	Achievement, essay and objective tests
20-	2	Cognitive, skill-based, emotional	History of the Tulunid Dynasty	Lecture, discussion	Achievement, essay and objective tests
21-	2	Cognitive, skill-based, emotional	History of the Ikhshidid Dynasty	Lecture, discussion	Achievement, essay and objective tests
22-	2	Cognitive, skill-based, emotional	History of the Fatimid Dynasty	Lecture, discussion	Achievement, essay and objective tests

23-	2	Cognitive, skill-based, emotional	Student Application	Lecture, discussion	Achievement, essay and objective tests
24-	2	Cognitive, skill-based, emotional	Student Application	Lecture, discussion	Achievement, essay and objective tests
25-	2	Cognitive, skill-based, emotional	Student Application	Lecture, discussion	Achievement, essay and objective tests
26-	2	Cognitive, skill-based, emotional	Student Application	Lecture, discussion	Achievement, essay and objective tests
27-	2	Cognitive, skill-based, emotional	Student Application	Lecture, discussion	Achievement, essay and objective tests
28-	2	Cognitive, skill-based, emotional	Student Application	Lecture, discussion	Achievement, essay and objective tests
29-	2	Cognitive, skill-based, emotional	History of the Hamdanid State	Lecture, discussion	Achievement, essay and objective tests
30-	2	Cognitive, skill-based, emotional	History of the Taifa Kingdoms	Lecture, discussion	Achievement, essay and objective tests

## 11. Course Evaluation

1. Provides practical examples
2. Includes up-to-date information
3. Stimulates thinking and creativity

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Hassan Ahmed Mahmoud – Ahmed Ibrahim Al-Sharif (The Islamic World in the Abbasid Era)
Main references (sources)	<ol style="list-style-type: none"> <li>1) Ibn al-Athir (Al-Kamil fi al-Tarikh)</li> <li>2) Al-Bakri (Al-Maghrib fi Wasf Ifriqiya wa al-Maghrib)</li> <li>3) Ibn Taghribirdi (Al-Nujum al-Zahira fi Muluk Misr wa al-Qahira)</li> <li>4) Ibn al-Jawzi (Al-Muntazam fi Akhbar al-Muluk wa al-Umam)</li> <li>5) Ibn Khaldun (Tarikh Ibn Khaldun)</li> <li>6) Abu al-Fida (Al-Mukhtasar fi Akhbar al-Bashar)</li> <li>7) Al-Maqrizi (Al-Khitat)</li> </ol>
Recommended books and references	1) Khalil Ibrahim al-Samarrai and others (History of the

(scientific journals, reports...)	Arab Islamic State in the Abbasid Era 132-656 AH) 2) Hassan Ibrahim Hassan (History of Islam)
Electronic References, Websites	The Comprehensive Library + Ahlulbayt Library + Alexandria Library + Al-Mustafa Library

## Course Description Form

1. Course Name:	
English Historical Texts	
2. Course Code:	
3. Semester / Year:	
2025–2026	
4. Description Preparation Date:	
2/2/2026	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
45 Hours / 4 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Haider Majeed Hussein Email: haidermaj@mu.edu.iq	
8. Course Objectives	
Presenting historical topics in English to provide students with historical knowledge in the English language.	
9. Teaching and Learning Strategies	
Strategy	Presentation – Clarification – Discussion – Training

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic	Learning Method	Evaluation
1	2	B.A. History	History of Writing	Lecture	Oral & Written Exam
2	2	B.A. History	History of Writing	Discussion	Oral & Written Exam
3	2	B.A. History	Iraqi Civilizations	Lecture	Oral & Written Exam
4	2	B.A. History	Iraqi Civilizations	Discussion	Oral & Written Exam
5	2	B.A. History	Arabs in the Pre-Islamic	Lecture	Oral & Written

			Era		Exam
6	2	B.A. History	Arabs in the Pre-Islamic Era	Discussion	Oral & Written Exam
7	2	B.A. History	Prophet Muhammad (PBUH)	Lecture	Oral & Written Exam
8	2	B.A. History	Prophet Muhammad (PBUH)	Discussion	Oral & Written Exam
9	2	B.A. History	Imam Ali (AS)	Lecture	Oral & Written Exam
10	2	B.A. History	Imam Ali (AS)	Discussion	Oral & Written Exam
11	2	B.A. History	Revolution of Imam Hussain	Lecture	Oral & Written Exam
12	2	B.A. History	Revolution of Imam Hussain	Discussion	Oral & Written Exam
13	2	B.A. History	The Crusades	Lecture	Oral & Written Exam
14	2	B.A. History	The Crusades	Discussion	Oral & Written Exam
15	2	B.A. History	First Semester Exams	-	-
16-22	2	B.A. History	Practical Application	-	-
23	2	B.A. History	The Renaissance	Lecture	Oral & Written Exam
24	2	B.A. History	The Renaissance	Discussion	Oral & Written Exam
25	2	B.A. History	World War I	Lecture	Oral & Written Exam
26	2	B.A. History	World War I	Discussion	Oral & Written Exam
27	2	B.A. History	World War II	Lecture	Oral & Written Exam
28	2	B.A. History	World War II	Discussion	Oral & Written Exam
29	2	B.A. History	The Marshall	Lecture	Oral &

			Plan		Written Exam
30	2	B.A. History	Second Semester Exam	-	Oral & Written Exam

## 11. Course Evaluation

Exam results - Discussions and Session Management

## 12. Learning Resources

<b>Main References</b>	Britannica / Encyclopedia of History
<b>Supporting Books</b>	Summary of the World History
<b>Electronic Resources</b>	Google, Reputable University Libraries
<b>Additional Sources</b>	University Libraries and Academic Repositories

## Course Description Form

1. Course Name: Teaching Methods and Curricula

2. Course Code: EH406

3. Semester / Year: 2025-2026

4. Description Preparation Date: 4/2/2026

5. Available Attendance Forms: My presence

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

3- 6

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

Name: Mohammed kadhim mohsin Al-Abadi

Email: mohammad.Mohsen@mu.edu.iq

8. Course Objectives

**Course Objectives**

- Increasing the achievement of student teachers in observation and application
- 2- Developing the performance efficiency of student teachers in faculties education for humanities in the skills of (lesson planning, implementation, classroom management and control, use of educational aids, and assessment)

9. Teaching and Learning Strategies

**Strategy**

Lecture – Questioning – Discussion – Role-playing – Mini-training

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-	3	Learn about the concept of study planning	Lesson planning	Micro-teaching questioning lecture	Role acting
2-	3	Learn about the concept of study planning	Lesson planning	Micro-teaching questioning lecture	Role acting
3-	3	It introduces the concept of effective classroom teaching.	Implementation	Micro-teaching questioning lecture	Role acting
4-	3	It introduces the concept of effective classroom teaching.	Implementation	Micro-teaching questioning lecture	Role acting
5-	3	The concept of classroom management is known	Classroom management and control	Micro-teaching questioning lecture	Role acting
6-	3	The concept of classroom management is known	Classroom management and control	Micro-teaching questioning lecture	Role acting
7-	3	Lists the types of educational tools	Use of educational means	Micro-teaching questioning lecture	Role acting
8-	3	Lists the types of educational tools	Use of educational means	Micro-teaching questioning lecture	Role acting
9-	3	The tests are designed according to the relevant standards.	Calendar	Micro-teaching questioning lecture	Role acting
10-	3	The tests are designed according to the relevant standards.	Calendar		Role acting
11-	3	Theoretical subject test	Theoretical subject test	Theoretical subject	Multiple choice new
12-	3	Individual application	Individual application	Mini training	Role acting

13-	3	Individual application	Individual application	Mini training	Role acting
14-	3	Individual application	Individual application	Mini training	Role acting
15-	3	Individual application	Individual application	Mini training	Role acting
16	3	Individual application	Individual application	Mini training	Role acting
17	3	Individual application	Individual application	Mini training	Role acting
18	2		Collective application in schools		
19	2		Collective application in schools		
20	2		Collective application in schools		
21	2		Collective application in schools		
22	2		Collective application in schools		
23	2		Collective application in schools		
24	2		Collective application in schools		
25	2		Collective application in schools		
26	2		<b>Students return from group application</b>		
27	2		Group discussion in the app		3
28	2		Group discussion in the app		3
29	2		Group discussion in the app		3
30	2		<b>Group discussion in the app</b>		3

### 11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

the boss	Scientific supervisor	Educational supervisor	Homework	Individual application	Watching	Achievement test	Final grade
10	20	30	5	10	5	20	100

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Practical Training Program for Fourth-Year Students / Mohammed Kadhim Mohsen 2019
Electronic References, Websites	