

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



**Academic Program and
Course
Description Guide
Department of History
2024-2025**



Form of Academic Program Description

University Name: Mustansiriyah University

Faculty/Institute: College of Education

Scientific Department: Department of History

Academic or Professional Program Name: Academic Program Description

Final Certificate Name: Bachelor

Academic System : Annual

Description Preparation Date: 2024-2025

File Completion Date: 17/10/2024

Signature:

Head of Department Name:

Prof. Fahad Imslam Zghair, Ph.D

Date: 20/10/2024

Signature:

Scientific Assistant Name:

Prof. Alaa Hussein Shnishil, Ph.D.

Date: 20/10/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Asst. Lect. Ihab Hadi Jumhaa

Date: 21/10/2024

Signature:



Approval of the Dean :

Asst. Prof. Tariq Hashem Aboud, Ph.D.

Date: 21/10/2024

1. A brief overview of Program

Department of History was established since the founding of the College of Education in the sixth decade of the last century (1986–1987). Morning Study, the only one which was included, but, at the beginning of the nineties of the last century (1992–1993), Evening and Higher Studies were added to be included in the department.

The department seeks to be distinguished in historical and cultural studies locally, regionally and globally. As well as to advance academic scientific research in various branches of history in order to prepare researchers to obtain master's and doctoral degrees in various specialties.

It is worth noting that Department of History pursues to show Iraq's cultural role during the different eras among members of Iraqi society and the Arab and international community. Through Providing scientific consultations in the field of preserving the archaeological and historical heritage of archaeological and historical buildings and participating in historical scientific seminars and holding educational meetings for students and specialists, the connection between the university and the local environment has been strengthened.

2. Program Vision

Department of History works hard to be distinguished and pioneer to occupy a prominent position in the course of university education. Furthermore, it aims to develop the education at all levels to achieve comprehensive and maintainable human community development for the Iraqi society and to support the communication at the Arab and international levels in education.

3. Program Mission

The mission of Department of History is to prepare professional educators who contribute in creating a cognitive society to be able to challenge globally, and to develop their creative abilities. In addition, it prepares researchers who have the ability to develop educational knowledge and employing it in solving educational problems and improving the educational environment by conducting scientific research in the field of education and developing human resources in order to fulfill community demands.

4. Program Objectives

1. Preparing qualified students to teach history in preparatory, secondary and intermediate schools.
2. Enabling students to study all historical disciplines, such as modern and contemporary history, Islamic history, and ancient history.
3. Enabling students to learn about the history and civilizations of the world.
4. Enabling students to understand the concept of time and its sequence, to distinguish between the past and the present, and to link the human mind to its historical context.
5. Enabling students to learn about the events of the past because history preserves heritage and contributes to its transmission from one generation to the next.
6. Enabling students to study ancient and modern global problems by referring to their historical roots.
7. Enabling students to collect and understand all historical concepts in various historical disciplines.
8. Preparing and qualifying students to pursue postgraduate studies by developing their intellectual, scientific and research skills.
9. Harmonizing theoretical trends and scientific reality in the science of history.

10. Enabling students to learn about the latest strategies, teaching methods, and modern educational methods for teaching history.

11. Enabling students to recognize scientific research tools and use them in the academic and practical fields.

12. Introducing students to educational, psychological and cultural sciences and arming them with them in order to achieve distinction and scientific and professional development in them.

13. Keeping up with modern scientific developments in history and working to employ them.

5. Program Accreditation

Accreditation of the programs of the educational group's colleges is in the process of completion

6. Other external influences

Ministry of Higher Education and Scientific Research

7. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	43	184		
College Requirements	43	184		
Department Requirements	43	184		
Summer Training	1	4		
Other	/	/		

* This can include notes whether the course is basic or optional.

8. Program Description				
Year/2024-2025	Course	Course Name	Credit Hours	
Level	Code		theoretical	practical
1. First	50901101	History of ancient Iraq	3	
2. First	50901102	History of the Arabs before Islam	3	
3. First	50901103	History of the era of the Message and the Rightly Guided Caliphate	3	
4. First	50901104	History of Europe in the Middle Ages	3	
5. First	50901105	Human rights and democracy	2	
6. First	50901106	Foundations of education	2	
7. First	50901107	Arabic	2	
8. First	50901108	General geography	2	
9. First	50901109	Computer	1	1
10. First	509011010	Educational psychology	2	
11. First	509011011	English language	1	
12. Second	50901201	The ancient history of the Arab countries	3	
13. Second	50901202	History of ancient world civilizations	2	
14. Second	50901203	History of Europe in the	2	

		Renaissance		
15. Second	50901204	History of the Umayyad state	2	
16. Second	50901205	History of Arab civilization in Andalusia	2	
17. Second	50901206	Modern history of the Arab countries	2	
18. Second	50901207	Historical research method	2	
19. Second	50901208	Geography	2	
20. Second	50901209	Developmental psychology	2	
21. Second	509012010	Arabic	2	
22. Second	509012011	English language	1	
23. Second	509012012	Secondary education	2	
24. Second	509012013	Baath crimes	1	
25. Third	50901301	History of Arab-Islamic civilization	3	
26. Third	50901302	History of the Abbasid Empire (132–656 AH)	3	
27. Third	50901303	Modern history of Iraq	2	
28. Third	50901304	Modernization in Islamic countries	2	
29. Third	50901305	History of Europe in the nineteenth century	2	
30. Third	50901306	Philosophy of history	2	
31. Third	50901307	Asian history	2	

32. Third	50901308	English language	1	
33. Third	50901309	Teaching methods	2	
34. Third	509013010	Educational guidance and guidance	2	
35. Forth	50901401	History of the Islamic states and emirates	2	
36. Forth	50901402	Optional subject: Biography of Ahl al-Bayt	2	
37. Forth	50901403	Contemporary history of the Arab countries	3	
38. Forth	50901404	Contemporary world history	3	
39. Forth	50901405	Contemporary history of Iraq	3	
40. Forth	50901406	Historical texts in English	2	
41. Forth	50901407	Measurement and evaluation	2	
42. Forth	50901408	Research project	2	
43. Forth	50901409	View and apply	0	2
Total	90			3

9. Expected learning outcomes of the program

Knowledge

Learning Outcomes 1

Learning

Outcomes Statement 1

1 – the scientific knowledge has been applied in the field of history and other sciences in a way that ensures achieving cognitive communication between them and benefiting from ancient and Islamic history, developments in historical events, the speed of updating information, and global change. 2– Providing students with integrated scientific knowledge in the field of history. 3– To be proficient in preparing scientific research in a manner that takes into account an integrated scientific methodology. 4– To know the methods of delivering information to practice the teaching profession and balance it with the applied reality within educational institutions.	1. Enabling students to collect and understand modern and contemporary history. 2. Enabling students to collect and understand Islamic history. 3. Enabling students to acquire and understand ancient history. 4. Enabling students to acquire and understand peoples, their civilizations, and the history of countries. 5. Enabling students to gain and understand the causes of conflicts and wars between countries of the world and to learn about their results. 6. Enabling students to collect and understand treaties and agreements between major countries. 7–Enabling students to acquire and understand the methods and methods of teaching history. 8. Enabling students to become familiar with the concept of historical philosophy. 9. Introducing students to the most important sources of modern history, Islamic history, and ancient history.
Skills	
Learning Outcomes 2	Learning Outcomes

Statement 2

1 – Teaching students to apply what they have learned from the basic and advanced principles of history to enrich their other intellectual achievements.

2 – Teaching students to master the preservation of historical texts and manuscripts with high efficiency.

3 – Teaching the student the foundations of history and its divisions throughout the different eras.

1. Enabling students to acquire the skills of a scientific researcher and use them in conveying and presenting historical information.

2. Developing students' imagination skills and the joy of learning about past events through what history contains of events, stories, heroics, and pictures of peoples' pasts.

3. Enabling students to learn the skills of dialogue, discussion, listening to others and accepting their opinions.

4. Training students to acquire scientific thinking, critical thinking, and analytical thinking skills in order to employ them in the science of history.

5. Training students to acquire the skills of using modern educational methods in teaching history.

6. Training and empowering students to acquire the skills of preparing and constructing examination tests and methods for correcting them.

7. Empowering and training students to acquire teaching planning skills at all levels.

8. Enabling students to possess the abilities to design and invent effective educational activities that encourage students to learn and participate in it.

	9. Enabling students to acquire classroom management skills, classroom interaction, and the art of dealing with classroom problems using educational methods. 10. Enabling students to have the ability to make judgments about past events and try to link them and benefit from them in current events. 11. Enabling students to acquire self-learning skills to acquire important information, skills and knowledge.
Learning Outcomes 3	Learning Outcomes Statement 3
1– Conveying information in the field of history specialization. 2– Developing the student’s ability to express himself by implementing research and practical reports on writing history curricula. 3–. Qualifying students to obtain the best positions and knowing the requirements of the labor market. 4– Learn living languages such as Arabic and English. 5– Enhancing the student’s confidence to express ideas	1. Written or topical tests, quarterly or monthly. 2. Grades awarded for daily contributions. 3. Oral exam. 4. Grades for research and reports related to the lecture topic. 5. Grades for attendance and regularity in lectures. 6. Daily examinations, agreed upon or not agreed upon. 7. Class and extracurricular assignments

clearly and confidently in speech.	
Ethics	
Learning Outcomes 4	Learning Outcomes Statement 4
1– Desires to practice scientific, inductive, deductive and logical thinking. 2– He tends to participate in teamwork as a unified team for success in his professional life, good moral behavior and effective communication among them. 3– It is concerned with the importance of lifelong learning through professional development and practical training. 4– Uses correct educational and psychological methods of dealing within educational institutions.	1. Cooperative education method. 2. Circle discussion method. 3. The educational story method. 4. Seminars and workshops. 5. Supreme identification. 6. Form discussion groups during lectures. 7. Dialogue and discussion to acquire emotional behavior. 8. Assigning students with assignments that require subjective interpretation.

10. Teaching and Learning Strategies

1. Using modern strategies in teaching (cognitive and metacognitive strategies).
2. Using modern educational models in teaching.
3. Assigning the student to some activities and homework, including practical

reports, and presenting them to his colleagues in the lecture.

4. Allocating a percentage of the grade to extracurricular activities.

5. Managing the practical lecture in a way that the student feels the importance of organizing time

11. Evaluation methods

1- Written tests

2- Oral exams

3- Daily tests

4- Reports and seminars

5- Reports and research

12. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)	Number of the teaching staff	
	General	Special		Staff	Lecturer
1. Prof. Dr. Ahmed Gouda Jabbar	modern history,	history of Iraq	administrative and scientific committees	Staff	
2. Prof. Dr. Ikhlas Lafta Hariz	modern history,	history of Iraq	Managing department seminars and workshops and having experience in	Staff	

			computer technology		
3. Prof. Dr. Amal Abbas Jabr	modern history,	history of Iran	administrative and scientific committees	Staff	
4. Prof. Dr. Inaam Hussein Ahmed	Islamic history	history of Morocco and Andalusia	administrative and scientific committees	Staff	
5. Iman Moutahib Moohi	modern history,	history of the United States of America	administrative and scientific committees	Staff	
6. Prof. Dr.Buthaina Jabbar Zaji	Islamic history,	history of Morocco and Andalusia	administrative and scientific committees	Staff	
7. Prof. Dr. Bushra Jaafar Ahmed	Islamic history,	the history of the Arabs before Islam	administrative and scientific committees	Staff	
8. Prof. Dr. Jabbar Darwish Jassim	modern history,	The history of the Arab modern and contempora ry	administrative and scientific committees	Staff	
9. Prof. Dr.	modern	Modern history of	administrative and	Staff	

Hassan Zaghair Hazim	history,	Europe	scientific committees		
10. Prof. Dr. Hikmah Lafta Sakr	Islamic history,	Fatimid history	administrative and scientific committees	Staff	
11. Prof. Dr. Haider Shaker Khamis	modern history,	History of the United States of America	administrative and scientific committees	Staff	
12. Prof. Dr. Haider Shaker Obaid	modern history,	Contempora ry European history	administrative and scientific committees	Staff	
13. Prof. Dr. Rahim Khalaf Okla	Islamic history,	Abbasi thought	Administrative committees and previously held the position of head of the department	Staff	
14. Prof. Dr. Ragheed Kamer Majeed	Islamic history,	Islamic economy and civilization	Experience in promotions, computers and sports activities	Staff	
15. Prof. Dr. Rana Haseeb Kazem	Method s of teaching	Methods of teaching history	administrative and scientific committees	Staff	

16. Prof. Dr. Rana Abdul Jabbar	Modern history	history of Europe	administrative and scientific committees	Staff	
17. Prof. Dr. Sami Hammoud Jassim	Islamic history,	Historians' methods	administrative and scientific committees	Staff	
18. Prof. Dr. Saad Mohsen Abd	modern history,	The history of the Arab modern and contemporary	administrative and scientific committees	Staff	
19. Prof. Dr. Saad Nassif Jassim	modern history,	The history of the Arab modern and contemporary	administrative and scientific committees	Staff	
20. Prof. Dr. Suhad Khazal Naguib	Islamic history,	Late Abbasid and Mughal eras	administrative and scientific committees	Staff	
21. Prof. Dr. Shaima Talib Abdullah	modern history,	European history	administrative and scientific committees	Staff	
22. Prof. Dr. Safaa Karim Shuker	modern history,	Modern history of Asia	administrative and scientific committees	Staff	

23. Prof. Dr. Adel Taqi Al-Baldaw	modern history	Contempora ry Iraq	administrative and scientific committees	Staff	
24. Prof. Dr. Abdul Jalil Mazal Banyan	modern history,	History of the Arab Maghreb and the Contempora ry	administrative and scientific committees	Staff	
25. Prof. Dr. Adnan Khalaf Sarheed	Islamic history,	Andalusian history	administrative and scientific committees	Staff	
26. Prof. Dr. Essam Kazem Abdel Reda	modern history,	Modern and contempora ry history of Turkey	administrative and scientific committees and Media	Staff	
27. Fatima Hussein Saloumi	modern history,	Contempora ry history of Iraq	administrative and scientific committees and Media	Staff	
28. Prof. Dr. Fahd Amsallam, Zghair	modern history,	The history of the Arab modern and contempora ry	administrative and scientific committees, Media and head of the department	Staff	

29. Prof. Dr. Kazem Jawad Ahmed	modern history,	History of the United States of America	administrative and scientific committees	Staff	
30. Prof. Dr. Karim Ati Laibi	Islamic history,	History of Islamic Morocco	administrative and scientific committees	Staff	
31. Prof. Dr. Magda Hasso Mansour	Ancient history,	Antiquities and ancient civilization ancient Near East	administrative and scientific committees	Staff	
32. Prof. Dr. Mazen Sabah Abdel Amir	Islamic history,	Islamic economy	administrative and scientific committees	Staff	
33. Prof.Dr.Muha mmad Hashem Khwaiter	modern history,	History of the United States of America	administrative and scientific committees	Staff	
34. Prof. Dr. Nizar Alwan Abdullah	modern history,	Ottoman history	administrative and scientific committees	Staff	
35. Prof. Dr.	Islamic	Islamic	administrative and	Staff	

Naeem Dunian Obaid	history,	thought	scientific committees		
36. Prof. Dr. Anwar Jassim Hassan	Islamic history	History of the Mamluks	administrative and scientific committees	Staff	
37. Prof. Raghad Abdel Qader Abbas	Ancient history	history of ancient Iraq	administrative and scientific committees	Staff	
38. Prof. Sahar Abdullah Muhammad	Islamic history	Rashidun history	administrative and scientific committees	Staff	
39. Asst. Prof. Dr. Bushra Tayes Abdel Momen	modern history	History of the United States of America	administrative and scientific committees	Staff	
40. Asst. Prof. Dr. Hassanein Abdel Razzaq	Islamic history	History of the Arabs before Islam	administrative and scientific committees	Staff	
41. Asst. Prof. Dr. Haider Ali Touban	modern history	Contempora ry Iraq	administrative and scientific committees	Staff	
42. Asst. Prof. Dr. Khaleda	Islamic history	History of the Islamic	administrative and scientific committees,	Staff	

Hammoud Salman		Orient	experience in quality, reliability, and computer technology. Previously responsible for the College Quality Division and responsible for the quality committees for several years.		
43. Rawafid Jabbar Sharhan	modern history	Modern and contemporary history of Iran	administrative and scientific committees	Staff	
44. Asst. Prof. Dr. Salam Khosrow Jawami	modern history	Modern history of Iran	administrative and scientific committees. And former college library official	Staff	
45. Asst. Prof. Dr. Sondos Abdullah Jadoua	Methods of teaching	Methods of teaching history	Experience in teaching methods, measurement and evaluation	Staff	
46. Asst. Prof. Dr. Soudad Abdul Hussein Sabti	modern history,	History of the Arab	administrative and scientific committees	Staff	

47. Asst. Prof. Dr. Abdul Salam Miteb Eidan	modern history,	The history of the Arab modern and contempora ry	administrative and scientific committees. Assistant of the head of the department for several years of preliminary studies and experience in media and computer technology	Staff	
48. Asst. Prof. Dr. Ikrimah Kamel Muhammad	Islamic history,	Historians' methods	administrative and scientific committees	Staff	
49. Asst. Prof. Dr. Ali Hassan Thabet	Ancient history,	History of the ancient Near East	administrative and scientific committees	Staff	
50. Asst. Prof. Dr. Alia Jassim Mohammed	Islamic history,	Historians' methods	administrative and scientific committees	Staff	
51. Asst. Prof. Dr. Qasim Khalif Ammar	modern history,	History of the Arab	administrative and scientific committees. And Assistant Dean for	Staff	

			Student Affairs for several years		
52. Asst. Prof. Dr. Qasim Abdul Amir Waseem	modern history,	Contemporary European Germany	administrative and scientific committees	Staff	
53. Asst. Prof. Dr. Mamoun Shaker Ismail	modern history,	History of the United States of America	administrative and scientific committees	Staff	
54. Asst. Prof. Dr. Muhammad Hussein Ibrahim	Islamic history,	Yemen civilization	administrative and scientific committees. Responsible for the Graduate Studies Section	Staff	
55. Asst. Prof. Dr. Maha Hassan Rashid	Ancient history,	Antiquities and ancient civilization ancient Iraq	administrative and scientific committees	Staff	
56. Asst. Prof. Dr. Nagham Abdel Hadi Mahdi	modern history,	European history	administrative and scientific committees	Staff	

57. Asst. Prof. Dr. Sadiq Jaafar Al- Sayegh	modern history	European history	administrative and scientific committees	Staff	
58. Asst. Prof. Dr. Nihad Hamid Laibi	Islamic history	Biography and Caliphate of Rashidah	administrative and scientific committees	Staff	
59. Asst. Prof. Dr. Hana Abdullah Obaid	Islamic history	Civilization and thought	administrative and scientific committees	Staff	
60. Asst. Prof. Dr. Hind Ali Hussein	modern history,	Modern history of Asia	administrative and scientific committees	Staff	
61. Asst. Prof. Dr. Wasan Shuja Nagas	Islamic history	History of the late Abbasid era	administrative and scientific committees	Staff	
62. Asst. Prof. Dr. Wafa Walid Hussein	modern history,	Ottoman	administrative and scientific committees	Staff	
63. Asst. Prof. Iman Muhammad Khudair	Method s of teaching	Methods of teaching history	administrative and scientific committees	Staff	

64. Asst. Prof. Balqis Jabbar Abdul Wahab	Method s of teaching	Methods of teaching history	administrative and scientific committees	Staff	
65. Asst. Prof. Fadhila Ismail Rahim	modern history,	Modern Arab Maghreb	administrative and scientific committees	Staff	
66. Asst. Prof. Hoda Hussein Musa	modern history,	Modern history of Morocco	administrative and scientific committees	Staff	
67. Asst. Prof. Wafaa Khaled Khalaf	modern history,	The history of the Arab modern and contempora ry	administrative and scientific committees	Staff	
68. Inst. Dr. Intisar Abd Aoun Mohsen	modern history,	History of the contempora ry United States of America	administrative and scientific committees	Staff	
69. Inst. Dr. Entihaa Khaled Hamid	Islamic history,	Andalusian	administrative and scientific committees	Staff	
70. Inst. Dr. Bian	Islamic	Morocco	administrative and	Staff	

Yassin Abbas	history,		scientific committees		
71. Inst. Dr. Suha Adnan Ibrahim	Islamic history	Amoy	administrative and scientific committees	Staff	
72. Inst. Dr. Abdullah Abdul Hussein Muhammad	Islamic history,	Arabs before Islam	administrative and scientific committees	Staff	
73. Inst. Dr. Nebras Balasim Kazem	modern history,	Modern and contempora ry history of Asia	administrative and scientific committees	Staff	
74. Inst. Dr. Wafaa Abdul Mahdi Rashid	modern history,	modern and contempora ry Iran	administrative and scientific committees	Staff	
75. Inst. Fatima Abdel Abbas Mahdi	Method s of teaching	Methods of teaching history	administrative and scientific committees	Staff	
76. Inst. Suaad Abdali Kareem	English Literatur	Modern Drama	administrative and scientific committees	Staff	

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77. Inst. Yasmine Mehdi Shahid	Method s of teaching	Methods of teaching history	administrative and scientific committees	Staff	
78. Inst. Asmaa Ibrahim Hussein	modern history,	Criminal law	administrative and scientific committees	Staff	
79. Asst. Inst. Aya Falih Hassan	English	Applied linguistics	administrative and scientific committees	Staff	
80. Asst. Inst. Haider Abdel Amir Hassan	modern history,	The history of the modern and contempora ry Arab	administrative and scientific committees	Staff	
81. Asst. Inst. Dalal Amir Youssef	modern history,	Modern European history	administrative and scientific committees	Staff	
82. Asst. Inst. Adhara Kamel Jawad	Ancient history,	History of the ancient Near East	administrative and scientific committees	Staff	
83. Asst. Inst. Fatima Amer Ali	Islamic history,	Abbasi	administrative and scientific committees	Staff	

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Professional Development

Mentoring new faculty members

1. Practicing teaching in an accompanying or teaching format and forming a committee by the department to follow up and evaluate the level of their work in the teaching profession.
2. Holding workshops and courses on teaching methods and new methods of learning and teaching to develop their educational skills.
3. Passing the teaching methods course and its validity.
4. Assuming some administrative tasks for new faculty members.

Professional development of faculty members

Department of History seeks to focus and develop human and social knowledge in society and advance it by preparing specialized staff who are capable of serving society and providing students with knowledge in all fields of history. As well as, preparing a generation of high-level teachers or participating in forming a good educational system consistent with our needs and public service.

84. Acceptance Criterion

- 1- Central admission to the Ministry of Higher Education and Scientific Research.
- 2- The student must be a graduate of preparatory school, exclusively in the literary branch.
- 3- Academically certified teachers.
- 4- Admission is for both genders (males and females).
- 5- Morning + evening

85. The most important sources of information about the program

- 1- The website of the college and university
- 2- The Iraqi Ministerial Universities Guide
- 3- Al-Mustansiriya University Guide

4– Books and scientific sources for the department

86. Program Development Plan

Department of History seeks to focus and develop human and social knowledge in society and advance it by preparing specialized staff who are capable of serving society and providing students with knowledge in all fields of history. As well as, preparing a generation of high–level teachers or participating in forming a good educational system consistent with our needs and public service

Program Skills Outline															
				Required program Learning outcomes											
Year/ –2024 2023	Course Code	Course Name	Basic or optiona l	Knowledge				Skills				Ethics			
Level				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First	50901101	History of ancient Iraq	Basic	√					√					√	
First	50901102	History of the Arabs before Islam	Basic					√					√		
First	50901103	History of the era of the Message and the Rightly Guided Caliphate	Basic				√					√			

First	50901104	History of Europe in the Middle Ages	Basic		√					√					√
First	50901105	Human rights and democracy	Basic	√					√					√	
First	50901106	Foundations of education	Basic												
First	50901107	Arabic	Basic		√				√					√	
First	50901108	General geography	Basic												
First	50901109	Computer	Basic											√	
First	509011010	Educational psychology	Basic												
First	509011011	English language	Basic												

Second	50901201	The ancient history of the Arab countries	Basic					√							
Second	50901202	History of ancient world civilizations	Basic					√							
Second	50901203	History of Europe in the Renaissance	Basic								√				
Second	50901204	History of the Umayyad state	Basic									√			
Second	50901205	History of Arab civilization in Andalusia	Basic						√						
Second	50901206	Modern history of the Arab countries	Basic			√									
Second	50901207	Historical research method	Basic												

Second	50901208	Geography	Basic												
Second	50901209	Developmental psychology	Basic					√					√		
Second	509012010	Arabic	Basic				√					√			
Second	509012011	English language	Basic								√				
Second	509012012	Secondary education	Basic						√					√	
Second	509012013	Baath crimes	Basic					√					√		
Third	50901301	History of Arab-Islamic civilization	Basic												

Third	50901302	History of the Abbasid Empire (132–656 AH)	Basic					√					√		
Third	50901303	Modern history of Iraq	Basic									√			
Third	50901304	Modernization in Islamic countries	Basic		√						√				
Third	50901305	History of Europe in the nineteenth century	Basic						√					√	
Third	50901306	Philosophy of history	Basic		√			√					√		
Third	50901307	Asian history	Basic												
Third	50901308	English language	Basic					√					√		
Third	50901309	Teaching methods	Basic	√								√			

Third	509013010	Educational guidance and guidance	Basic								√				
Forth	50901401	History of the Islamic states and emirates	Basic				√		√					√	
Forth	50901402	Optional subject: Biography of Ahl al-Bayt	Basic		√			√					√		
Forth	50901403	Contemporary history of the Arab countries	Basic	√											
Forth	50901404	Contemporary world history	Basic					√					√		
Forth	50901405	Contemporary history of Iraq	Basic		√							√			

Forth	50901406	Historical texts in English	Basic								√				
Forth	50901407	Measurement and evaluation	Basic						√					√	
Forth	50901408	Research project	Basic	√					√					√	
Forth	50901409	View and apply													

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

The first stage

1. History of ancient Iraq

1. Course Name:
History of ancient Iraq
2. Course Code:
50901101
3. Semester / Year:
2024-2025
4. Description Preparation Date:
1/10/2024
5. Available Attendance Forms:
Weekly
6. Number of Credit Hours (Total) / Number of Units (Total)
54 hours per semester – 3 hours a unit
7. Course administrator's name (mention all, if more than one name)

Name: Professor Raghad AbdulQadir Abbas, Dr. ali Hasan Thabit.

Zahraa Raad Mohsin and Ulfat Sameer Jabbar.

Email:

8. Course Objectives

Course Objectiv	- Enabling the students on comprehending and realize the the ancient nations and - their civilizations.....
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9. Teaching and Learning Strategies

Strategy	Presenting the discipline through lectures using different methodologi
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Enabling the students	Week 1/ Classification of Human History Week2/Archaeological Investigation and Excavation Week3/ The natural Environment	oral and class discussio	Written and class tests
1	3	understand and real			
1	3	the ancient nations a		oral and class discussio	Written and class tes
1	3	their			
1	3	related culture		oral and class discussio	Written and class tes
1	3				

1	3	Enabling the students	of Ancient Iraq	oral and class	Written and class tes
1	3	understand and real	Week4/ The Cultural Stratigraphy	discussions	
1	3	the ancient nations a	of Ancient Iraq		Written and class tes
1	3	their	Week5/ Early Dynastic Period	oral and class discussio	
1	3	related culture	Week6/The Akkadians		Written and class tes
1	3		Week7/The Age of Sumerian	oral and class discussio	
1	3	Enabling the students	Renaissance		Written and class tes
1	3	understand and real	Week8/ Old Babylonian Age	oral and class discussio	
1	3	the ancient nations a	THE FIRST EXAM		Written and class tes
1	3	their	Week10/ Hammurabi and his	oral and class discussio	
1	3	related culture	Age		Written and class tes
1	3		Week11/ The second Dynasty of	oral and class discussio	
1	3	Enabling the students	Isin		Written and class tes
1	3	understand and real	Week12/ The Old Assyrian Age	oral and class discussio	
1	3	the ancient nations a			Written and class tes
1	3	their	Week13/ The Neo Assyrian Age	oral and class discussio	
1	3	related culture	Week14/ NabukhdNizzar		Written and class tes

1	3	Enabling the students	THE SECOND EXAM	oral and class discussion	
1	3	understand and real	Week15/the political and		Written and class test
1	3	the ancient nations a	administrative aspects	oral and class discussion	
1	3	their			Written and class test
		related culture		oral and class discussion	

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

20 marks for the first term

20 marks for the second term

2 monthly exams

60 marks for the final exam

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Brief of the History of Ancient Iraq – Shekhly

	Introductio into the History of Ancient Civilizations part 1 – taha Baqir
Main references (sources)	Many text books and references
Recommended books and references (scientific journals, reports...)	SUMER
Electronic References, Websites	Nil

2. History of the Arabs before Islam

1. Name of the judiciary: History of the Arabs before Islam
2. Course code50901102
3. Semester/Year: Annual 2024–2025
4. Date this description was prepared: 1/10/2024

5. Available attendance forms: weekly	
6. Number of study hours (total) / number of units (total): 6 hours / 24 hours	
7. Name of the course administrator (if more than one name is mentioned)	
Bushra Jaafar Ahmed	bushra40jafeer@gmail.com
Hassanein Abdel Razzaq Hassan	hasan_alhadi74@uomustansiriyah.edu.iq
Muhammad Hussein Ibrahim	mhmdalamry@uomustansiriyah.edu.iq
8. Course objectives	
The cognitive objectives of the course on the history of Arabs before Islam, through which the student learns about the most important kingdoms that existed in Iraq, the Levant, the Arabian Peninsula, and the countries of Yemen, and identifies the most important causes of conflicts and wars that arose	Objectives of the Article Scholarship

between them, and knowledge of the great powers influencing the stability and security of the Arab kingdoms before Islam. Skill objectives: The student will gain the skills of a scientific researcher and work on conveying and presenting historical information (research and reports), and the student will become acquainted with the historical events of the past to explain the heroics and civilizations of peoples, as well as using smart electronic means to develop the student's skills in teaching methods. Emotional goals: Developing the student's ability to bear responsibility during the period of study and work encouraging the student to be proud of his history and belonging to the homeland, fighting corruption, and training the student to work on conveying history with objective and scientific honesty.				
9. Teaching and learning strategies				
1. Using modern strategies in teaching (cognitive and metacognitive strategies.) 2. Allocating a percentage of the grade to extracurricular activities. 3. Managing the practical lecture in a way that the student feels the importance of organizing time				Strategy
.10 Course structure				
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours week

.1 Written tests	.1	Sources of pre-Arab history	3 Cognitive objectives of	3	the first
.2 Oral exams	Method	Arabs, Arab classes, geography	the history of Arabs	3	the second
.3 Daily tests	of	Arabia	before Islam,	3	the third
4 Reports and seminars	giving	Kingdoms of southern Arabia	And the history of the	3	Fourth
.5 Group discussion	lectures	/Moin and two times	kingdoms in Iraq, the	3	Fifth
.6 Direct questions	.2 Video lectures	Kingdom of Awsan, Kingdom of Hadhramaut	Levant, and Yemen.	3	Sixth
.7 Dialogue for enriching information	.3	Kingdom of Sheba, Himyarite state	.2 Skill objectives for the	3	Seventh
	Docum	Kingdom of Kinda	student to gain skills	3	Eighth
	entary	Kingdom of Lahyan	Scientific researcher and	3	Ninth
	films	First month exam	work on transfer and	3	tenth
.1 Written tests	.4 Discu	The Levant before Islam, the geography of the Levant	presentation	3	eleventh
.2 Oral exams	ssions	Nabatean state	Historical information	3	twelfth
.3 Daily tests	.5	Palmyra state	(research and reports,)	3	thirteenth
4 Reports and	Show	The state of the Ghassanids	The student learns about	3	fourteenth
		Ghassanid civilization	past historical events	3	fifteenth
		The impact of the Roman occupation of the Levant	To demonstrate the bright	3	sixteenth
		Foreign relations of the kingdoms	cultural aspect of our	3	seventeenth

seminars	the	Second month exam	ancient country,	3	h
.5Group	dacha	The geographical location of Iraq,	As well as the use of	3	eighteen
discussion	.6Maps	Kingdoms of ancient Iraq	electronic means	3	nineteen
.6Direct	.7	The emergence and development of the Kingdom of	Smart methods to	3	The
questions	Exempl	Maysan	develop student skills	3	twentieth
.7Dialogue for	es of	The relationship of the Parthians and Palmyra with t	Teaching..	3	Twenty-
enriching	effects	Kingdom of Maysan	Emotional goals:	3	one
information	Such	Urban state	Developing the student	3	Twenty-
	as	State of Manadhira	ability to...	3	two
. Written tests	coins	The Battle of Dhi Qar	Take responsibility durin	3	Twenty-
.2Oral exams	and	Cultural aspects of the state of Al-Hirah	the study period	3	third
.3Daily tests	statues	Third month exam	And work, encouraging	3	Twenty-
4Reports and	Exempl	Cities of Hejaz / The importance of the location of	the student to be proud		fourth
seminars	es of	Hejaz	of his history		Twenty-
.5Group	effects	Mecca	His belonging to the		fifth
discussion		The population of Mecca, the system of government	homeland, the fight		Twenty-
			against corruption, and		sixth

.6Direct questions	Such as	Mecca	training		Twenty–seventh
.7Dialogue for enriching information	coins and statues	Taif	The student must work convey history faithfully		
. Written tests		Yathrib	Objective and scientific		
.2Oral exams		Economic life in Yathrib			
.3Daily tests		Fourth month exam			
		The cultural history of the Arabs before Islam			

11 . Course evaluation

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

First semester exam: 20 marks. Second semester exam: 20 marks. Annual pursuit: 40 marks

Activities and tests, daily and monthly exams, and daily preparation. The final exam is 60 marks

12. Learning and teaching resources

History of the Arabs before Islam / Salem Abdel Aziz Salem	Required textbooks (methodology, if any(
History of the Messengers and Kings / Muhammad bin Jarir al–Tabari	Main references (sources(

History of the Arabs before Islam / Suhail Muhammad Taqoush	Mainstream recommended books and references (scientific journals, reports(...
Website of the history and civilization of the Arabian Peninsula	Electronic references, Internet sites

3. The Era of the Message and the Rightly Guided Caliphate

1. Course Name: / The Era of the Message and the Rightly Guided Caliphate
2. Course code:50901103
3. .Semester/Year: Annual 2024-2025
4. Date this description was prepared: 2/10/2024

5. .Available attendance forms: weekly	
6. Number of study hours (total) / number of units (total): (24) hours per week / (96) hours per semester.	
7. .Name of the course administrator (if more than one name is mentioned)	
Prof. Sahar Abdullah Muhammad sahar.a.mohamad@uomustansiriyah.edu.iq A.M.D. Nihad Hamid dr.nihad.hameed@uomustansiriyah.edu.iq Al-Aibi M.D. Fatima Amer Ali fatima1988@uomustansiriyah.edu.iq D. Dalila Mohsen Hamel delilah.mohsen@uomustansiriyah.edu.iq	
8. Course objectives	
Cognitive objectives: • 1 .Enabling students to acquire and understand Islamic history. • 2 .Introducing students to the most important sources that deal with the history of the Message era. • 3 .Enabling students to learn about the social and political conditions of Arabs in the Arabian	Objectives of the study subject

Peninsula before Islam. • 4 .Enabling the student to know the life of the Messenger before the noble prophetic mission (lineage, birth, upbringing, and important events in his life). • 5 .Enabling students to learn about the mission of the Prophet (may God's prayers and peace be upon him and his family), the revelation, the call to Islam, its stages, and the position of the Quraysh regarding it..8	
9. Teaching and learning strategies	
1.Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student to some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocating a percentage of the grade to extracurricular activities. 5. Managing the practical lecture in a way that the student feels the importance of organizing time	Strategy

10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	Week
.1Written tests .2Oral exams .3Daily tests .4Reports and seminars .Written tests .2Oral	.1Method of giving lectures .2Video lectures .3Documentary films .4Discussions	Sources for studying the era of the message: the Holy Qur'an and the Prophet's biography, the noble hadiths and the Prophet's biography.	The student's definition of the condition of the Arabs before the mission	3	First
		Supplementary sources: Arab historians, books of countries, Syriac sources, books of Arab orientalists and researchers.		3	Second
		Social conditions of the Arabs in the Arabian Peninsula before Islam, political conditions of the region.	Introducing the student to the birth of the Prophet (PBUH) and his life before the mission	3	Third
		Introducing the ancestors of the Messenger (may God bless him and his family and grant them peace).			
	Method of giving lectures .2Video lectures .3Documentary	The life of the Messenger (may God bless him and his family and grant them peace) before the mission and the Islamic call:	Introducing the student to the mission of the	3	Fourth

exams .3Daily tests .4Reports and seminars .Written tests .2Oral exams .3Daily tests .4Reports and seminars	films .4Discussions Method of giving lectures .2Video lectures .3Documentary films .4Discussions Method of giving lectures	lineage, birth, upbringing, and important events in his life.	Prophet (PBUH) The student's		
		The revelation and the call to Islam and the position of the Quraysh on it, the stages of the Islamic call in Mecca and the position of the Quraysh on it.	definition of the beginning of the call of the Prophet (PBUH) in Mecca	3	Fifth
		Migration to Abyssinia, social and economic boycott of Banu Hashim Features of this period: The death of Abu Talib and Mrs. Khadija (may God be pleased with them both). The Messenger's (may God's prayers and peace be upon him and his family) attempt spread the message in Taif. The miracle of Isra and Mi'raj.	Introducing the student to Islamic preaching out loud The student's definition of the civil covenant in the city Introducing the student to the conquests of the	3	Sixth
		First month/first semester exam	Prophet (PBUH) The student	3	Seventh

.Written tests .2Oral exams .3Daily tests .4Reports and seminars .Written tests .2Oral exams	.2Video lectures .3Documentary films .4Discussions	Presenting the Islamic call to the Arab tribes, the first and second pledges of Aqaba, the migration of the Messenger (may God bless him and his family and grant them peace) to Yathrib.	defines the relationship of the Prophet (PBUH) with the Jews and others	3	
	Method of giving lectures .2Video lectures .3Documentary films .4Discussions	The Islamic call in Medina, the foundations and organizations of the state, the importance of the Medina's constitution.	For cognitive objectives: understanding the vocabulary of the subject, using the blackboard and pen, maps and pictures. Skills objectives: Preparing reports, showing explanatory films, and discussing panels with external information	3	Eighth
		Legislating jihad for the sake of God and the most famous immortal battles: –The Great Battle of Badr and its results. –Armed conflict with the Jews of Banu Qaynuqa.		3	Ninth
		Small military operations carried out by the Noble Messenger (may God bless him and his family and grant them peace) and		3	Tenth

.3Daily tests .4Reports and seminars .Written tests .2Oral exams .3Daily tests .4Reports and seminars	.2Video lectures .3Documentary films .4Discussions Method of giving lectures .2Video lectures .3Documentary films .4Discussions	Muslims in: –The invasion of the gurgle of chagrin. –The Battle of Dhul–Amr. –Change the direction of the Qibla. –The Battle of Uhud (3 AH), its causes and results.	student’s definition of the condition of the Arabs before the mission		
		- –The Battle of Hamra al–Asad (3 AH). - –Bir Mauna crime (3 AH). - –The Battle of Banu al–Nadir (3 AH). - –The Battle of Dhat Al–Riqā’ (4 AH). - Prohibition of alcohol (4 AH).	Introducing the student to the birth of the Prophet (PBUH) and his life before the mission	3	Eleventh
		Second month/first semester exam	Introducing the student to the mission of the Prophet (PBUH)	3	Twelfth
		Half year holiday		3	Thirteenth
		Events of the fifth and sixth years of the Hijra:	The student's definition of the	3	Fourteen

.Written tests .2Oral exams .3Daily tests .4Reports and seminars	Method of giving lectures .2Video lectures .3Documentary films .4Discussions	–The Battle of Dumat al–Jandal (5 AH). –Battle of the Trench (5 AH). –The Battle of Banu Qurayza (5 AH). –The Battle of the Jungle (6 AH). –The Battle of Banu Al–Mustaliq (6 AH). The Hdaybiyyah Truce (6 AH), its conditions and results.	beginning of the call of the Prophet (PBUH) in Mecca Introducing the student to Islamic preaching out loud The student's		
		Events of the seventh and eighth years of the Hijra: –The Prophet's (may God's prayers and peace be upon him and his family) declaration of the universality of his message (7 AH). Messages of the Messenger (may God's prayers and peace be upon him and his family) to tribal leaders and kings of the world.	definition of the civil covenant in the city Introducing the student to the conquests of the Prophet (PBUH) The student defines the relationship of the Prophet (PBUH)	3	Fifteenth
		–Events of Khaybar (7 AH).		3	Sixteenth

.4Reports and seminars .Written tests .2Oral exams .3Daily tests .4Reports and seminars	Method of giving lectures .2Video lectures .3Documentary films .4Discussions	- -The Battle of Dhat al-Silsil (8 AH). - Conquest of Mecca (8 AH).	with the Jews and others For cognitive objectives		
		-Battle of Hunayn (8 AH). -The Battle of Taif (8 AH). -Battles to spread Islam outside the Arabian Peninsula (the Battle of Mu'tah and the Battle of Tabuk).	understanding the vocabulary of the subject, using the blackboard and pen, maps and pictures.	3	Seventeen
		First month/second semester exam	Skills objectives:	3	Eighteen
		Events of the ninth and tenth years of the Hijra: -Year of Delegations (9 AH). -Declaration of disavowal of the polytheists in Mina (9 AH). -Tribal delegations in the city (9 AH). -The Farewell Pilgrimage and the Pledge	Preparing reports, showing explanatory films, and discussing panels with external information	3	Nineteen
	Method of giving lectures .2Video lectures .3Documentary films			3	Twentieth

.Written tests .2Oral exams .3Daily tests .4Reports and seminars	.4Discussions	Allegiance at Ghadir (10 AH). –Apostates from among the proven ones (AH). The death of the Messenger (may God bless him and his family and grant them peace), Chapter Eight: The Rightly Guided Caliphate (11–40 AH).	student's definition of the condition of the Arabs before the mission Introducing the student to the birth of the Prophet (PBUH)	3	
	Method of giving lectures .2Video lectures .3Documentary films .4Discussions	The Saqifa meeting and the election of Abu Bakr al–Siddiq (may God be pleased with him), the development of the caliphate system in the Rashidun era, the actions of the first caliph: –Sending a campaign by Osama bin Zaid: The reasons for this campaign. –Apostasy movements and the factors that led to their emergence and results.	and his life before the mission Introducing the student to the mission of the Prophet (PBUH) The student's definition of the beginning of the call of the Prophet	3	Twenty–one
	Method of giving lectures .2Video lectures .3Documentary	Islamic conquests (beginning with the	of the Prophet	3	Twenty–

.3Daily tests .4Reports and seminars .Written tests .2Oral exams .3Daily tests .4Reports and seminars .Written	films .4Discussions Method of giving lectures .2Video lectures .3Documentary films .4Discussions Method of giving lectures	liberation of Iraq and the Levant and the conquest of Persia, Azerbaijan, and Armenia): factors, motives, and results.	(PBUH) in Mecca Introducing the student to Islamic preaching out loud The student's definition of the civil covenant in the city Introducing the student to the conquests of the Prophet (PBUH) The student defines the relationship of the Prophet (PBUH) with		second
		Islamic conquests (beginning with the liberation of Iraq and the Levant and the conquest of Persia, Azerbaijan, and Armenia): factors, motives, and results.		3	Twenty –third
		Second month/second semester exam		3	Twenty– fourth
		Administrative and financial organizations of the Arab Islamic State The financial system: the treasury, its resources, tax, tribute, tithe, zakat, charity, spoils, spoils.		3	Twenty– fifth
		Administrative organizations: (Egyptianization of regions, establishment of the Hijri		3	Twenty – sixth

tests .2Oral exams .3Daily tests	.2Video lectures .3Documentary	calendar).	the Jews and others For cognitive objectives	3	Twenty–seventh
		Caliphate of Imam Ali (peace be upon him)			
.Written tests .2Oral exams .3Daily tests .4Reports and seminars	Method of giving lectures .2Video lectures .3Documentary films 4	Caliphate of Imam Ali (peace be upon him)	maps and pictures. Skills objectives:	3	Twenty–eighth
		Caliphate of Imam Hassan (peace be upon him).	Preparing reports, showing explanatory films, and discussing	3	twenty–ninth
		Caliphate of Imam Hassan (peace be upon him).	panels with external informatio	3	Thirty
Final exam					

11. Course evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.	
–First semester/two months written exam (15 marks). –The second semester/two-month written exam (15 marks). –Activities and tests / each semester (5 marks) = (10 marks). –Final exam (60 marks)	
12. Learning and teaching resources	
Nihad Hamid Al-Aibi, The Age of the Message and the Rightly Guided Caliphate, Baghdad-.	Required textbooks (methodology, if any)
– 1The biography of the Prophet by Ibn Hisham.	Main references (sources)
- 1 –Biography of Muhammad, Sheikh Jaafar Al-Subhani. - –Selected from the Biography of the Infallibles, Sheikh Fadel Al-Furati. - –The mediator in the biography of the Prophet and the Rightly Guided Caliphate Hashim Yahya Al-Mallah.	Mainstream recommended books and references (scientific journals, reports...)
Nothing	Electronic references, Internet sites

4. European Middle Ages

1. Course Title: European Middle Ages
2. Course Code: 50901104
3. Semester/Year: Yearly 2024–2025
4. Date of preparation of this description: 2/10/2024
5. Available attendance forms: weekly

6. Number of credit hours (total) / number of units (total): 3 and 36 hours per day

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

Name: Prof. Mohammed Hashem Khuwaiter Email: dr.mohamed@uomustansiriyah.edu.iq

Name: Prof. Rana Abed Jabbar Email: dr.rana_alzuhairi@uomustansiriyah.edu.iq

8. Course Objectives

- | | |
|---|-------------------|
| <ul style="list-style-type: none">1– Introducing the student to the history of the Roman Empire and the foundations on which it was based2– Introducing the student to the role of the reformed Roman emperors such as Diocletian, who contributed to its continuation until 476 AD3– Introducing the student to the role of the Christian Church, which contributed to the preservation of the civilization of Europe, including the Greek classical heritage4– Introducing the student to the European countries that arose after the fall of the empire and their role in the history of Europe | Course Objectives |
|---|-------------------|

5- Introducing the student to the role of the Germanic tribes and their importance in the history of Europe						
6- Developing a sense of responsibility during the period of Study and work						
7- Developing students' sense of belonging to the homeland and loyalty to it.						
8- Training students to work honestly and objectively in transferring and presenting historical and scientific information						
9- Developing students' sense of belonging to the homeland and loyalty to it						
9.Teaching and learning strategies						
The use of modern strategies in teaching (cognitive and metacognitive strategies). The use of modern educational models in teaching. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. Allocate a percentage of the grade for extra-curricular activities. Managing the practical lecture in a way that the student feels the importance of time management					1	
10.Course Structure						
Evaluation	Learning	Required learning outcomes	Name of the unit or topic		Wate	Wee

method	method			hes	k
1 Written Exams	1. How to give	➤ The cognitive goals of the history of the Middle Ages in Europe, the causes of conflicts and wars between them, and the invasion of the Frankish tribes, which were destined to make an end to the Roman Empire in the West so that they deeply affected the drawing of the features of the human, political and cultural structure and these peoples merged with the Romans and as a result emerged the current European nations such as the Italians, French, Germans, Spaniards and English in their	Sunday: Factors of weakness and fall of the Roman Empire Tuesday: Diocletian's reforms and their consequences	3	First
2.Oral Exams	lectures 2.		Sunday: Empire during the reign of Constantine the Great Tuesday: Empire during the reign of Theodosius	3	Second
3.Daily Tests	Video lectures 3.		Sunday: Christianity: its emergence and spread Tuesday: The position of the Roman government on the Christian religion	3	Third
4.Reports and Seminars	Documentaries 4.		Sunday: Confession of Christianity Tuesday: The spread of Christianity in the fifth and sixth centuries	3	Fourth
	Seminars		Sunday: Heresy Tuesday: Introduction to the Tibetan peoples: the	3	Fifth
1 Written Exams	1. How to give				
2.Oral Exams	lectures 2.				

3.Daily Tests 4.Reports and Seminars 1 Written Exams 2.Oral Exams 3.Daily Tests 4.Reports and	Video lectures 3. Documentaries 4. Seminars 1. How to give lectures 2. Video lectures 3. Documentaries 4. Seminars	languages, peoples, states, literature and cultures. Skill Objectives The student acquires the skills of a scientific researcher and works on the transfer and presentation of historical information (research and reports), and the student is introduced to historical past events to indicate the heroism and civilizations of peoples, as well as the use of smart electronic means to develop the student's skills in teaching methods. Emotional goals Developing the student's ability to take responsibility during the	origins, number, tribes		
			Sunday: Germanic tribes: their customs and the first relationship with the Roman Empire Tuesday: The Hun tribes: their origins and movements towards the West	3	Sixth
			Sunday: The Huns under their king Attila renew the threat of invading Italy Tuesday: The end of the Roman Empire in the West	3	Seventh
			First month exam	Eighth	
			Sunday: Introduction to the Germanic kingdoms after the fall of Rome 476 AD Tuesday: Kingdom of the Eastern Gots	3	Ninth
			Sunday: Kingdom of the Burgundians Tuesday: Establishment of the Kingdom of the Merovingians	3	Tenth
			For one: Clovis Wars	3	

1 Written Exams 2.Oral Exams 3.Daily Tests 4.Reports and Seminars 1 Written Exams	lectures 3. Documentaries 4. Seminars	historical information (research and reports), and the student is introduced to historical past events to indicate the heroism and civilizations of peoples, as well as the use of smart electronic means to develop the student's skills in teaching methods. Emotional goals			h
			Sunday: Administration under Charlemagne Tuesday: Charlemagne crowned emperor	3	□ Eighteen
			Sunday: Louis the Meet Tuesday: Treaty of Verdun	3	□ Nineteen
	1. How to give lectures 2. Video lectures 3. Documentaries 4. Seminars	Developing the student's ability to take responsibility during the study period and work, encouraging the student to be proud of his history and belonging to the homeland, fighting corruption, and training	Sunday: Empire after Verdun Tuesday: Decline and demise of the Carolingian Empire	3	□ Twentieth
			1 For one: Internal factors of deterioration Tuesday: External factors of deterioration	3	□ Twenty-first
			Third month exam	3	□ Twenty-second
			Sunday: England Tuesday: Normandy conquest of England	3	Twenty-third

2.Oral Exams 3.Daily Tests 4.Reports	1. How to give lectures 2. Video	the student to work on transmitting history with objective and scientific honesty	Sunday: Henry I 1100 – 1135 Tuesday: Henry II 1154 – 1189	3	□ □ Twenty-fourth
			Sunday: England in the thirteenth and fourteenth centuries Tuesday: The problem of the English throne	3	□ Twen fifth
			Sunday: Cabbier family appearance in France Tuesday: Louis IX 1226 – 1270	3	□ Twen sixth
1 Written Exams 2.Oral Exams	1. How to give lectures 2. Video	belonging to the homeland, fighting corruption, and training the student work on transmitting history with objective and scientific honesty	Sunday: The Hundred Years War: Causes and Consequences Tuesday: The Concept of Feudalism in the Middle Ages	3	□ Twen seventh
			Sunday: Basic Components of Feudalism Tuesday: Feudal Inheritance	3	□ Twen eighth
			Fourth month exam		□ Twen ninth

Final Exam

11. Course Evaluation

First Semester Exam 20 Marks Second Semester Exam 20 Degrees Annual Pursuit 40 Degrees Activities & Tests Daily and Monthly Exams and Daily Preparation Final Exam 60 Marks

12. Learning and Teaching Resources

Muhammad Hashim Khuwaiter, European Middle Ages 476–1500, Baghdad 2021.

Required textbooks (methodology, if any)

1– Abd al-Qadir Ahmed al-Youssef, European Middle Ages 476–1500, Modern Library, Saida – Beirut 1967.

2– Edward Cheney, A Brief History of England until 1944, translated and commented by: Sadiq Hassan Al-Sudani, Thaer Al-Asami Foundation, Baghdad, 2019.

3– Mohamed Morsi El-Sheikh, European Systems and Civilization in the

Key references (sources)

Middle Ages, Al-Shanhabi for Printing and Publishing, Alexandria, 1988.	
4- Kamel Jassim Dahsh, William the Conqueror: His Life and Political Role in England 1066–1087, Baghdad 2014.	
5- Naim Abd Judeh, The Development of the Parliamentary Institution in England until the Revolution of 1399, Baghdad 2008.	
NO	Electronic References, Websites

5. History of Human Rights and Democracy

1. Course Name : History of Human Rights and Democracy
2. Course Code: 50901105
3. Semester / Year: Annual 2024–2025

4. Description Preparation Date: 1/10/2024	
5. Available Attendance Forms: weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Number of units (total): 8 hours / 38 units per month	
7. Course administrator's name (mention all, if more than one name)	
Name: Fadila Ismail Rahim	
Email:fadha.1970@uomustansiriyah.edu.iq	
8. Course Objectives	
Course Objectives	Learning about human rights, human history in ancient civilizations, human rights in heavenly religions, as well as defining the concepts of human rights and their characteristics, and learning about non-governmental organizations that support human rights, such as Amnesty International, the International Committee of the Red Cross, and the Human Rights Watch Organization, in addition to the United Nations resolutions that stipulate the prevention of genocide crimes, learning about genocide in Iraq and the violations of the defunct regime against the people, learning about administrative corruption, its causes, types, and methods of addressing

	and learning about the concept of democracy and its characteristics, the historical dimension of democracy citizenship, sovereignty, and freedom.....
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9. Teaching and Learning Strategies

Strategy	1– Using modern strategies in teaching (cognitive and non–cognitive strategies). 2– Using modern educational models in teaching. 3– Assigning the student some activities and homework, including reports, and the process of presenting them to his colleagues in the lecture. 4– Allocating a percentage of the grade for extracurricular activities and managing the practical lecture in a way that makes the student feel the importance of organizing time
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		1– Objectives of knowing human rights in ancient history, European history and Islamic law 2– Skill objectives: The student acquires the skills of a	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in Islamic Law and the	1–Method of giving lectures 2–Video lectures 3–Documentary films 4–Discussion sessions	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars

		scientific researcher and works on transferring and presenting historical information	Characteristics of Human Rights		
2		Human rights in Islam, equality, rights and freedoms, freedom related to material individuals, freedom related to moral interests of individuals	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in Islamic Law and the Characteristics of Human Rights	1–Method of giving lectures 2–Video lectures 3–Documentary films 4–Discussion sessions	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
3		Human Rights in the Middle Ages and Modern Times, Legal Sources of Rights in Britain, Legal Sources of	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and

		Human Rights in the United States, Legal Sources of Human Rights in France, Legal Sources of Human Rights in Russia	Civilizations and in Islamic Law and the Characteristics of Human Rights	4-Discussion sessions	seminars
4		Universal Declaration of Human Rights, the content of the Universal Declaration of Human Rights, civil and political rights, economic, social and cultural rights	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in Islamic Law and the Characteristics of Human Rights	1-Method of giving lectures 2-Video lectures 3-Documentary films 4-Discussion sessions	1- Written tests 2- Oral tests 3- Daily tests 4- Reports and seminars
5		Non-governmental organizations and their role in defending human rights, International Committee of	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient	1-Method of giving lectures 2-Video lectures 3-Documentary films	1- Written tests 2- Oral tests 3- Daily tests 4- Reports and

		the Red Cross, United Nations, Economic and Social Council	Civilizations and in	4–Discussion sessions	seminars
6		Regional human rights organizations, European Convention on Human Rights, American Convention on Human Rights, Integrity and Corruption	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films 4–Discussion sessions	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
7		The Historical Dimension of Democracy, Democracy and its Dilemmas in the Third World	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
First month exam					
8		Characteristics of the democratic system,	Human Rights A Historical Overview A	1–Method of giving lectures	1– Written tests 2– Oral tests

		advantages of democracy, main components of the democratic system	Historical Overview of Human Rights in Ancient Civilizations and in	2–Video lectures 3–Documentary films	3– Daily tests 4– Reports and seminars
9		Constitutional democracy, conditions for establishing constitutional democracy, principles of the constitution and democracy	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
10		Guarantees of the democratic system, types of pressure groups	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
11		Right to opinion and expression	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and

			Civilizations and in		seminars
12		Characteristics and types of democracy and public freedoms	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
13		The concept of freedom, forms of public freedoms	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
14		Types of intellectual freedoms	Human Rights A	1–Method of giving	1– Written tests
Second month exam					
15		Historical development of democracy and freedoms	Human Rights A Historical Overview A Historical Overview of	1–Method of giving lectures 2–Video lectures	1– Written tests 2– Oral tests 3– Daily tests

			Human Rights in Ancient Civilizations and in	3–Documentary films	4– Reports and seminars
16		Democracy and public freedoms in the modern era	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
17		Basic guarantees for the success of public freedoms	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
18		Legal guarantees, legal system of public freedoms	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars

19		Specifications and duties of the Islamic ruler, reading the covenant of Imam Ali, peace be upon him, specifications of the Islamic ruler	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
20		General culture of the Islamic ruler	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
21		Adopting Shura and bringing scholars closer	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
Third month exam					
22		Duties of the Islamic ruler	Human Rights A	1–Method of giving	1– Written tests

			Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	lectures 2–Video lectures 3–Documentary films	2– Oral tests 3– Daily tests 4– Reports and seminars
23		Islamic ruler reforms	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
24		Social classes and their needs under the Islamic ruler	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
25		Achieving security and defense	Human Rights A Historical Overview A Historical Overview of	1–Method of giving lectures 2–Video lectures	1– Written tests 2– Oral tests 3– Daily tests

			Human Rights in Ancient Civilizations and in	3–Documentary films	4– Reports and seminars
26		Country Architecture "Economic Development"	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
27		General principles of state financial policy	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
Fourth month exam					
28		The foundations of the Islamic system in economics	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and

			Civilizations and in		seminars
29		fair distribution of wealth	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars
30		Land and community development and emphasis on democracy	Human Rights A Historical Overview A Historical Overview of Human Rights in Ancient Civilizations and in	1–Method of giving lectures 2–Video lectures 3–Documentary films	1– Written tests 2– Oral tests 3– Daily tests 4– Reports and seminars

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 and written exams, reports, etc.

First semester exam 20 points, second semester exam 20 points / annual effort score 40 points

Activities, tests, daily and monthly exams, daily preparation / final exam 60 points

12. Learning and Teaching Resources

Required textbooks (curricular books, any)	
Main references (sources)	Lectures on Human Rights Dr. Hussein Karim Hamoud / College of Basic Education
Recommended books and references (scientific journals, reports...)	Human Rights in Islam Dr. Abdullah Abdul Mohsen Turki
Electronic References, Websites	No thing

6. Foundations of education

1. Course Name: Foundations of education
2. Course Code: 50901106
3. Semester / Year:2023/2024
4. Description Preparation Date:1-10-2024

5. Available Attendance Forms: weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
6 hours / 36 per month	
7. Course administrator's name (mention all, if more than one name)	
Name: Ms. Yasmine Mahdi Shahid	
Email: yamh1982@uomustansiriyah.edu.iq	
8. Course Objectives	
Course Objectives	Enabling students to acquire and understand ancient and modern education. Enabling students to acquire and understand the most important advantages and disadvantages of ancient and modern education Enabling students to acquire scientific researcher skills and work with them in transferring and presenting historical information

		– Educating students to respect human dignity			
9. Teaching and Learning Strategies					
Strategy	. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them his colleagues in the lecture. 4. Allocating a percentage of the grade for extracurricular activities. Managing the practical lecture in a way that makes the student feel the importance of organizing time				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
3	2 hou	Cognitive objectives: Introducing the student to the historical root of education and how it emerged in ancient civilizations and the social	Education language and terminology Purposes of education Objectives of education	Method of delivering lectures 2.Video lectures 3.Documentary films 4.Discussion panels	1. Written tests 2. Oral tests 3. Daily tests 4. Reports and semina
4					

5		and economic foundations		Method of delivering	1. Written tests
6		education.	Characteristics of education	lectures	2. Oral tests
7				2.Video lectures	3. Daily tests
8		Skill objectives: The student	Historical foundations of education	3.Documentary films	4. Reports and seminars
9		acquires the skills of a		4.Discussion panels	
10		scientific researcher and	Education in the civilization of		
11		works on transferring and	Mesopotamia		
12		presenting historical		Method of delivering	1. Written tests
13		information (research and	Chinese education	lectures	2. Oral tests
14		reports), and the student		2.Video lectures	3. Daily tests
15		learns about past historical	Greek education	3.Documentary films	4. Reports and seminars
16		events to show the heroic		4.Discussion panels	
17		and civilizations of people	Ethnic and Spartan education		
18		in addition to using smart	Arab education before Islam		
19		electronic means to develop	Arab education after Islam	Method of delivering	1. Written tests
20		the student's skills in	Methods and methods of teaching	lectures	2. Oral tests
21		teaching methods.	Islamic education	2.Video lectures	3. Daily tests

22		3. Emotional objectives:	Educational institutions in Islam	3.Documentary films	4. Reports and seminars
23		Developing the student's	Social foundations of education	4.Discussion panels	
24		ability to bear responsibility	Philosophical foundations of		
25		during the study and work	education		
26		period, encouraging the	Economic foundations of education	Method of delivering	1. Written tests
27		student to be proud of his	Cultural foundations of education	lectures	2. Oral tests
28		history and his belonging	Scientific foundations of education	2.Video lectures	3. Daily tests
29			Modern education	3.Documentary films	4. Reports and seminars
30			N	4.Discussion panels	
			Imam of Arab-Islamic educational		
			thought		
			Existentialism		
11. Course Evaluation					

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

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

First semester exam 20 points Second semester exam 20 points Annual effort 40 points

Activities and tests Daily and monthly exams and daily preparation Final exam 60

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Foundations of Education Prof. Dr. Muthanna Alwan Al-Jashmi
Main references (sources)	Foundations of Education Kaid Abdul Haq 2009 Dar Al-Fikr for Publishing and Distribution
Recommended books and references (scientific journals, reports...)	Foundations of Education Dr. Ibrahim Nasser 2016 Dar Ammar for Publishing and Distribution
Electronic References, Websites	None

7. Arabic language

1. Arabic language/first stage

Course code: 50901107	
2. Semester/Year: Annual 2024–2025	
3. Date this description was prepared: 1/10/2024	
4. Available attendance forms weekly	
5. Number of study hours (total) / Number of units (total): 8 hours / 38 units (monthly)	
6. Name of the course administrator (if more than one name is mentioned)	
1_ Dr. Balqes Khalaf Ruwaih Salman Email: balqes30000@gmail.com	
2_ M.M. Naim Dhamid Aliwi Email:naemdh@uomustansiri.ah.edu.iq	
7. Course objectives	
1_ Preparing a good teacher who speaks good Arabic	Objectives of the study subject

2_ Familiarity with the basics of the Arabic language, grammar and spelling 3_ Accustoming students to correct pronunciation 4_ Developing the student's literary taste	
8_ Teaching and learning strategies	
1_ Cooperative learning strategy, by dividing students into groups to prepare a research project in the Arabic language. 2_ Problem solving strategy The problem-solving strategy depends on the presence of a study plan drawn up by the teacher, and its importance lies in developing scientific thinking, in addition to its reliance on dialogue and discussion that enrich the students' linguistic vocabulary and ability to express. 3_ Vocabulary learning strategy Learning vocabulary is one of the most important things that should be focused on while teaching the Arabic language. Its goal is to increase language classes and discover new meanings. The vocabulary learning strategy helps in the following: _ Analyzing sentence sections (noun, verb, letter). _ Parsing the word into: the original, the additions.	

_ Inference from the context of the text.					
_Knowing how to use all kinds of linguistic dictionaries.					
_ In-depth study and practice of constructional sentences.					
9_ Course structure					
Evaluation method	Learning method	subject	Required learning outcomes	Watches	week
1. Written tests	. road Giving lectures	1– Alphabetical sequence And the alphabet for letters	1_The student learns the sequence	2	1 2
2.Oral exams	_ video _episode	Arabic _Sequence	Orthographic and alphabetical letters	2 2	3 4
3. Daily tests	Discussion	Voice For Arabic letters	Arabic and its phonetic arrangement	2 2	5 6
4. Reports	. road Giving lectures	2_ Movement and tide And nunation and emphasis	2_ Skillful goals are earned Student researcher skills	2 2	7 8
	_ video	3_ Letters Solar	Scientific and working on conveying and presenting	2 2	9 10

1. Written tests	_episode	And lunar letters	linguistic and literary	2	11
2.Oral exams	Discussion	4_ Speech and its parts	information through (research and reports), and acquainting the student with the beauty and elegance of the language of Dhad, and the artistic beauty of poetry and prose.	2	12
3. Daily tests	. road	5_ Exam of the month the first	Whether in the past or present, as well as the use of Smart electronic means to develop student skills	2	13
4. Reports	Giving lectures	6- Name signs	In teaching methods.	2	14
	_ video	7_ The Arabized and the built	3. Emotional goals for development	2	15
	episode	9 Parsing of Al-Muthanna	The student's ability to bear Liability during the period	2	16
	Discussion	And the appendix to it	university study,	2	17
1. Written tests		10_ Parsing of Al-Muthanna			18
2.Oral exams		And the appendix to it			19
3. Daily tests	. road	11_ Masculine plural			20
4. Reports	Giving lectures	Peace and truth to it			21
	_ video	12_ Masculine plural			22
	_episode	Peace and truth to it			23
	Discussion	13_ Monthly exam			24
		the second			25
		14_ parsing			26
					27

1. Written tests 2. Oral exams 3. Daily test	. road	the third	Encouraging the student to be proud	2	28
	Giving lectures	24_ Surat Yusuf	Fully Arabic and then achieved		29
	_ video	25_ Surat Susuf	Belonging to the homeland and fighting		30
	episode	26 Nazik al-Malaika	until .		
	Discussio	27_ Ibrahim Touqan	Encouraging the student to be proud		
		28_ Prose text			
		29_ Monthly exam			
		Fourth			
		30_ Discussing research			

11.Course Evaluation

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

First semester exam: 20 marks. Second semester exam: 20 marks. Annual pursuit: 40 marks

Activities and tests, daily and monthly exams, and daily preparation. The final exam is 60 marks

12. Learning and teaching resources	
Arabic language for non-specialization Abdul Qader Hassan	Required textbooks (methodology, if any)
_ Applied grammar, Dr. This is a river _ Clear dictation by Abdul Majeed Al Nuaimi and Wiam Al Kayyal _ The clear morphology is Abdul Jabbar Alloun Diwani Nazik Al Malaika and Ibrahim Touqan _The Book of One Thousand and One Nights)	Main references (sources)
Journals of Arabic language and literature	Mainstream recommended books and references (scientific journals, reports...)
Nothing	Electronic references, Internet sites

8. English languageHeadway

1. Course name:English languageHeadway1st stage
2. Course code:509011 8

3. Semester/Year: Annual2024–2025
4. Date this description was prepared: 1/10/2024
5. Available attendance forms: weekly
6. Number of study hours (total) / Number of units (total):1hours /2Oneat(monthly)
7. Name of the course administrator (if more than one name is mentioned)
Mr. Fadi Mamtaaz Yousef Mikha, President fadimuntaz@uomustansiriyah.edu.iq M.M. Aya Fleih Hassan
8..Course objectives

Teaching the student the basics of the English language and its grammar				Subject objectives	
9.Teaching and learning strategies					
1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2.Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocate a percentage of the grade to extracurricular activities. 5. Managing the practical lecture in a way that makes the student feel the importance of time management				Strategy	
10.Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
1. Written tests 2. Oral tests	1. Lecture	English language basics	Explanation and explanation of auxiliary verbs and their rules	1	the first
				1	the second

3. Daily tests 4. Reports and seminars 1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars	method	Tenses (Present Simple and Continuous)	Distinguishing between tenses and their use	1	the third
	2. Video lectures	Tenses (Present Simple and Continuous)		1	Fourth
	3Discuss ion sessions.	External parts		1	Fifth
	1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars	Simple past	Distinguishing between tenses and their use	1	Sixth
		Simple past		1	Seventh
				1	
		Verb patterns in English	How to solve external parts	1	
		First semester exam	Use of the past tense	1	The eighth
		Harassment		1	Ninth
		Synonyms		1	Tenth
		Prepositions	Introducing types of verbs	1	Eleventh
		Prepositions		1	Twelfth
		Question tools		1	Thirteenth
			Explanation and explanation of auxiliary	1	Fourteenth

1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars	seminars	Question tools	verbs and their rules	1	
		Present perfect passive voice		1	Fifteenth
	1. Written tests	Present perfect passive voice		1	Sixteenth
		Countable and uncountable	Distinguishing between tenses and the use	1	Seventeenth
	2. Oral tests	Countable and uncountable		1	Eighteenth
		IfThe policewoman	Distinguishing between tenses and their use	1	Nineteenth
	3. Daily tests	IfThe policewoman		1	Twenty
		IfThe policewoman		1	Twenty o
	4. Reports and seminars	Model actions	How to solve external parts	1	
		Model actions	Use of the past tense	1	Twenty-second
1. Written tests 2. Oral tests 3. Daily tests	1. Written seminars	Model actions	Introducing types of verbs	1	Twenty-third
		Second semester exam		1	twenty-fourth

4. Reports and seminar	tests	Solve matching questions	Explanation and explanation of auxiliary verbs and their rule	1	Twenty-fifth
		Future tense		1	Twenty-sixth
1. Written tests 2. Oral tests 3. Daily tests	1. Written tests	Future tense	Explanation and explanation of auxiliary verbs and their rule	1	twenty-seventh
	2. Oral tests	Make-up exam	Distinguishing between tenses and their use	1	
	3. Daily tests	Attributes		1	Twenty-eighth
	4. Reports and seminar	External parts	Distinguishing between tenses and their use	1	twenty-ninth
		Review		1	thirty
Final Exam					

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 and written exams, reports, etc.

First semester exam 10 semester exam grade 10 Classroom behavior for classes 20 Annual pursuit degree 40 degrees
Activities and tests Daily and monthly exams and daily preparation Final exam 60 marks

12.Learning and teaching resources

Headway	Required textbooks (methodology if any)
Headway	Main References (Sources)
Nothing	Recommended mainstream books and references (scientific journals, reports...)
Chat GPT & YouTube	Electronic references, websites

9. General Geography

1. Course name

General Geography

2.Course

509033013

3.Semester\ Year:	
Annual system / 2024	
4. Date this description was prepared	
2024 /10 / 2	
5. Available forms of attendance	
Daily / except Friday, Saturday and official holidays	
6. Number of study hours (total)/number of units (total.	
Total number of watches (60) hours / total units (120) units	
7. Name of the course administrato :	
Name M. M. sahar.ali sadek EmailEmail @uomustansiriyah.edu.iq Name M.D yusra satar berka	
8. Course objectives	
The course aims to introduce, empower, clarify and enlighten students to: Course objectives	

• □ What is geography • □ types of geography • □ Maps and their types • □ Successes and methods of measuring them • □ The concept of the science of the shape of the earth's surface • □ Population geography • □ Climate problems and how to reduce them.	Course objectives
9 .Teaching and learning strategies	
• • Deliverance strategy and its forms... (lecture, explanation, description, story). • • Discussion and interrogation strategy. • • Effective questioning strategy and classroom questions. • • Brainstorming and problem solving strategy. • • Active learning strategies, from which I will choose strategies according to the topic of the lecture. • • Design and implementation strategy. • • Practical (applied) presentation strategy.	The strategy)The teaching will follow a combination of strategies, including(

- • Mixing different strategies according to the type of lecture.

10. Course structure .

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative test	Presentation, discussion and interrogation	What is Geography	Remembering, understanding and comprehending	4	1 + 2
oral test	Presentation, discussion and interrogation	Divisions of Geography	Remembering, understanding and comprehending	4	3 + 4
Formative test	Effective and descriptive questions	Maps and Practical Geography	Remembering, understanding and comprehending	4	5 + 6
Formative test	Presentation, discussion and	Atmosphere and Climatology	Remembering, understanding and	4	7 + 8

	interrogation		comprehending		
oral test	Mixing strategies	Geomorphology	Remembering, understanding and comprehending	4	9 + 10
oral test	Presentation, discussion and interrogation	Seas and Oceans	Remembering, understanding and comprehending	4	11 + 12
Formative test	Effective and descriptive questions	Soil Geography	Remembering, understanding and comprehending	4	13 + 14
oral test	Mixing strategies	Population Geography	Remembering, understanding and comprehending	4	15 + 16
Formative test	Applied practical presentations	Political Geography	Remembering, understanding and	4	17 + 18

			comprehending		
oral test	Mixing strategies	Agricultural Geography	Remembering, understanding and comprehending	4	19 + 20
oral test	Effective and descriptive	Desertification	Remembering, understanding and comprehending	4	21 + 22
Note card	Mixing strategies	Air Pollution	Remembering, understanding and comprehending	4	23 + 24
Oral + formative	Mixing strategies	Global Warming	Remembering, understanding and comprehending	4	25 + 26
Note card	Applied practical presentations	Traffic Congestion	Remembering, understanding and	4	27 + 28

			comprehending			
Practical test	Design and implementation strategy	Noise Pollution	Remembering, understanding and comprehending		4	29 + 30
Written exam) 10(						
11.Course evaluation						
Final grade	notebook score	Degree of pursuit	Second Semester		First semester	
100	60	40	Second exam	the first exam	Second exam	the first exam
			10	10	10	10
			20		20	
distribution Grades						
12. Learning and teaching resource :						
General teaching methods :				Required textbooks)methodology, if any(		
□ General geography. □ Human geography □ Natural geography				(Main references sources)		

▪ □ Geomorphology. ▪ □ Weather and climate	
▪ □ Journals: Al–Mustansiriya Journal for Human Sciences. ▪ □ Reports: writing research papers on geography . ▪ □ Periodicals: Reviewing periodicals in central libraries.	Recommended supporting books and references scientific journals, reports
Websites on the Internet related to geography.	Electronic references, Internet sites

10. Computer Science

1. Course Name: Computer Science
2. Course Code: 5090110
3. Semester/Year: Annual 2024–2025
4. Date of Preparation of this Description: 1/10/2024
5. Available Attendance Formats: weekly
6. Total Credit Hours: 2 (total) / Total Units: 4
7. Course Coordinator(s):
– Name: Lecturer. Doaa Mohsen Abd Ali Email: doaa_muhsin@uomustansiriyah.edu.iq – Name: Lecturer. Dena Nader George Email: dena.my@uomustansiriyah.edu.iq

8. Course Objective:

- Enable students to understand the stages of computer development.
- Enable students to identify the basic components of a computer (hardware and software).
- Enable students to use software legally and securely, and understand how to protect their computers from security breaches such as viruses.
- Enable students to distinguish between types of operating systems and their uses.
- Enable students to learn about using Windows 7 and its applications.

9. Teaching and Learning Strategies:

1. Use modern teaching strategies (cognitive and metacognitive strategies).
2. Use modern educational models in teaching.
3. Assign students some activities and homework, including practical reports to present to their classmates.
4. Allocate a percentage of the grade for extracurricular activities.
5. Manage practical sessions in a way that makes students aware of the importance of time management.

10. Course Structure:

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
1	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers. 3. Enable students to acquire skills in using modern technologies in computer science education. 4. Enable students to develop skills in identifying problems arising from improper computer use and solving them. 5. Enhance students' awareness of the importance of studying computer science.	Introduction to computers, stages of computer development	1. Lecture method 2. Video lectures 3. Documentaries 4. Discussion sessions	1. Written tests 2. Oral tests 3. Daily quizzes 4. Reports and seminars

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		6. Foster teamwork and cooperation among students. 7. Work efficiently and effectively within a team. 8. Acquire self-management skills and the ability to manage time and meet deadlines.			
2	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Advantages and disadvantages in the stages and generations of computers.	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
3	2	1. Enable students to understand	Computer classification (types of	1. Lecture	1. Written

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	computers).	method 2. Video lectures –	tests 2. Oral tests 3. Daily
4	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	First semester exam	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
5	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages.	Computer components (hardware) – input devices	1. Lecture method 2. Video	1. Written tests 2. Oral tests

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		2. Enable students to learn how to monitor programs on computers.		lectures –	3. Daily
6	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Input devices	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
7	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Continuation of input devices + output devices	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
8	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Computer case	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
9	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Central processing unit (CPU)	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
10	2	1. Enable students to understand	Software entity	1. Lecture	1. Written

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.		method 2. Video lectures –	tests 2. Oral tests 3. Daily
11	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Number systems in computers	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
12	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages.	Your personal computer – computer platform	1. Lecture method 2. Video	1. Written tests 2. Oral tests

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		2. Enable students to learn how to monitor programs on computers.		lectures –	3. Daily
13	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Factors to consider when buying your computer	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
14	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Main features of a personal computer	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
15	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Second semester exam	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
16	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Spring break	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
17	2	1. Enable students to understand	Ethics of the digital world – forms of	1. Lecture	1. Written

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	violations in the digital world – computer security – computer privacy	method 2. Video lectures –	tests 2. Oral tests 3. Daily
18	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Software licenses – types of licenses – intellectual property – cyber breaches	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
19	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages.	Malware – essential steps to protect against breaches – health effects of computers	1. Lecture method 2. Video	1. Written tests 2. Oral tests

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		2. Enable students to learn how to monitor programs on computers.		lectures –	3. Daily
20	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Third semester exam	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
21	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Definition of operating systems – functions of operating systems – objectives of operating systems – classification of operating systems	1. Lecture method 2. Video lectures	1. Written tests 2. Oral tests 3. Daily

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
				–	1. Written tests 2. Oral tests 3. Daily
22	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Windows 7 operating system	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
23	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to	Folders and files	1. Lecture method 2. Video lectures	1. Written tests 2. Oral tests 3. Daily

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		monitor programs on computers.		–	
24	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Icons	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
25	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Performing operations on windows	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
26	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Practical lab session	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
27	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Desktop backgrounds	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
28	2	1. Enable students to understand all terminology, concepts, and	Control panel – common cases and settings	1. Lecture method	1. Written tests

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.		2. Video lectures –	2. Oral tests 3. Daily
29	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Practical lab session	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily
30	2	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to	Practical lab session	1. Lecture method 2. Video lectures	1. Written tests 2. Oral tests 3. Daily

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Learning Method	Assessment Method
		monitor programs on computers.		–	
–	–	1. Enable students to understand all terminology, concepts, and symbols of computer languages. 2. Enable students to learn how to monitor programs on computers.	Final exam	1. Lecture method 2. Video lectures –	1. Written tests 2. Oral tests 3. Daily

11. Course Evaluation:

- Distribution of grades (out of 100) according to tasks assigned to students such as daily preparation, daily, oral, monthly, and written exams, and reports, etc.
- First semester exam: 20 points | Second semester exam: 20 points | Annual effort: 40 points | Activities and tests: daily and monthly tests and daily preparation | Final exam: 60 points

12. Learning and Teaching Resources:

- Required textbooks (if applicable): ****Computer Fundamentals and Office Applications**** by Prof. Ghassan Hamid Abdul Majid & Assoc. Prof. Ziad Muhammad Aboud.
- Electronic references, websites: Internet References

11. : Educational Psychology

1. Course Title: Educational Psychology

2. Course Code:509011 11

3. Term/Year: Academic year 2024–2025

4. Date of Preparation: 2024/10/1

5. Attendance Type: weekly	
6. Total Credit Hours: Number of hours per week (Theoretical): 8 hours / 16 credit hours	
7. Course Coordinator's Name (If more than one, please specify):	
○ Dr. Rania Hussein Omar ○ Mr. Najeh Naeem Hussein ○ rana.omran12@uomustansiriyah.edu.iq	
8.Course Objectives:	
Course Objectives	● Cognitive Objectives: Educational psychology aims to understand the learning process, improve teaching methods, guide the mental and psychological growth of learners, and provide support to develop thinking skills and problem–solving abilities. It also seeks to foster creativity, modify undesirable behaviors, and reinforce positive behaviors.

	• Skill Objectives: Students will acquire scientific research skills and work on organizing information through (research, reports, and diagrams). They will also become familiar with different theories in educational psychology and compare these theories in terms of perspectives and outcomes. • Affective Objectives: Developing the student's ability to focus on the emotional and affective aspects of the learning and teaching process, enhancing self–awareness, fostering positive relationships, and promoting internal motivation, self–discipline, and self–confidence in the learner				
9. Teaching and Learning Strategies:					
The strategy	1– Using modern teaching strategies 2– Utilizing modern educational models 3– Assigning students various activities such as reports and illustrative diagrams.				
10. Course Structure					
Evaluation	Learning	Unit or Topic Name	Required Learning Outcomes	Hours	Week

Method	Method				
Written Exams Oral Exams Daily Exams Research Reports Written Exams Oral	Lecture	□ Introduction to Educational Psychology	Cognitive Objectives:	2	First
	Delivery	□ Contributions of Islamic Philosophers	Educational psychology aims to understand the learning process, improve teaching methods, guide the mental and psychological development of the learner, and provide support to develop thinking skills, problem-solving abilities, and creativity. It also aims to modify undesirable behaviors and reinforce positive behaviors.	2	Second
	Method	□ Branches of Psychology			
	Discussion	□ Schools of Psychology			
	Sessions	□ Objectives of Psychology			
		□ Topics in Psychology– □ Factors affecting learning		2	Third
	Brainstorm			2	Fourth
	Lecture	□ Research methods in educational psychology			
	Delivery	□ First exam		2	Fifth
	Method	□ The processes of memory and forgetting			Sixth
Written Exams Oral	Discussion		Skill Objectives:	2	Seventh
	Sessions	□ Memory	Students will acquire scientific research skills and work on organizing information through	2	Eighth Ninth
		□ Types of memory		2	Tenth
	Brainstor	□ Factors affecting the memory process		2	Eleventh

Exams	mi	□ Ways to improve memory	(research, reports, and diagrams).	2	Twelfth
Daily		□ Forgetting	They will also become familiar with	2	Thirteenth
Exams		□ Causes of forgetting	different theories in educational		Fourteenth
Research	Lecture	□ Attention and perception	psychology and compare these	2	FifteenthSix
ch	Delivery	□ Attention	theories in terms of perspectives		enth
Report	Method	□ Types of attention	and outcomes.	2	Seventeenth
s		□ Influencing factors □ Factors	0		Eighteenth
	Discussion	influencing attention	Affective Objectives:	2	Nineteenth
	Sessions	□ Perception	Developing the student's ability to		Eighteenth
Written		□ Factors affecting perception	focus on the emotional and	2	Nineteenth
Exams	Brainstor	□ Second exam	affective aspects of the learning		Twentieth
Oral	mi	□ Transfer of learning effect	and teaching process, enhancing	2	Twenty-first
Exams		□ Concept of transfer of learning effect	self-awareness, fostering positive		Twenty-
	Lecture	□ Importance of transfer of learning effect	relationships, and promoting	2	secondمرون
Daily	Delivery	□ Conditions for the transfer of learning	internal motivation and self-		Twenty-thi
Exams	Method	effect	discipline.	2	Twenty-fift
Research		□ How to benefit from the transfer			Twenty-six

ch	Discussion	process in learning and teaching		2	Twenty–
Report	Sessions	□ Importance of study	Cognitive Objectives:		seventh
s		□ Third exam	Educational psychology aims to	2	Twenty–
	Brainstor	□ Motivation	understand the learning process,		eighthتسع
	mi	□ Meaning of motivation	improve teaching methods, guide	2	Twenty–nir
Written	Lecture	□ Classification of motives	the mental and psychological		
Exams	Delivery	□ Theories of motivation	development of the learner, and	2	
Oral	Method	□ Educational functions of motivation	provide support to develop thinking	2	
Exams		□ Thinking	skills, problem–solving abilities, and		
	Discussion	□ Meaning of thinking	creativity. It also aims to modify	2	
Daily	Sessions	□ Individual characteristics distinguish	undesirable behaviors and reinforce		
Exams		thinking	positive behaviors.	2	
Resear	Brainstor	□ Features of thinking			
ch	mi	□ Types of thinking	Skill Objectives:		
Report		□ Ways to stimulate and develop thinkir	Students will acquire scientific		
s		□ Fourth exam	research skills and work on		
		□ Feedback	organizing information through		

		□ Concept of feedback □ Importance of feedback □ Types of feedback □ Characteristics of feedback □ Learning □ Learning theories □ Pavlov's theory □ Thorndike's theory □ Skinner's theory –	(research, reports, and diagrams). They will also become familiar with different theories in educational psychology and compare these theories in terms of perspectives and outcomes. internal motivation and self-discipline		
11. Course Evaluation:					
Grade Distribution out of 100 based on the tasks assigned to the student, such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, First semester exam and activities: 20 marks / Second semester exam and activities: 20 marks / Continuous assessment: 40 marks Final exam: 60 marks					
12. Learning and Teaching Resources					
Educational Psychology, 1994, Mohamed Mustafa, Dar Al			Required Textbooks (Curricular, if available)		

Shorouk, 2nd Edition.	
Educational Psychology, 2012, Hana Hussein Al-Falfali, Dar Kunooz Al-Ma'rifah for Publishing and Distribution, Jordan.	Main References (Sources)
Cognitive Psychology, 2012, Adnan Youssef Al-Atoom, Dar Al-Maysarah for Printing and Publishing, Jordan.	Recommended Books and References (Scientific Journals, Reports, etc.)
None	Electronic References, Websites

The second stage

1. Ancient history of the Arab countries

1. Course Name: Ancient history of the Arab countries
2. Course Code: 50901201
3. Semester / Year: Annual 2024–2025
4. Description Preparation Date: 1/10/2024
5. Available Attendance Forms: weekly

6. Number of Credit Hours (Total) / Number of Units (Total) 3 hours per week
and 54 hours per semester/ for each of the 2 sections.

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

Name: Prof. Dr. Majida Hassou Mansoor

majida.hasso2015@gmail.com

Name: Asst. Prof. Dr. Ali Hassan Thabet

ali@gmail.com

Name: Asst. Instructor. Zahraa Raad Mohsen

zahraa.raad@uomustansiriyah.edu.iq

8. Course Objectives

Course Objectives	• Cognitive objectives: Enabling students to acquire and understand ancient history. Enabling students to acquire and understand peoples, their civilizations, and the history of countries. Enabling students to acquire and understand the causes of conflicts and wars between countries of the ancient world and to learn about their results. • Skill objectives: Enabling students to acquire scientific researcher skills and work with them in transferring and presenting historical information. Developing imagination skills and the pleasure of learning about past events among students through what ancient history includes of events, stories, heroism and images of the past of peoples. Enabling students to learn dialogue, discussion, listening to others and accepting their opinions. • Emotional objectives: Developing the student's ability to bear responsibility during the study period, encouraging
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9. Teaching and Learning Strategies

Strategy	1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocating a percentage of the grade for extracurricular activities. 5. Managing the practical lecture in a way that makes the student feel the importance of time management.				
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10. Course Structure

Week	Hours	Unit or subject name	Required Learning Outcomes	Learning method	Evaluation method
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first	3	Geography of the Nile	1.Cognitive objectives ancient history and	1.Lecture method	1.Written tests
second	3	Sources of ancient Egypt history	history of ancient Arab countries including the Nile, the	2.Video lectures	2.Oral tests
third	3	Prehistoric Ages: Paleolithic and Mesolithic	Levant, North Africa and the Arab countries.	3.Documentary films	3.Daily tests
Fourth	3	Neolithic And Chalcolithic Age	2. Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and	4.Discussion groups	4. Reports and seminars
		Predynastic and		5. Display of pictures and maps	5.Class discussion

Fifth	3	Old Kingdom: First and Second Dynasties	presenting historical information (research and reports), and familiarizing the student with past historical events to demonstrate the heroism and civilizations of peoples	2. Explanation on board. 1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars 5.Class discussion
Sixth		Third and fourth dynasties			
Seventh	3	The Fifth and Sixth Dynasties and the Causes of the Fall of the Kingdom		3. Explanation on board. 1.Lecture method 2.Video lectures	
	3		In addition to using smart		1.Written tests 2.Oral tests

Eighth	3	First month exam	electronic means to develop the student's skills in teaching methods.	3.Documentary films 4.Discussion groups 5. Display of pictures and maps 3. Explanation on board.	3.Daily tests 4. Reports and seminars 5.Class discussion
		The Age of Decay and Chaos First + Middle Kingdom the eleventh and twelfth dynasties + The period of decline and chaos The second	3.Emotional objective Developing the student's ability to bear responsibility during the study period, encouraging the student to be proud of his history and belonging to the homeland,	1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps 3. Explanation on board.	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars 5.Class discussion
Ninth					

Tenth	3	The Hyksos Era and the Rise of the Modern State	and loyalty to it, and training the student to work conveying history with honesty, objectivity and scientificity.	1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars 5.Class discussion
Eleventh	3	The Eighteenth Dynasty and Akhenaten's Religious Revolution		3. Explanation on board.	
Twelfth	3	19th and 20th Dynasties +Late Dynasties Persian, Ptolemaic and Roman eras	1.Cognitive objectives ancient history and history of ancient Arab countries including the Nile, the Levant, North Africa and the	1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and

Thirteenth	3	Civilizational aspects in the history of Egypt: Religion	Arab countries. 2. Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information	5. Display of pictures and maps 3. Explanation on board.	seminars 5. Class discussion
Fourteenth		Second month exam			
Fifteenth	3	Ancient Egyptian writing and its types		1. Lecture method 2. Video lectures 3. Documentary films 4. Discussion groups 5. Display of pictures and maps	1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars 5. Class discussion
Sixteenth	3	Ancient Egyptian Literature (research and Management Egyptian Art + Law and Sharia	(research and reports), and familiarizing the student with past historical	3. Explanation on board. 1. Lecture method	

Seventeen		Geography of the Levant	events to demonstrate the heroism and civilizations peoples	2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars
Eighteen	3	Stone Age in the Levant		3. Explanation on board.	5.Class discussion
Nineteenth		Syria's position in ancient history + the island	1.Cognitive objectives ancient history and history of ancient Arab countries including the Nile, the	1.Lecture method 2.Video lectures	
Twentieth	3	peoplesand their divisions	Levant, North Africa and the Arab countries.	3.Documentary films 4.Discussion groups 5. Display of pictures and maps	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars
Twenty one		TheAmorites and their civilization.	2. Skill objectives:	3. Explanation on board.	5.Class discussion
Twenty-fifth	3		The		

Twenty-sixth	3	Third month exam	student acquires the skills of a scientific researcher and works on transferring	1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars 5.Class discussion
	3	Canaanites and their economic life	and presenting historical information (research and reports),	3. Explanation on board.	
	3	Phoenician travels and colonies	and familiarizing the student with past historical events to demonstrate the heroism and civilizations	1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups	1.Written tests 2.Oral tests 3.Daily tests 4. Reports and
Twenty-seventh		Canaanite religion and alphabet			
		Civilizational centers in North Africa and their commercial			

	3	role The city of Utica and the Kingdom of Carthage The political and cultural role of Carthage	peoples 1.Cognitive objectives ancient history and history of ancient Arab countries including the Nile, the Levant, North Africa and the Arab countries.	5. Display of pictures and maps 3. Explanation on board. 1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps 3. Explanation on board. 1.Lecture method 2.Video lectures 3.Documentary films	seminars 5.Class discussion 1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars 5.Class discussion 1.Written tests 2.Oral tests
	3	Fourth month exam	2. Skill objectives: The student acquires		
	3	Conflicts between Rome and Carthage and the fall of Carthage	the skills of a scientific researcher and works on transferring		

	3	Introduction to the History of the Arabian Peninsula Relations of Ancient Iraq with the Arabian Gulf Region Dilmun, Magan and Melukha	and presenting historical information (research and reports),	4.Discussion groups 5. Display of pictures and maps 3. Explanation on the. 1.Lecture method 2.Video lectures 3.Documentary films 4.Discussion groups 5. Display of pictures and maps	3.Daily tests 4. Reports and seminars 5.Class discussion 1.Written tests 2.Oral tests 3.Daily tests 4. Reports and seminars 5.Class discussion
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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

First semester exam 20 marks Second semester exam 20 marks Annual pursuit 40 marks

Activities and tests Daily and monthly exams and daily preparation Final exam 60 marks	
12. Learning and Teaching Resources	
Required textbooks (curriculum books, if any)	
Main references (sources)	1. Taha Baqir, Introduction to the History of Ancient Civilizations, Vol. 2, 2nd ed., Baghdad, 1956. 2. Philip Hitti, History of Syria, Lebanon and Palestine, 2nd ed., Beirut, 1958.
Recommended books and references (scientific journals, reports...)	1. Ahmed Amin Salim, Egypt and Iraq: A Civilizational Study, 2nd ed., Beirut, 2009. 2. Muhammad Bayumi Mahran, Ancient Egyptian Civilization, Vol. 2, Alexandria, 1989. 3. Abdul Hakim Al-Dhanoun, History of the Ancient Levant, Damascus, 1999
Electronic References, Websites	

2. History of Ancient World Civilizations

1. Course Name
History of Ancient World Civilizations

2. Course Code
50901202
2. Semester/Year: Annual
2024-2025
3. Date of Description Preparation:
1/10/2024
4. Available Attendance Formats:
Weekly
5. Total Credit Hours/ Total Units:
(2) Daily Credit Hours and Total Units (4)
6. Name of the Course Coordinator (if multiple names are mentioned):
Dr. Abdullah Abdul Hussein Mohammed email :bd14470@uomustansiriyah.edu.iq
Ms. Reem Saleh Abdul Zahra email : reem.r@uomustansiriyah.edu.iq
7. Course Objectives

Course Goal	Cognitive Objectives: Understanding ancient history and the history of world civilizations, the reasons for the conflicts and wars fought by ancient civilizations, and their political, social, economic, and cultural history. • Skill Objectives: Equipping students with research skills and the ability to present and convey historical information (research and reports). Student s will learn about historical events to highlight the heroism and civilizations of various peoples. Additionally, they will utilize smart electronic tools to enhance their teaching skills. • Affective Objectives: Developing the student’s ability to take responsibility during their academic period and work, encouraging students to take pride in their history and belonging to their homeland, and training students to convey history with honesty, objectivity, and scientific rigor.	
8. Teaching and Learning Strategies		
9. Using modern teaching strategies (cognitive and metacognitive strategies).		Strategy
10. Utilizing modern educational models in teaching.		
11. Assigning students various activities and homework, including practical reports, and having them present to their classmates during lectures.		

12. Allocating a percentage of the grade for extracurricular activities.					
13. Managing practical lectures in a way that makes students aware of the importance of time management.					
10. Course Structure					
Assess ment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
1– Written tests 2–Oral tests 3–Daily tests 4– Reports	1– Lecture Method 2–Video Lectures 3– Documen	Sources of Greek History	Cognitive Objectives: Understanding Islamic history, the history of the Eastern and Western Emirates, the Levant, and Egypt, as well as the reasons for the conflicts and wars between them, and the spread of Islam in Africa.	2	First
		Historical and Geographical Background of Greek Civilization		2	Second
		Political History of Greece		2	Third
		Ancient Greek Legislation		2	Fourth
		Wars Between Athens and Sparta		2	Fifth
		Some Aspects of Greek Civilization	Skill Objectives: Equipping students	2	Sixth

and seminars 1– Written tests 2–Oral tests 3–Daily tests 4– Reports and seminar	tary	Sources of Roman History	with research skills and the ability to present and convey historical information (research and reports). Students will learn about historical events to highlight the heroism and civilizations of various peoples, in addition to using smart electronic tools to enhance their teaching skills.	2	Seventh
	Films	Geographical Background of Roman Civilization – Italian Society and the Rise of Rome		2	
	4–Discussion Panels	Political History of Italy		2	Eighth
	1– Lecture	Prominent Figures of Rome in the Republican Era		2	Ninth
	Method	Some Aspects of Roman Civilization		2	Tenth
	2–Video Lectures	First Semester Exam	Affective Objectives: Developing the student's ability to take responsibility during their academic period and work, encouraging	2	Eleventh
	3– Documen tary	Hittite Civilization – Location and Topography			
	Films	Sources for the Study of Hittite Civilization	Cognitive Objectives: Understanding Islamic history, the history of the Eastern and Western Emirates, the Levant, and Egypt, as well as the	2	Twelfth
				2	Thirteenth

s 1– Written tests 2–Oral tests 3–Daily tests 4– Reports and seminar s	4–Discussion Panels	Political History of Hittite Civilization	reasons for the conflicts and wars between them, and the spread of Islam in Africa.	2	Fourteenth
		Some Aspects of Hittite Civilization		2	Fifteenth
	1– Lecture Method	Sources for the Study of Ancient Iran History		2	Sixteenth
	2–Video Lectures	The Iranian Tribes and Peoples – The Medes – The Achaemenids – The Parthians	Skill Objectives: Equipping students with research skills and the ability to present and convey historical information (research and reports). Students will learn about historical events to highlight the heroism and civilizations of various peoples, in addition to using smart electronic tools to enhance their teaching skills.	2	Seventeenth
	3– Documentary	The Rise and Establishment of Sasanian Empire		2	Eighteenth
		تنظيمات اريشير الادارية		2	Nineteenth
		The Reign of Shapur I (241–272 AD)		2	Twentieth
		The Role of Trade Cities and Caravans: Hatra – Palmyra – Roman Political Conflict		2	Twenty-One
	4–Discussion Panels	The Period of Weak Kings (273–303 AD) – The First Period of Decline	Affective Objectives: Developing the student's ability to take responsibility during their academic period and work,	2	Twenty-two

1– Written tests		The Period of Weak Kings (379–3 AD) – The Second Period of Decline	encouraging students to take pride in their history	2	Twenty-three
		The Period of Strong Kings and Th		2	Twenty-four
2–Oral tests		Political Activities			
3–Daily tests	1– Lecture	King Yazdegerd I (399–420 AD)	Cognitive Objectives: Understanding Islamic history, the history of the Eastern and Western Emirates, the Levant, and Egypt, as well as the reasons for the conflicts and wars between them, and the spread of Islam in Africa.	2	Twenty-five
		Bahram V (420–438 AD)		2	Twenty-six
4– Rep orts	2–Video Lectures	The Relationship of King Kavad I w		2	Twenty-sev
		the Hephthalites and the Byzantines		2	Twenty-eigh
	3– Docume	The Sasanian Empire in Its Final Stage		2	Twenty-nin
		Cultural Aspects of the Sasanian Empi		2	Thirtieth
		Second Semester Exam		2	

11.Course Evaluation

Distribution of the 100 Marks According to the Tasks Assigned to Students, Such as Daily Preparation, Daily Oral Exams, Monthly Exams, Written Exams, Reports, etc.

First Semester Exam: 20 Marks Second Semester Exam: 20 Marks Annual Effort: 40 Marks

Activities and Assessments: Daily and Monthly Exams, Daily Preparation, Final Exam: 60 Marks

12.Learning and Teaching Resources	
Required Textbooks (Methodological, if Available)	Taha Baqir, Introduction to the History of Ancient Civilizations (Baghdad: Trade and Printing Company Limited, 1956), Vol. 2. Ahmed Malik Al-Fityan, Studies in Ancient History (Baghdad: Adel Library, 2011). Abdul Aziz Osman, Landmarks of the Ancient Near East.
Primary References (Sources)	□ Taha Baqir, Introduction to the History of Ancient Civilizations (Baghdad: Trade and Printing Company Limited, 1956), Vol. 2.
Recommended Standard Books and References (Scientific Journals, Reports, etc.)	Hisham Al-Safadi, History of the Romans, Vol. 1 (Lebanon, 1967).
Electronic References, Websites	There is none

3. History of Europe in the Renaissance 1453–1789

1. Course Name: History of Europe in the Renaissance 1453–1789
2. Course Code: 50901203
3. Semester / Year: 2024 – 2025
4. Description Preparation Date: 1 / 10 / 2024
5. Available Attendance Forms: weekly

6. Number of Credit Hours (Total) / Number of Units (Total) 8 hours / 38 lonliness (monthly)

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

Name: ph.d. Hasan Zghair Huzaim & ph. D. Iman Moteab Mohi

Email: hasan1975.edbs@uomustansiriyah.edu.iq

Emanaltemimy @ gmail.

8. Course Objectives

Course
Objectives

- Cognitive objectives of European history, especially in the Renaissance era 1453–1789, knowing the most important aspects and characteristics of the Renaissance era and geographical discoveries in terms of their causes and results, the religious reform movement and the emergence of Martin Luther's movement and the spread of the movement to other countries, in addition to the Thirty Years' War 1618–1648, developments in England and France during the seventeenth and eighteenth centuries, and developments in Spain during the sixteenth century.
- The skill objectives include the student gaining the skills of a scientific researcher and the method

	explaining in the lecture and benefiting from past experiences of events and their repercussions on the current situation. The student can also be trained on how to use sources and employ them in writing historical research, in addition to using electronic devices in learning, especially the computer.				
	Emotional goals by making the student able to benefit from past experiences and employ them for the future, and developing the student's ability to acquire the correct concepts of life, and bear responsibility, as well as improving his behavior, and enhancing the importance of cooperation with his peers and planting the spirit of love and familiarity, and developing the method of good treatment with teachers and gaining moral values.				
9. Teaching and Learning Strategies					
Strategy	1– Using modern strategies in teaching cognitive and metacognitive strategies 2– Using modern educational models in teaching 3– Assigning the student some activities and homework, including reports 4– Allocating a percentage of the grade for extracurricular activities practical lecture in a way that makes the student feel the importance of organizing time				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation

					method
First	2	– Cognitive objectives: Knowing the	Definition of the European	1 – Lecture method	1– Written tests
Second		most important characteristics and	Renaissance and knowledge		2– Oral tests
		aspects of the Renaissance and	of is most important		3– Reports.
Third.		geographical discoveries in terms of	characteristics and	2– Video lectures1	
		their causes and results.., the	manifestations in the field of	Lecture method	
		religious reform movement and the	literature and thought, the fie		
	2	emergence of Martin Luther's	and field of culture and		
Fourth		movement and the spread of the	national literature, the field o	2– Video lectures	
		movement to other countries, in	science and arts, and the		
		addition to the Thirty Years' War	spread of the Renaissance i		
		1618–1648 in terms of its causes,	the European continent.	3– Discussion	
Fifth		roles and results, and developments	...	sessions	
	2	in England and France during the			
		seventeenth and eighteenth	Geographical discoveries in		
.Sixth		during the sixteenth century..	terms of their causes and th		
	2		role of the Spaniards and		

..... Seventh.	2	2– Skill objectives include the student gaining the skills of the scientific researcher and the method of explaining it in the lecture, and benefiting from past experiences of events and their reflections on the current situation, as it is possible.	Portugal in geographical discoveries and the results of geographical discoveries The religious revolution and the religious reform and the motives for religious reform	1 – Lecture method 2– Video lectures Lecture method	
..... Eighth	2	Training the student on how to use sources and employ them in writing historical research, and using electronic devices in learning, especially the computer	 Martin Luther and the Lutheran movement and the peasant uprising and the spread of Lutheranism in the Scandinavian countries	2– Video lectures	
..... Ninth	2	Cognitive objectives: Knowing the most important characteristics and aspects of the Renaissance and			
Tenth	2				

.Eleventh		geographical discoveries in terms of their causes and results., the religious reform movement and the emergence of Martin Luther's movement and the spread of the movement to other countries, in addition to the Thirty Years' War 1618–1648 in terms of its causes, roles and results, and developments in England and France during the seventeenth and eighteenth century..	The religious reform movement in Switzerland (Zwingli and Calvin) and the religious reform movement in France and the Jesuit movement and the results of the religious reform movement.		
.....	2			3– Discussion sessions	
Twelfth					
.....	2				
Thirteenth			First month exam		
					
.Fourteenth	2	2– Skill objectives include the student gaining the skills of the scientific researcher and the method of	England during the Tudor dynasty 1485–1603, Henry VIII and Henry VIII		

Fifteenth	2	explaining it in the lecture, and benefiting from past experiences of events and their reflections on the current situation, as it is possible.	 Edward VI (1547–1553), Mary I 1553–1558.		
.Sixteenth		Training the student on how to use sources and employ them in writing	 Elizabeth I 1558–1603, and the Armada War 1588.		
.....		historical research, and using electronic devices in learning, especially the computer	 Second month exam		
Seventeenth					
Eighteenth					
Nineteenth		4– Emotional goals: By making the student able to benefit from past experiences and employ them for the future, and developing the	The Thirty Years' War 1618–1648 in terms of its causes and roles: the Bohemian role, the Danish role, and the		

Twentieth		student's ability to acquire the correct concepts of life and bear responsibility. Also improving his	Swedish role		
Twentieth		behavior and enhancing the importance of cooperation with his	The French role 1635–1648		
Twentieth		peers and planting the spirit of love and familiarity and developing the	the Treaty of Westphalia in 1648, and the results of the Thirty Years' War		
Twenty		method of good treatment with teachers, and gaining moral values.	England in the seventeenth and eighteenth centuries, England during the reign of James I 1603–1625, and the		
Twenty–first		Cognitive objectives: Knowing the most important characteristics and aspects of the Renaissance and geographical discoveries in terms of	second reign of Charles I 1625–1649, and the Petition of Rights		
.....					

Twenty-second		their causes and results., the religious reform movement and the emergence of Martin Luther's movement and the spread of the movement to other countries, in addition to the Thirty Years' War 1618–1648 in terms of its causes, roles and results, and developments in England and France during the seventeenth and eighteenth	 The Long Parliament 1640–1660, the Great Rebellion 1641, the Civil War 1642–1646, the Second English Revolution 1647–1649, and the Pride Purge 1648		
.....					
Twenty-third		1618–1648 in terms of its causes, roles and results, and developments			
Twenty-four		in England and France during the seventeenth and eighteenth			
.....		during the sixteenth century..			
.....					
Twenty-fifth		2– Skill objectives include the student gaining the skills of the scientific researcher and the method of explaining it in the lecture, and	The return of the monarchy to England 1660, the reign of James II 1685.–1688, the great revolution of 1688, and the reign of William III 1689–1702 and the results of the Great Revolution and its		

.....		benefiting from past experiences of events and their reflections on the current situation, as it is possible.	effects		
Twenty-sixth					
.....		Training the student on how to use sources and employ them in writing	Second month exam		
Twenty-seventh		historical research, and using electronic devices in learning, especially the computer			
....			The reign of Queen Anne 1702–1714 and England during the reign of the Hanoverian dynasty 1714–		
Twenty-eighth		Cognitive objectives: Knowing the most important characteristics and aspects of the Renaissance and geographical discoveries in terms of	1901 and the reign of George II and George III and England's colonial struggle		
....		their causes and results..., the religious reform movement and the emergence of Martin Luther's	with the European powers in the seventeenth and eighteenth centuries		
Twenty-ninth					

....	Thirti 2	movement and the spread of the movement to other countries, in addition to the Thirty Years' War 1618–1648 in terms of its causes, roles and results, and developments in England and France during the seventeenth and eighteenth century.. 2– Skill objectives include the student gaining the skills of the scientific researcher and the method of explaining it in the lecture, and benefiting from past experiences of events and their reflections on the	 France in the seventeenth and eighteenth centuries The history of France until 1643 and the era of French superiority in terms of France during the reign of Louis XIV 1643–1715 and the First Fronde Revolution 1649 The Second Fronde Revolution 1652 and the reign of Louis XIV and absolute rule and administration and economy		
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		current situation, as it is possible. Training the student on how to use sources and employ them in writing historical research, and using electronic devices in learning, especially the computer Cognitive objectives: Knowing the most important characteristics and aspects of the Renaissance and geographical discoveries in terms of their causes and results., the religious reform movement and the emergence of Martin Luther's movement and the spread of the movement to other countries, in	 Life in the court of Louis XIV and religion and the church during his reign and foreign policy during the reign of Louis XIV and his wars including the War of Transition or the conquest of the Spanish Netherlands. .. Louis XIV's war against the Netherlands 1672–1678 (the Protestant Netherlands War and the League of Augsburg War or King William's War		
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		addition to the Thirty Years' War 1618–1648 in terms of its causes, roles and results, and developments in England and France during the seventeenth and eighteenth century.. 2– Skill objectives include the student gaining the skills of the scientific researcher and the method of explaining it in the lecture, and benefiting from past experiences of events and their reflections on the current situation, as it is possible. Training the student on how to use	 France under Louis XV 1715–1774 in terms of the regency and Cardinal Fleury Leaders of French thought under Louis XV and the Enlightenment movement The French in Africa and India Fourth month exam 		
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		sources and employ them in writing historical research, and using electronic devices in learning, especially the computer Cognitive objectives: Knowing the most important characteristics and aspects of the Renaissance and geographical discoveries in terms of their causes and results..., the religious reform movement and the emergence of Martin Luther's movement and the spread of the movement to other countries, especially through the computer	Spain in the sixteenth century under King Charles I Spain under Philip II Philip II's domestic and foreign policy The revolution of 1566–1567 and the Treaty of Ghent 1576 and the government of Don John, his policy and death		
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11. Course Evaluation Teaching and learning /strategies Classroom assessment to assess learning

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1– Saleh Hassan Al-Akeili, The Other Face of the European Renaissance, Lectures on the History of Europe in the Renaissance Era 1453–1789, Jordan, 2006.
Main references (sources)	1– Khalil Ali Murad and others, Studies in Modern and Contemporary European History, Mosul University Press, 1988 2– Muhammad Muzaffar Al-Adhami, Studies in Modern European History, the Renaissance and the French Revolution, Rabat, 1984 3. Abdul Hamid Al-Batrik and Abdul Aziz Nawar, Modern European History from the Renaissance to the Vienna Conference, Baghdad, 1992...
Recommended books and references	1– Ali Haidar Suleiman, History of Modern European Civilization. Baghdad, 1990

(scientific journals, reports...)	2- Muhammad Muhammad Salih and others, History of Europe from the Renaissance to the French Revolution 1500–1789, Baghdad, 1982 Electronic references, Internet sites do not exist
Electronic References, Websites	No thing

4. History of the Umayyad State

1. Course Name:
History of the Umayyad State
2. Course Code: 50901204
3. Semester / Year:
2024–2025
4. Description Preparation Date:

1-10-2024	
5. Available Attendance Forms:	
Weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week / 36 per semester	
7. Course administrator's name (mention all, if more than one name)	
Prof. Dr. Anwar Jassim Hassan anwar .71@uomustanairiyah.edu.iq Asst. Dr. Suha Adnan suha.a@uomustansiriyah.edu.iq Asst.Dr.Bian yasin Dr.bian.u.abbass@uomustansiriyah.edu.iq Asst.Lec. Riyadh Hameed Riyadh.hameed@uomustanairiah.edu.iq	
8. Course Objectives	
Course Objective	A – Cognitive objectives: – Introducing the student to the cognitive objectives of the history of the Umayyad state and the most important conquests that occurred in that era and the expansion of the Arab Islamic state to vast areas thanks to the conquests in that era as well as the most prominent revolutions that occurred against the Umayyad state until it was able to overthrow it and declare the Abbasid Caliphate, in addition to introducing the student to the most important civilizational achievements of this era. B – Skill objectives: – The student acquires the skills of the scientific researcher and works on transferring a

	presenting historical information (research and reports) in addition to using electronic means to develop the student skills in teaching methods. C – Emotional objectives: – Developing the student's ability to bear responsibility during the study period and encouraging the student to be proud of his history and his belonging to the homeland and fighting corruption and working on transferring history honestly, objectively and scientifically.				
9. Teaching and Learning Strategies					
Strategy	1– Using modern strategies in teaching (cognitive and metacognitive strategies) 2– Using modern models in teaching 3– Assigning the student some activities and homework such as reports and discussing them with his colleagues in the lecture 4– Allocating a percentage of the grade for extracurricular activities such as making posters, maps and pictures of influential figures in the subject				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	2	1 Cognitive objectives from the history of the Umayyad state and the most important conquests in the Umayyad era and the most prominent caliphs of the Umayyad state and learning about the civilizational achievements of the Umayyad state	The importance of the Umayyad era and the reasons for the peace treaty between Imam Hassan and Muawiyah	1- Lectures	1- Written tests
2	2			2- Videos	2- Oral and data tests
3	2			3- Documentary films	3- Reports
4	2	2 - Skill objectives	The most prominent features of the policy of Muawiyah bin Abi Sufyan and the systems of government and administration during his reign		
5	2	The student develops the skills of scientific researcher and transferring historical information		4- Discuss panels	
6	2				
7	2	Through preparing research and reports specific to the subject	The most important conquests during the reign of Muawiyah		
8	2	3 - Emotional objectives	Abi Sufyan and the role of Imam Hassan (peace be upon him) at the peace treaty		
9	2	Developing the student's ability to bear responsibility and be proud of his history and his belonging to the homeland and transfer information honestly, objectively and			
10	2				

11	2	scientifically	The Caliphate of Yazid		
12			Muawiyah bin Abi Sufyan and		
		1 Cognitive objectives from the history of the revolution of Imam Hussein (peace be upon him)			
13	2	Umayyad state and the most important conquests in the Umayyad era and the most prominent caliphs of the Umayyad state and learning about the civilizational achievements of the Umayyad state			
14	2		The most prominent revolution during the reign of Yazid		
15	2		Muawiyah		
16	2	2 – Skill objectives			
17	2	The student develops the skills of scientific researcher and transferring historical information	The Caliphate of Muawiyah		
18	2		Yazid and the Caliphate of		
19	2	Through preparing research and reports specific to the subject	Marwan bin Al-Hakam		
20	2	3 – Emotional objectives	The Caliphate of Abdul Malik		
21	2	Developing the student's ability to	Marwan		
22	2	Bear responsibility and be proud of his history	And the most prominent		

	and his belonging to the homeland and revolutions during his reign transfer information honestly, objectively and And the Arabization of the office scientifically		
	1 Cognitive objectives from the history of the Umayyad state and the most important conquests in the Umayyad era and the most prominent caliphs of the Umayyad state and learning about the civilizational achievements of the Umayyad state 2 – Skill objectives The student develops the skills of scientific researcher and transferring historical information Through preparing research and reports specific to the subject 3 – Emotional objectives	The Caliphate of Al-Walid Abdul Malik And the most prominent conquests during his reign First test The Caliphate of Suleiman Abdul Malik And the conquests during his reign The Caliphate of Omar bin Abdul Aziz and Yazid bin Abdul Malik and the political	

	Developing the student's ability to Bear responsibility and be proud of his history and his belonging to the homeland and transfer information honestly, objectively and scientifically 1 Cognitive objectives from the history of the Umayyad state and the most important conquests in the Umayyad era and the most prominent caliphs of the Umayyad state and learning about the civilizational achievements of the Umayyad state 2 – Skill objectives The student develops the skills of scientific researcher and transferring historical information Through preparing research and reports	events Their era The Caliphate of Hisham bin Abdul Malik And the political events during the era The Caliphate of Al-Walid Yazid bin Abdul Malik And the Caliphate Marwan Muhammad Second test Intellectual trends in the era of the Umayyads and the position		
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	specific to the subject 3 – Emotional objectives Developing the student's ability to Bear responsibility and be proud of his history and his belonging to the homeland and transfer information honestly, objectively and scientifically 1 Cognitive objectives from the history of the Umayyad state and the most important conquests in the Umayyad era and the most prominent caliphs of the Umayyad state and learning about the civilizational achievements of the Umayyad state 2 – Skill objectives The student develops the skills of scientific researcher and transferring historical	the two Imams al-Baqir and al-Sadiq (peace be upon them) The beginnings of the Abbasid dynasty and the meeting of al-Abwa The reasons for the fall of the Umayyad state Government and administrative systems in the Umayyad era Third test The Arab Islamic Navy in the		
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	information Through preparing research and reports specific to the subject 3 – Emotional objectives Developing the student's ability to Bear responsibility and be proud of his history and his belonging to the homeland and transfer information honestly, objectively and scientifically 1 Cognitive objectives from the history of the Umayyad state and the most important conquests in the Umayyad era and the most prominent caliphs of the Umayyad state and learning about the civilizational achievements of the Umayyad state 2 – Skill objectives	Umayyad era Umayyad naval licenses Army types in the Umayyad era Intellectual life in the Umayyad era Fourth test Religious sciences and history Chemistry and medicine Urban aspects in the Umayyad era Congregational mosques in the		
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		The student develops the skills of scientific research and transferring historical information Through preparing research and reports specific to the subject objectively and scientifically	Umayyad era Civil facilities and the most important palaces in the Umayyad era A comprehensive test for the subject		
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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 and written exams, reports, etc.

First semester / two monthly exams, each exam worth 15 points

Second semester / two monthly exams, each exam worth 15 points

Activities, daily attendance and discussions for each semester worth 5 points and the total is 10 points

Annual effort grade 40 points / Final exam 60 points

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Lectures on the History of the Umayyad State / Prof. Dr. Anwar Jassim Hassan Asst. Dr. Suha Adnan

Main references (sources)	Prof. Dr. Abdul Amir Diksun / Umayyad Caliphate Suhail Taqoush / History of the Umayyad State
Recommended books and references (scientific journals, reports...)	Dr. Hassan Ibrahim Hassan / History of Political and Religious Islam
Electronic References, Websites	Nothing

5. History of Arab Islamic Civilization in Andalusia

1. Course Name:
History of Arab Islamic Civilization in Andalusia
2. Course Code: 50901205
3. Semester / Year:

Annual / 2024–2025

4. Description Preparation Date:

2/10/2024

5. Available Attendance Forms:

Forms Weekly

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

(Total) 2 hours per week / 36 hours per semester

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

Name:

1– Prof. Dr. Karim Ati

2– Prof. Dr. Anaam Hussein Ahmed dr.anaam@uomustansiriyah.edu.iq

3– Prof. Dr. Adnaden Khalaf Sarheed

4– Prof. Dr. Buthina Jabber Zaji bathinazaji@uomustansiriyah.edu.iq

8. Course Objectives

Course Objectives	• Objectives of the course: Cognitive objectives of the course Enabling students to learn about Muslim civilization • Enabling students to learn about the Andalusian civilization and the spread of Islam and establishment of the Muslim state over eight centuries Skill objectives for the student: • Enabling the student to acquire research skills • Training students to use modern teaching methods • Training students to prepare research and reports related • the historical material and linking historical events Student's emotional objectives • Teaching students to know Islam's respect for the Islamic religion • Developing students' sense of responsibility • Teaching students honesty and objectivity in presenting facts • Teaching students to manage time and respect lectures.
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9. Teaching and Learning Strategies

Strategy	Preparing teaching methods based on understanding the historical material related to the history of Islam and its spread
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	Through academic achievement and using evaluation exams to know the extent of the student's comprehension of the material and understanding the philosophy of Islamic history and learning about the civilizations of peoples and nations and giving research reports to comprehend the material and learn about historical sources Using new methods in education and teaching cognitive and non-cognitive Using modern models in education and assigning students some extracurricular activities Spreading the spirit of cooperation among students and learning time management and students discussing with each other the scientific material from reports and research related to history and the course of events
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2 hours	Objectives of the study material Cognitive objectives of the study material	Political life in Andalusia From the conquest until the fall of Andalusia	Presentation and discussion Daily preparation Posting questions to students and encouraging daily participation	Asking questions and grading daily Historical scientific discussion
	2 hours	1- Enabling students to learn about the Muslim civilization 2- Enabling students to learn about the Andalusian civilization	The era of the Islamic conquest 92-95 AH ====		Daily preparation and grading

Second	2 hours	and the spread of Islam and the establishment of the Muslim state over eight centuries	The era of the governors 95-138 AH and its features and the battles of Muslims	Paper exam	Cos exam
	2 hours	Skill objectives for the students:	The rise of the Umayyad Emirate 138-316 AH and its most important political events	Method of asking questions and discussing	Daily exam and preparation
	2 hours	3- Enabling the student to acquire research skills			Preparing reports
	2 hours	4- Training students to use modern teaching methods	The material that was explained	Presentation and discussion	Exam and homework
	2 hours	5- Training students to prepare research and reports related		Posting questions and answers	Monthly exam
	2 hours	6- to the historical material and linking historical events	The era of the Caliphate from 316-422 AH and includes the Amirid state	Explanation	
	2 hours	Student's emotional objectives			
	2 hours	7- Teaching students to know Islam's respect for the Islamic religion	The Berber strife and its effect on	Discussion	

Third	2 hours	8– Developing students' sense of responsibility	Andalusia		
	2 hours	9– Teaching students honesty and objectivity in presenting facts	The fall of the Umayyad state and the rise of the Taifa era 422–484		
Fourth	2 hours	Student's knowledge of the importance of the political era and its events	The era of the Almoravids in		
	2 hours		Andalusia and the most famous military battles		
Fifth	2 hours		The Almohads in Andalusia 540–632 AH and the most important military battles		
	2 hours		The Sultanate of Granada		

Sixth	2 hours		635–897 AH and the most prominent rulers and the fall of the last Islamic stronghold and the most important military battles		
	2 hours	Understanding the changing events of Andalusia			
	2 hours	Andalusia	The civilizational aspect		
	2 hours		In Andalusia		
Seventh	2 hours		The history of Islamic thought and includes the system of the Caliphate and the chamberlain		
	2 hours	Objectives of the study material	The Ministry		
	2 hours	Cognitive objectives of the study material			
Eighth		1– Enabling students to learn about the Muslim civilization	The administrative system, including the state		

Ninth	2 hours	2- Enabling students to learn about the Andalusian civilization and the spread of Islam and the establishment of the Muslim state over eight centuries	Regions, police and military systems		
	2 hours				
	2 hours	Skill objectives for the student:	Social systems		
		3- Enabling the student to acquire research skills	Judicial systems		
Ten	2 hours	4- Training students to use modern teaching methods	Economic systems		
	2 hours	5- Training students to prepare research and reports related to the historical material and linking historical events	The impact of Arab civilization in Andalusia on Europe		
	2 hours		Methods of transmission of civilization		
		Objectives of the study material			

Eleventh		Cognitive objectives of the study material 1– Enabling students to learn about the Muslim civilization	The week Channels and methods of civilizational interaction between Andalusia and Spain		
Twelfth		2– Enabling students to learn about the Andalusian civilization and the spread of Islam and the establishment of the Muslim state over eight centuries	The most important manifestations of influence between Muslims and Christians		
fifth and Twenty- sixth		Skill objectives for the student: 3– Enabling the student to acquire research skills 4– Training students to use modern teaching methods	The urban movement in Andalusia, including cities Palaces and mosques		
Twenty- eighth and Twenty-		5– Training students to prepare research and reports related	Sciences and their transmission to Europe		

nineteen		6- to the historical material and linking historical events	Travel, geography and literature		
Thirtieth			Evaluative exam for the subject		

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. The final grade of 100 is divided into:

Annual effort 40 and final exam 60 points

Effort is divided into monthly exams for each semester, two or more exams. Exam grade is out of 10 points

Daily exam is 5 points

Daily participation and preparation 5 points

Research or report 5 points

Attendance and non-absence 5 points, then divided over the two semesters, so that the effort is out of 40

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The History of the Arabs and their Civilization in Andalusia Dr. Ibrahim
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	Khalil Al-Samarrai and others The History of Andalusia and their Antiquities Abdul Aziz Salem
Main references (sources)	Andalusian history from the conquest until the fall of Granada Abd al-Rahman al-Hajji
Recommended books and references (scientific journals, reports...)	History of Islam in Andalusia Muhammad Abdullah Annan Encyclopedia of the History of Andalusia Hussein Mu'nis
Electronic References, Websites	The Comprehensive Library, Al Noor Library

6.Modern History of Arab Countries

1. Course Name:
Modern History of Arab Countries
2. Course Code:
50901206
3. Semester/Year:
Annual 2024-2025
4. Date of preparation of this description:

1/10/2024	
5. Available forms of attendance:	
Weekly	
6. Number of study hours (total)/Number of units (total):	
8 hours / 32 units (monthly)	
7. Name of the course supervisor (if more than one name is mentioned)	
Name: Prof. Dr. Nizar Alwan Abdullah	Email: nazar12933@uomustansiriyah.edu.iq
Name: Asst. M. Dr. Abdul Salam Mutab Edan	Email: alsalam1974@uomustansiriyah.edu.iq
Name: Asst. M. Dr. Wafaa Walid Hussein	Email: wafaa.waleed@uomustansiriyah.edu.iq
Name: Asst. M. Dr. Huda Hussein Musa Saleh	Email: huda_alkhfajy@uomustansiriyah.edu.iq
8. Course Objectives	
Subject objectives	1-Enabling students to acquire and understand peoples, their civilizations and the history of countries. 2-Enabling students to acquire and understand the causes of conflicts and wars between countries of the world and to learn about their results. 3-Enabling students to acquire scientific researcher skills and work with them in transferring and presenting historical information. 4-Training students to acquire skills in using modern teaching methods in teaching history.

	5–Educating students to respect human dignity. 6–Developing students' sense of responsibility during the study and work period. 7–Training students to work honestly and objectively in transferring and presenting historical and scientific information. 8–Developing students' sense of belonging and loyalty to the homeland. 9–Possessing self–management skills and the ability to manage one's time and work within the specified deadlines.
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9. Teaching and learning strategies

Strategy	1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocating a percentage of the grade for extracurricular activities.
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			5. Managing the practical lecture in a way that makes the student feel the importance of organizing time		
10.Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
Second	2	➤ Introducing the student to the cognitive objectives of the modern history of the Arab countries during the Ottoman era ➤ Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research	The Rise of the Ottoman Empire	1. Lecture method 2. Video lectures 3.Documentary films 4. Discussion panels	1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars
Third	2		The Arab World Under Ottoman Control		
Fourth	2		The Conquest of Egypt and the Levant		
Fifth	2		The Annexation of the Hijaz to the Ottoman Empire		
Sixth	2		The Ottoman Conquest of Iraq		
Seventh	2		The Ottoman Administrative System		

Eighth	2	➤ ➤ Introducing the student to the cognitive objectives of the modern history of the Arab countries during the Ottoman era ➤ Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research and reports), and the student learns about past historical and reports), and the student learns about past historical events to explain the Introducing the student to the cognitive objectives of the modern history of the Arab	The Ottoman Military Institution		
Ninth	2		The French Campaign in Egypt 1798		
Tenth	2		First Month Exam		
Eleventh	2		The French Occupation of Algeria 1830		
Twelfth	2		European Infiltration into Morocco		
Thirteenth	2		Muhammad Ali Pasha/The Rise and His Most Important Works and Military Reforms		
Fourteenth	2		Muhammad Ali Pasha/Completion of His Works in the Commercial, Financial, and Industrial Aspects		
Fifteenth	2		Muhammad Ali Pasha/His Educational and Administrative Reforms		
Sixteenth	2		Muhammad Ali's Foreign Policy		

Seventeenth	2	countries during the Ottoman era ➤ Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research and reports), and the student learns about past historical modern history of the Arab countries, in addition to using smart electronic means to develop the student's skills in teaching methods. ➤ Emotional objectives: Developing the student's ability to bear responsibility during the study and	The British Occupation of Egypt 1882 and the Urabi Revolution		
Eighteenth	2		The Italian Occupation of Libya 1919		
Nineteenth	2		Second Month Exam		
Twentieth	2		The British Occupation of Iraq.		
Twenty-One	2		Mahdist Movement		
Twenty-Two	2		Senussi Movement		
Twenty-Third	2		British Occupation of Sudan		
Twenty-Fourth	2		Ottoman Reform Attempts / Introduction		
Twenty-Fifth	2		Sultan Selim III's Reforms		

Twenty-Sixth	2	work period, encouraging the student to be proud of the history of his nation and his belonging to it, fighting corruption, and training the student to work on conveying history with objective and scientific integrity.	Sultan Mahmud II's Reforms		
Twenty-Seventh	2		Medhat Pasha's Reforms in Iraq		
Twenty-Eighth	2		1. Economic Reforms 2. Reforms in the Field of Transportation		
Twenty-Nineteenth	2	➤ Introducing the student to the cognitive objectives of the modern history of the Arab countries during the Ottoman era	3. Educational Reforms		
Thirtieth	2		Monthly Exam		

11. Course Evaluation

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

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

First semester exam 20 points Second semester exam 20 points Annual effort 40 points

Activities and tests Daily and monthly exams and daily preparation Final exam 60 points

12. Learning and teaching resources

Required textbooks (methodology if any)	Textbooks: Lectures on the History of the Modern and Contemporary Arab Homeland Sayyar Kawkab Ali Al-Jamil, The Formation of the Modern Arabs Suggested references to the curriculum: Ibrahim Khalil Ahmed, History of the Arab Homeland in the Ottoman Era 1516 – 1916
Main References (Sources)	1– Ibrahim Al-Rawi, From the Great Arab Revolt to Iraq. 2– Ibrahim Bek Halim, The Halimiyyah Masterpiece in the History of the Sublime State, 1st ed., Al-Mukhtar Foundation, Cairo 2004. 3– Ibrahim Khalaf Al-Ubaidi, Arab Ahwaz, Arab Land, 2nd ed., Baghdad, 1980. 4– Ibrahim Khalil Ahmad, History of the Arab Homeland in the Ottoman Era, Mosul, 1983. 5– Ibrahim Sharif, The Middle East, Baghdad, 1965.

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| | <p>6– Ahmad Sidqi Al–Dajani, The Sanusi Movement, Its Origins and Growth in the Nineteenth Century, Cairo, 1967.</p> <p>7– Ahmad Ghaleb, History of the Arab Homeland in the Ottoman Era, Mosul, 1983.</p> <p>8– Ahmad Mustafa Abu Hakima, History of Eastern Arabia, 1750–1800 and the Development of Kuwait and Bahrain, translated by Ahmad Abdullah, Beirut, no.</p> <p>9– Arnold Wilson, The Arabian Gulf, translated by Najdat Hajar and Saeed Al–Ghaz, Kuwait, 1970.</p> <p>10– Andre Clot, Suleiman the Magnificent, translated from French by Al–Bashir Bin Salama, 1st ed., Dar Al–Jabal, Beirut, 1991.</p> <p>11– Brockelmann, Carl, History of Islamic Peoples, translated by Na Faris and Munir Al–Baalbaki, Beirut, 1949.</p> <p>12– Jassim Muhammad Hassan and others, History of the Contemporary Arab Homeland, Mosul, 1975.</p> <p>13– Jalal Yahya, Modern European History, Baghdad, 1983.</p> <p>14– George Antonius, The Arab Awakening, History of the Arab</p> |
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	Nationalist Movement, translated by Dr. Nasser Al-Din Al-Assad and Ihsan Abbas, Beirut, 1969. 15– Hussein Muhammad Al-Qahwati, Iraq between the First and Second Occupations, Master's Thesis, Baghdad. 16– Raafat Ghanimi Al-Sheikh, Modern Arab History, Cairo, 1983. 17– Zaki Saleh, A Brief History of International Iraq in the Ottoman Era, Baghdad, 1966. 18– Sulayman al-Musa, The Great Arab Revolt, Amman, 1966. 19– Abdul Rahman al-Bazzaz, Iraq from Occupation to Independence, Baghdad, 1967. 20– Abdul Razzaq al-Hasani, Political History of Iraq, Part 1, Beirut 1982. 21– Alaa Musa Kazim Nouris, Iraq in the Ottoman Era, Baghdad, 1979. 22– Muhammad Fuad Shukri, The French Campaign and the Emergence of Muhammad Ali, Cairo, 1948.
Recommended mainstream books and references (scientific)	1– Arab Historian Magazine.

journals, reports...)	2– College of Education Journal for Humanities
Electronic references, Internet sites	https://ar.wikipedia.org

7. Historical research methodology

1. Course Name: Historical research methodology
2. Course Code: 50901207
3. Semester / Year:2024\2025
4. Description Preparation Date:2\10\2024
5. Available Attendance Forms: weekly
6. Number of Credit Hours (Total) / Number of Units (Total); Daily and total number of hours: 2 hours weekly / 36 per semester

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

Name: Prof.Dr. Sami Hamoud Al-Hajj Jassim.

Prof.Dr.Alyaa Jsssim Mohammed.

Assis. Prof. Dr. Hana Abdullah Obaid.

Email:

8. Course Objectives

Course Objectives	able students to recognize scientific research tools and work with them in the academic field 2. Working to keep up with scientific developments in history and working to employ them 3. Objectives of the academic subject: □Enabling students to recognize scientific research tools and use them in the academic field, work to keep pace with scientific developments in the science of history, and work to employ them. 4.Cognitive objectives: Introducing the student to the most important sources of modern history, Islamic history, and ancient history. 5. Skill objectives: To enable students to acquire the skills of a scientific researcher and use them in conveying and presenting historical information. 6. Emotional goals: Training students to work honestly and objectively in conveying and presenting historical
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	information, and enhancing the students' spirit of cooperation and teamwork.				
9. Teaching and Learning Strategies					
Strategy	Preparing teaching methods based on understanding historical material related to the history of Islam and spread Through academic achievement and the use of evaluation tests to determine the extent of the student understanding of the material, understanding the philosophy of Islamic history, learning about the civilizations peoples and nations, giving research reports to comprehend the material, and identifying historical sources.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

Week 1	2	Identify the curriculum, its objectives and characteristics	Curriculum and history	Presentation and discussion Daily preparation Asking students questions and encouraging daily participation	Paper exam How to ask questions and discuss Ask questions and give daily grades
Week2	2	Definition of history and the most important characteristics of the historian Identifying the most important sciences that help the historian	Know the history Language, documentation for seals and rings	Paper exam How to ask questions and discuss Presentation and discussion Daily preparation Asking students questions and encouraging daily participation	Scientific discussion of daily preparation and grade giving coz exam
Week 3	2	Identify the most important sources of history	Primary sources and electronic sources		Paper exam How to ask questions and discuss Ask questions and give daily grades
Week4	2	Identify the most			

Week5	2	important steps of the historical research method Learn how to write research	Steps of the historical research method Writing the research and its sections	Paper exam How to ask questions and discuss Presentation and discussion Daily preparation Asking students questions and encouraging daily participation	Scientific discussion of data preparation and grade giving Paper exam How to ask questions and discuss Ask questions and give data grades
Week6	2				

11. Course Evaluation

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

Annual pursuit 40 and final exam 60 marks

The quest divides the monthly exams for each semester into two or more exams, with an exam score of 10 points

The daily exam is 5 sessions

Daily participation and preparation 5 marks

Research or report 5 marks

Attendance and non-absence are 5 marks, then divided by the two semesters to make an effort out of 40

12. Learning and Teaching Resources

Required textbooks (curriculum books, if any)	Required textbooks (methodology, if any) Lectures on scientific research methodology and electronic abstraction Prof. Dr. Sami Hammoud Al-Hajj Jassim, Prof. Dr. Alia Jassim Mohammed
Main references (sources)	1. Principles of historical research, Abdel Wahed Thanoun Taha. 2..History and historical research methodology, Dr. Qasim Yazbek 3. History among the Arabs, its thought and philosophy, Prof. Dr. Nizar Abdul Latif Al-Hadithi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

8. geography Arab world

1. : name
geography Arab world
2. : code
50903305
3.:Chapter/ Year
Annual system / 2024
4.:Date this description was prepared
2024/10/1
5. : Available attendance forms
and official holidays Weekly/ Daily/ Except Friday, Saturday
6. (Number of study hours (total) / Number of units (total

Total number of hours (2) hours per week / Total number of units (4) units	
7. : Instructor Name	
the name : Ms. Lina Ghazi Abdul Amir linaghazi@uomustansiriyah.edu.iq M.M. Ayat Jabbar Fadhel Abdullah ayat.jabbar@uomustansiriyah.edu.iq	
8.:Course Goals	
.The course aims to introduce, empower, clarify and enlighten students :By • . Identify the location, borders and area of the Arab world • To identify and expand the student's ability to know the geographical factors affecting the country's climate Arabic • To ensure that the student is familiar with the interpretation and analysis of concepts .related to the subject of geography . world • .Identifying the human characteristics of the Arab world	objectives Course

• Learn about animal life in the Arab world • .ral resources in the Arab worldIdentifying mine • .Learn about the economic development of the Arab world	
9. : Teaching and learning strategies	
▪ theoretical lectures to explain the theoretical lecture method is represented by giving .foundations of the subject ▪) Use the available display devicesData show .to display the theoretical lecture (▪ .Using computers to prepare and present theoretical and practical lectures ▪ .(its forms... (lecture, explanation, description, story Delivery strategy and ▪ . Discussion and questioning strategy ▪ .Effective questioning strategy and classroom questions	Strategy The instructor will) follow a combination of strategies, (:including

- .Active learning strategies and I will choose the strategies according to the lecture topic
- implementation strategy Design and
- . Practical presentation strategy
- Mixing different strategies depending on the type of lecture

10. : structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
formative test	Presentation, discussion and questioning	Area and geographical location	remember , understand	4	2+1

			and comprehend		
Oral test	Presentation, discussion and questioning	Site characteristics and importance	remember , understand and comprehend	4	4+2
formative test	Effective and class questions	Geological structure of the Arab world	remember , understand and comprehend	4	6+5
formative test	Presentation, discussion and questioning	(terrain (mountains	remember , understand and comprehend	4	8+7
(Written exam of (10					
Oral test	Mixing strategies	(terrain (plateaus and plains	remember , understand	4	10+9

			and comprehend		
Oral test	Presentation, discussion and questioning	exam	remember , understand and comprehend	4	12+11
formative test	Effective and class questions	Climate and its elements	,remember understand and comprehend	4	14+13
Oral test	Mixing strategies	Climate regions	remember, understand and comprehend	4	16+15
formative test	Presentation, discussion and questioning	) Water resources (groundwater and rain	remember, understand and	4	18+17

			comprehend		
formative test	Effective and class questions	(Surface water (rivers	remember , understand and comprehend	4	20+19
(Written exam of (10					
formative test	Practical application presentations	Soil and its types	remember, understand and comprehend	4	22+21
Oral test	Mixing strategies	exam	remember, understand and comprehend	4	24+23
test Oral	Effective and class questions	Natural plant	remember, understand and	4	26+25

			comprehend		
note card	Mixing strategies	Population distribution	remember, understand and comprehend	4	28+27
(Written exam of (10					
Oral + formative	Mixing strategies	Population patterns	remember, understand and comprehend	4	30+29
note card	Practical application presentations	Agricultural production and influencing factors	remember, understand and comprehend	4	32+31
Practical test	Design and implementation strategy	Agricultural production development	remember, understand and	4	34+33

			comprehend		
Oral test	Mixing strategies	Livestock	remember, understand and comprehend	4	36+35
note card	Practical application presentations	exam	remember, understand and comprehend	4	38+37
formative test	Design and implementation strategy	Oil in the Arab world	remember, understand and comprehend	4	40+39
Oral test	Mixing strategies	Natural gas in the Arab world	remember, understand and comprehend	4	42+41

application	application	application	Application		
application	application	application	application		
application	application	application	application		
application	application	application	application		
Oral test	Design and implementation strategy	Political geography of the Arab world	remember, understand and comprehend	4	52+51

(Written exam of (10

11. :Course Evaluation

Final grade	notebook degree	Degree of pursuit	Second semester		First semester		distribution Degrees
100	60	40	Second exam	First exam	Second exam	First exam	
			10	10	10	10	

			20	20	
12. : and teaching resources					
.Geography of the Arab world				textbooks (methodology Required (if any	
: Textbooks2012 – Katri–Bahri Ahmed Al Suggestedreferences for the curriculum: 1985 –Ani –Khattab Sakar Al 1999 –Mashhadani –Al Ani and Ibrahim Abdul Jabbar–Speech by Sakar Al				(Main References (Sources	
▪ Mustansiriya Magazine–Magazines: Al ▪ Reports: Writing research papers on the geography of the Arab world ▪ .libraries Periodicals: Review of periodicals in central				Recommended supporting books and references (scientific (journals, reports	
Websites on the Internet about the geography of the Arab world				Electronic references, websites	

9. developmental psychology

1. Course name: developmental psychology
2. Course code:. 50901209
3. Semester/Year: Annual2024–2025
4. Date of preparation of this description: 1/10/2024
5. Available attendance forms: weekly
6. Number of study hours (total) / Number of units (total): 8 hours / 38 units (monthly)

7. Name of the course administrator (if more than one name is mentioned)	
Name: A.M.D..Raghad Ibrahim AbbasEmail:RaghadRaghad77@gmail.com	
8. Course objectives	
1 Cognitive objectives of developmental psychology Enabling students to acquire and understand Stages of growth And teaching methods Age groups. A. Enabling students to acquire, understand, and master the terms and concepts of modern psychology. B. Enabling students to acquire and understand the basics of developmental psychology. –C. Introducing students to the most important historical references and sources of Developmental Psychology. 2. Skill objectives a–Training students to acquire skills of criticism, analysis and evaluation of information. B. Enabling students to acquire skills to transfer historical culture to society in order to build a	Subject objectives

society based on cooperation, coexistence and tolerance.

C – Enabling students to acquire the skills of dialogue, discussion, listening to others and accepting their opinions.

Enabling students to acquire the skills and characteristics of a scientific researcher.

E– Enabling students to learn classroom management skills, classroom interaction, and the art of dealing with classroom problems using educational methods.

3. Emotional goals Raising students to be proud of the date.

A–Educating students on academic integrity in presenting and presenting scientific information.

for–Educating students on the culture of integrity and fighting corruption in all its forms.

G–Promote professional and ethical academic behavior as supreme values.

D–Training students to respect the rights of those who benefit from their profession, their culture, religion, gender and race.

H–Developing students’ sense of responsibility during study and work.

and–Educating students to respect human dignity.

Y –Training students to respect the freedom of thought, expression and creativity of others.

N–Enhancing the spirit of cooperation and teamwork among students.

9. Teaching and learning strategies

– The way not to Interrogation. – The method of dialogue and discussion.. – Reports and projects. – Oral discussions.					Strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Weeks	The week
– Written essay or objective tests, quarterly or monthly. - Points are awarded for daily participation. 3– Oral exam. 4– Marks for research projects.	– The way not to Interrogation. – The method of dialogue and discussion.. – Reports and projects.	Definition of psychology, definition of developmental psychology	1 Cognitive objectives of developmental psychology Enabling students to acquire and understand Stages of growth And teaching methods Age groups.	2	the first
				2	the second
		The importance of developmental psychology		2	the third
		Meaning of growth	A. Enabling students to acquire, understand, and	2	Fourth
		What is the difference between		2	Fifth

and reports related to the lecture topic. 5- Attendance and regularity in lectures. 6- Daily exams are agreed upon or not. 7- Classroom and extracurricular duties	- Oral discussion 2-Circle discussion method 3- Educational story method	the terms growth and development?	master the terms and concepts of modern		
		General laws and principles of growth	psychology.	2	Sixth
		Growth demands	B. Enabling students to acquire and understand the	2	Seventh
		Monthly Exam (1)	basics.developmental psychology.	2	The eighth
		Growth sources	-C. Introducing students to the	2	Ninth
		Developmental Demands in Early, Middle, and Late Early Childhood	most important historical references and sources.Developmental Psychology.	2	tenth
		Growth requirements in adolescence, the stage extending from (12-18) years	2. Skill objectives a-	2	eleventh
		Growth requirements in adulthood and maturity	Training students to acquire skills of criticism, analysis	2	twelfth
		Growth demands in middle age		2	thirteenth

		Monthly Exam (2)	and evaluation of information.	2	Fourteenth
		Growth demands in old age		2	Fifteenth
		Factors affecting growth	B. Enabling students to acquire skills to transfer historical culture to society in order to build a society based on cooperation, coexistence and tolerance.	2	Sixteenth
		Types of inherited traits		2	Seventeenth
		chromosomal abnormalities		2	Eighteenth
		The effect of glands on growth		2	Nineteenth
		Research Methods in Developmental Psychology	C – Enabling students to acquire the skills of dialogue, discussion, listening to others and accepting their opinions. Enabling students to acquire the skills and characteristics of a scientific	2	Twenty
		Monthly Exam (3)		2	twenty one
		Growth theories		2	Twenty-second
		Erikson's theory of psychosocial development		2	twenty-third
		Stages of cognitive development		2	twenty-four
		Kohlberg's theory of moral		2	Twenty-fifth

		development, levels of moral development	researcher.		
		Bruno's theory of cognitive development: stages of cognitive development	E- Enabling students to learn classroom management skills, classroom interaction, and the art of dealing with classroom problems using educational methods.	2	Twenty-six
		Stages of growth		2	twenty-seventh
		Factors affecting growth		2	Twenty-eighth
		The role of social institutions in the social upbringing of the child	3. Emotional goals Raising students to be proud of the date.	2	twenty-ninth
		Monthly Exam (4)		2	thirty
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 and written exams, reports, etc.

First semester exam 20 marks Second semester exam 20 marks Annual pursuit 40 marks

Activities and tests Daily and monthly exams and daily preparation Final exam 60 marks

12. Learning and teaching resources

The Handbook of Evolutionary Psychology, edited by David Buss, translated by Louay Khazal Jabr Fundamentals of Psychology, Dr. Ahmed Ezzat Rajeh, Dar Al-Manabir, Cairo.	Required textbooks (methodology if any)
The Handbook of Evolutionary Psychology, edited by David Buss, translated by Louay Khazal Jabr	Main References (Sources)
Fundamentals of Psychology, Dr. Ahmed Ezzat Rajeh, Dar Al-Manaber, Cairo.	Recommended mainstream books and references (scientific journals, reports...)
Nothing	Electronic references, websites

10. Arabic language

1. Course Name: Arabic language
2. Course Code: 09012010
3. Semester / Year: 2025_2024
4. Description Preparation Date:2024_10_1
5. Available Attendance Forms: weekly
6. Number of Credit Hours (Total) / Number of Units (Total): 4 hours every week – 4 units
7. Course administrator's name (mention all, if more than one name)
Name: Assistant Lecturer Hanan Saadi Mahmoud Al-Samarai

Email: hanan.saadi@uomustansiriya.edu.iq

8. Course Objectives

Course Objectives

- _Enabling students to recognize that Arabic is the primary language, and even if they are specialized in it, they must be familiar with their language and understand its importance.
- _Enabling students to become familiar with Arabic poetry.
- _Developing students' aesthetic appreciation through exposure to the finest poetic texts.
- _Introducing students to the most important references, sources, and dictionaries of the Arabic language.
- _Equipping students with the linguistic and research skills necessary for their intellectual and cultural development.
- _Developing the ability to appreciate and critique written texts with regard to style and ideas.
- _Enabling students to read and understand Quranic texts, as the Quran is the most important book that clarifies the meanings of the words in this great language.

9. Teaching and Learning Strategies

Strategy

	1-Cooperative learning strategy. 2-Discussion method. 3-Educational storytelling method. 4-Forming a discussion group during the lecture. 5-Assigning students tasks that require self-explanations through causal reasoning 6-Explanation and clarification. 7-Delivering lectures that promote emotional values. 8-Organizing seminars, courses, and workshops for students. 9-Field visits to ministries and related educational institution
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
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First	4	Grammatical Errors.			
Second					
Third		Open Taa and Closed Taa.			
Fourth					
Fifth		The Difference Between Closed T			
Sixth		and Haa.			
Seventh					
Eighth		Dhaa and Dhaa: Detailed Explanat			
Ninth		of Letters and Their Articulations.			
Tenth					
Eleventh		Distinguishing Between Dhaa a			
Twelfth		Dhaa.			
Thirteenth		First Month Exam			
		Numbers.			

Fourteenth		Continuation of the Topic on Number			
h					
Fifteenth		Writing the Hamza.			
Fifteenth		Hamzat Al-Wasl and Hamzat Al-Qa			
Sixteenth		Extended Alif.			
Seventeenth		Short Alif.			
Nineteenth		Intermediate Hamz			
h		Final Hamza.			
Twentieth		Punctuation Marks.			
Twenty-		Second Month Exam			

first		Parts of Speech.			
Twenty-second		Noun and Verb: Distinguish			
Twenty-third		Between Them			
Twenty-fourth		Verbs in Terms of Structure and			
Twenty-fifth		Inflection.			
Twenty-sixth		Mafa'eel: The Object			
Twenty-seventh		The Circumstantial Object.			
Twenty-eighth		Third Month Exam.			
		The Object of Purpose			

Twenty- ninth		Absolute Object			
Twenty- ninth		Concomitant Object			
		Fourth Month Exam			
Thirtieth		Important Applications for Grammati Errors			
		Rule of the Distinct Alif			
		Rule of the Noon			
		Rule of Tanween			

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, any)	Arabic Language Textbook
Main references (sources)	"Al-Nahw Al-Wadih" (The Clear Grammar in Arabic) Explanation of Ibn Malik's Alfiyya History of Arabic Grammar Common Grammatical Errors

11. Pre-Intermediate Headway Plus

10. Course Name: English / Pre-Intermediate Headway Plus
1. Course Code: 509012011
.1 Pre-Intermediate Headway Plus
2. Semester / Year: 2024/2025
3. Description Preparation Date:1/10/2024
4. Available Attendance Forms: weekly attendance
5. Number of Credit Hours (Total) / Number of Units (Total)
1hr. Theoretical /30hr. total
6. Course administrator's name (mention all, if more than one name)

Name: Lect.. PhD. Tlib Mahmoud Ali /

Asst. lect. Aya Flayah Hasan

Email:

/

aya.f@uomustansiriyah.edu.

7. Course Objectives

Course Objectives

1. Using the composition and comprehension in a correct way

2. What skills are used in reading and listening

3. Recognition and identification of word

4. Conversational expression

5. English grammar in use

6. Translation

7. Urge and encourage students

8. Commitment to the curriculum of university tuition

8. Teaching and Learning Strategies

Strategy

1. Understand and absorb the material terms of the curriculum.
2. Identify own jurisdiction terminology.
3. Identify the language rules that enable students to develop language proficiency.
4. Power point from CD.
5. Patient and use the pen.
6. Prepare illustrations means.
7. Prepare summary reports for some of the topics

9. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
11 1–	1 1 hr.		Unit 1: Getting to	· Ask questions about topics debatable by	□ The theoretical exam. □ The oral questions and answers

22			know you - Grammar/ Tenses - Reading (People) - the great communication	students in grades. - Ask questions, the student solve classroom. - Work fast exams with questions daily intellectual. - Workshop summary reports shared by the students or more study for vocabulary curriculum	□ Posts effective in the classroom
1-			Unit 1: Getting to know you - Vocabulary/ Using a bilingual Dictionary - Writing/ social Expression		
222					

333			Unit 2: The way we live · Grammar / Tenses · Reading (Living in the USA) Unit 2: The way we live · Vocabulary/ Daily life · Writing/ Making conversation		
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444			Unit 3: It all went wrong		
555			· Grammar / Tenses / Prepositio ns in time expressio n		
666			· Reading (The Three Students		

777			Unit 3: It all went wrong · Vocabulary/ Time expressio		
888			Unit 4: Let's go shopping · Grammar / Expressio n of Quantity · Reading		

9			(Floating Market A perfect day in Provence and the souks of Marrakech) Unit 4: Let's go shopping · Vocabulary y/ Questions and Answers · Writing/ Article Buying things –		
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			Prices and shopping Unit 5: What do you want to do? • Grammar / Verb patterns 1 • Future forms • Hot Verbs • Reading (Hollywood Kids		
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			Unit 5: What do you want to do? . Vocabular y/ Have, Go, Come · Writing/ How you feel?		
			Unit 6: Tell me. What's it		

			Like? · Grammar / Questions and Answers / Comparat ive and Superlativ e · Reading (A ta of two millionaires)		
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			Unit 6: Tell me. What's it Like? . Vocabular y/ Synonym s and Antonyms · Writing/ Directions		
			Unit 7: Fame . Grammar		

			/ Tenses · Reading (The Pop Star and Footballer)		
			Unit 7: Fame · Vocabular y/ Adverbs – Word Paris · Writing/ Short Answers		

			Unit 8: Do's and Don'ts		
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· Grammar
/ Have,
got, must,
should

· Reading
(Dilemmas)

Unit 8:
Do's and

			Don'ts · Vocabulary y/ Words that go together · Writing/ At the doctor's Unit 9: Going Places · Grammar / Tenses and conditional clauses · Reading (Megalopolis)		
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77			Unit 9: Going Places · Vocabulary/ H Verbs · Writing/ In a Hotel Unit 10: Scared to death · Grammar / Ver Patterns and Infinitives · Reading (Into the world) Unit 10: Scared		
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			to death		
			Unit 11: Things that changed the world · Grammar / Tenses · Reading (The Discovery of DNA)		
			Unit 12: Dream and Reality · Grammar / Second Conditional · Reading /		

			(Super Volcano) Unit 12: Dreams and Reality · Vocabulary/ Phrasal Words · Writing/ Social Expression 2 Unit 13: Earning a living · Grammar		
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			/ Present perfect continues · Reading (Life the beach, Flyin for a living). Unit 13: Earnin a living · Vocabulary/ Word Informatio · Writing/ Telephoning Unit 14: Family Ties		
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			- Grammar / Past Perfect · Reading (The tale of two silent brothers).		
			Unit 14: Family Ties · Vocabulary y/ Hot Verbs (bring, take, come, go)		

			· Writing/ Sayin Goodbye Workbook with key 1– 4 Workbook with key 5 – 9 Workbook with key 9 – 14 Exams		
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	
11. Learning and Teaching Resources	
Required textbooks (curricular books any)	English / Pre-Intermediate Headway Plus
Main references (sources)	
Recommended books and references (scientific journals, reports...)	<u>Suggested References:</u> – New Headway Plus (English Course, Pre-Intermediate – Workbook with key + CD – John and Liz Soars, OXFORD University Press.
Electronic References, Websites	Online: www.oup.com/elt/headway : For interactive resources.

12. Secondary education

1. Course Name: Secondary education

2. Course Code: . 509012012

3. Semester / Year:2024 – 2025

4. Description Preparation Date:weely

5. Available Attendance Forms8 hours / 38 units (monthly)

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

A.M.D. Sondos Abdullah Jadoua

M. Fatima Abdel Abbas Mahdi

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

Name: M. Fatima Abdel Abbas Mahdi

Email: dr.fatima76 uomustansiriyah.edu @

8. Course Objectives	
Course Objectives	• 1. Cognitive objectives of secondary education, – Preparing qualified students as teachers in preparatory, secondary and middle schools for the subject of history and teaching methods. – Introducing students to the most important historical references. – Training and enabling students to acquire teaching skills in the correct • •
9. Teaching and Learning Strategies	
Strategy	– Method of interrogation. –Method of dialogue and discussion. – Reports and projects. – Oral discussions.

10. Course Structure						
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	
the first	2	1. The cognitive objectives of secondary education are to enable students to acquire and understand strategies, methods, and methods for teaching general history. A. Enabling students to	Secondary education:	Interrogation	Written essay or objective tests, quarterly or monthly.	
the	2		its concept and goals	method.		
second	2		General and private	–Method of dialogue and discussion.		
the third	2		goals of secondary			
Fourth	2		education in Iraq			
Fifth	2		Characteristics of a secondary school teacher	– Reports and projects	Grades awarded for daily contributions. 3–Oral exam. 4– Grades for research	
Sixth	2					
Seventh	2					
Eighth	2					

Ninth	2	acquire and understand	Factors and forces		and reports related to the
tenth	2	the terms and concepts	affecting the		lecture topic.
eleventh	2	of modern psychology	educational system		5– Attendance and
twelfth	2	2–Skill objectives: A–	Management – its		regularity scores in
thirteenth	2	Training students to	concept – its		lectures.
fourteenth	2	acquire the skills of	objectives		6– Daily exams, agreed
fifteenth	2	criticism, analysis, and	The development of		upon or not agreed upon.
sixteenth	2	evaluation of	administrative thought		7– Class and
seventeenth	2	information.	– schools of		extracurricular duties
h	2	for. Enabling students to	administrative thought		
eighteenth	2	acquire the skills of	Monthly exam (2)		
nineteenth	2	transferring historical	Management styles		
The	2	culture to society in	Contemporary trends		
twentieth		order to build a society	in educational		
Twenty–	2	based on cooperation,	administration		

one	2	coexistence and	Central educational		
XXII	2	tolerance	administration		
XXIII	2		Educational		
24th	2	3. Emotional goals:	administration jobs		
25th	2	Raising students to be	Spring break		
26th	2	proud of history.	Guidance –		
27th	2	A– Raising students to	supervision –		
Twenty–	2	be scientifically honest	evaluation		
eighth		in presenting and	Monthly exam (3)		
XXIX		presenting scientific			
thirty		information.			

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)	Educational administration and supervision and secondary education, Dr. A Hakim Mohsen, 2012
Main references (sources)	2- Psychology of school administration and educational technical supervision Mansour Hussein, Muhammad Mustafa Zidan, 1976
Recommended books and references (scientific journals, reports...)	1 - Educational administration, its origins and applications: Muhammad M Morsi, 1989
Electronic References, Websites	2- Administration and supervision in secondary education, Dr. Sadiq Al-Sha and Dr. Ali Al-Fatlawi, 2015

13. Crimes of the defunct Baath Party

1. Course name:
Crimes of the defunct Baath Party
2. Course code:

509012013	
3. Semester/year:	
Annual 2024–2025	
4. Date of preparation of this description:	
1/10/2024	
5. Available attendance forms	
6. Number of study hours (total)	
1 hour per week / 15 hours per semester	
7. Name of the course supervisor (if more than one name is mentioned)	
Name : Assistant Professor :Salam ksro gwamer : dr.salamkg@uomustansiriyah.com Name : Teaching Assistant : mohammed hussien mohammed : mohammed.alatabi@uomustansiriyah.edu.iq Name : Teaching Assistant Taqwa,ali : taqwa.ali@uomustansiriyah.edu.iq	
8. Course objectives	
1- <u>Cognitive objectives</u> 2- Enable the student to know the practices of the defunct regime against the Ira	Subject objectives

people

- 3- Enable the student to know the decisions issued regarding those practices practiced by the defunct regime.
- 4- To know the crimes committed by the defunct Baath Party.
- 5- To clarify and learn about what is meant by suppressing freedoms and rights.
- 6- The student to distinguish between enjoying human rights and violating those rights
- 7- The student to know the impact of committing crimes of violating rights and freedoms on society, the state and the citizen.

2- Course specific skill objectives.

- 1. Enable students to acquire the skills of scientific researcher and work with them in transferring and presenting information.
- 2. Develop imagination skills and the pleasure of learning about past events among students through what history includes of events, stories, heroics and images of the past of peoples.

- | | |
|--|--|
| <ol style="list-style-type: none">3. Enable students to learn the skills of dialogue, discussion, listening to others and accepting their opinions.4. Train students to acquire the skills of scientific thinking, critical thinking and analytical thinking in order to employ them in the science of history.5. Training students to acquire skills in using modern teaching methods in teaching history.6. Training and enabling students to acquire skills in preparing and constructing examination tests and methods of correcting them.7. Empowering and training students to acquire skills in planning teaching at all levels.8. Enabling students to possess the ability to design and invent effective educational activities that encourage students to learn and participate in it.9. Enabling students to possess the ability to issue judgments on past events and try to link them | |
|--|--|

3– Emotional and value-based objectives

- 1– Raising students to respect human dignity and rights.
2. Developing students' sense of responsibility during the study and work period.
3. Developing students' moral values that constitute models of high virtues and ideals by highlighting the image of chivalry, honesty and loyalty.
4. Training students to work honestly and objectively in conveying and presenting historical and scientific information.
5. Enhancing students' sense of pride in their civilization.
6. Developing students' sense of belonging and loyalty to the homeland.
7. Educating students on the culture of integrity and fighting corruption in all its forms.
8. Enhancing students' sense of respect for the principles and highest ethics of the

profession.

9. Enabling students to respect the rights of those who benefit from their profession their culture, religion, gender and race.

10. Training students to respect freedom of expression, thought and creativity among others.

11. Enhancing the spirit of cooperation and teamwork among students.

9. Teaching and learning strategies

Strategies

1. Cooperative learning strategy.
2. Discussion method
3. Educational story method
4. Forming a discussion group during the lecture.
5. Assigning students homework that requires self-explanations in causal ways.

	6. Explanation and clarification. 7. Using external sources and means of clarification such as film material. 8. Giving lectures that encourage emotional values. 9. Holding seminars, courses and workshops for students. Field visits to relevant ministries and educational institutions.
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10 Course structure

Week	Evaluation method	Hours	Teaching Method	Unit/Subject Name	Required learning outcomes
First	Test	1 hour	Explanation	Chapter One Teaching method The crimes of the Baath regime according to the Supreme Criminal Court Law of 2005 AD	Definition of crimes in language and terminology
Second	Test	1 hour	Explanation	Crimes of the Baath regime according to the Supreme	Enabling the student to identify the types of

					Criminal Court Law of 2005	crimes
Third	Test	1 hour	Explanation		Chapter One Crimes of the Baath Regime According to the Law of the Supreme Criminal Court of 2005	Enabling the student to know the court formed to consider the crimes committed by the former regime
Fourth	Test	1 hour	Explanation		Crimes of the Baath regime according to the Supreme Criminal Court Law of 2005	Decisions issued by the Supreme Criminal Court
Fifth	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and Their Impact	Psychological crimes committed by the Baath regime
Sixth	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and Their Impact	Mechanisms of psychological crimes
Seventh	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and	Effects of psychological crimes

				Their Impact	
Eighth	Test	1 hour	Explanation	Chapter Two Psychological and Social Crimes and Their Impact	Social Crimes
Ninth	Test	1 hour	Explanation	Chapter Two Psychological and Social Crimes and Their Impact	Understanding the topic of militarization of society
Tenth	Test	1 hour	Explanation	Chapter Two Psychological and Social Crimes and Their Impact	Student's understanding of the position of the defunct regime on religion, religion and religious men
Eleventh	Test	1 hour	Explanation	Chapter Two Psychological and Social Crimes and Their Impact	The purpose of the Baathist regime in its crimes against religious scholars
Twelfth	Test	1 hour	Explanation	Chapter Two Psychological	Identifying violations of

					and Social Crimes and Their Impact	Iraqi laws by the defunct regime
Thirteenth	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and Their Impact	Enabling the student to know the heinous practices committed against prisoners and detainees by the defunct regime
Fourteenth	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and Their Impact	Decisions on political and military violations of the Baath regime
	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and Their Impact	Prison and detention sites in all Iraqi governorates
Fifteenth	Test	1 hour	Explanation		Chapter Two Psychological and Social Crimes and Their Impact	Psychological and social crimes and reviewing the chapter for them

Sixteenth	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the Baath Regime in Iraq	Environmental crimes of the Baath regime in Iraq
Seventeenth	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the Baath Regime in Iraq	War and radioactive pollution and mine explosions
Eighteenth	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the Baath Regime in Iraq	(Basra)
Nineteenth	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the Baath Regime in Iraq	Destruction of the period and villages
Twentieth	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the Baath Regime in Iraq	Draining the marshes
Twenty-first	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the	Destroying palm groves, trees and crops

				Baath Regime in Iraq	
Twenty–second	Test	1 hour	Explanation	Chapter Three Environmental Crimes of the Baath Regime in Iraq	Review of the third chapter and enabling the student to become familiar with the subject
Twenty–third	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Mass graves crimes
Twenty–fourth	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Definition of mass graves and division of the chapter
Twenty–fifth	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Genocide Graves Events
Twenty–sixth	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Events of 1963 and the Iran–Iraq War and their Relation to Mass Graves
Twenty–	Test	1hour	Explanation	Chapter Four Mass Graves	Events of 1983, 1987

seventh				Crimes	and 1988 and their Relation to Mass Graves
Twenty– eighth	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Chronological Classification of Genocide Graves
Twenty– ninth	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Genocide Graves Dating back to the Events of 1963 and the Iran–Iraq War 1980– 1988
Thirty	Test	1 hour	Explanation	Chapter Four Mass Graves Crimes	Genocide Graves against our Kurdish People
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 and written exams, reports, etc.					

First semester exam 20 points Second semester exam 20 points Annual effort 40 points

Activities and tests Daily and monthly exams and daily preparation Final exam 60 points

12. Learning and teaching resources

The curriculum of the crimes of the defunct
Baath Party. Ministry of Higher Education and
Scientific Research

Required textbooks (methodology if available)

Main references (sources)

Prevailing books and references recommended (scientific journals,
reports...)

Electronic references, Internet sites

The third stage

1. Arab Islamic Civilization

1. Course name: Arab Islamic Civilization
2. Course code:50901301
3. Semester/Year: Annual2024-2025
4. Date of preparation of this description:1/10/2024
5. Available attendance forms:weely

6. Number of study hours (total) / Number of units (total):6 hours / 30 units (monthly)	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Prof. Dr. Ragheed Kamar Majeed SalmanRagheedgumar@uomustansiriyah.edu.iq	
Name: Asst. Prof. Dr. Akram Kamel Mohammed Jassim dr.akrama.kamel@uomustansiriyah.edu.iq	
8. Course objectives:	
* Cognitive objectives of Islamic historyTo know the Arab Islamic civilization that spread throughout the Arab Islamic state in the Arabian Peninsula, Iraq, Yemen, and the Levant, as well as the countries of the Levant and the Maghreb, and was one of the greatest civilizations in the Middle Ages. * Skill objectives: The student will gain scientific researcher skills and work on transferring and presenting historical information, research and reports, and using smart electronic means to develop the student's skills in teaching methods. * Emotional goals and developing the student's ability to bear responsibility during the study period and working to encourage th	Subject objectives

student to be proud of his history and his belonging to the country, fighting corruption and training the student to work on conveying history honestly, objectively and scientifically.					
9. Teaching and learning strategies					
1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocate a percentage of the grade to extracurricular activities. Managing the practical lecture in a way that makes the student feel the importance of time management.				Strategy	
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
1Written tests. 2. Oral	. Method of giving	Chapter One: The concept of civilization, the components of Arab-Islamic civilization, the	* Cognitive objectives of Islamic historyTo know the Arab Islamic civilization that spread throughout the	3	the first

tests 3. Daily tests 4. ReportsHe isAnd the evening gatherings	lectures 2. Video lectures 3. Documen tary films 4. Discussio sessions	civilizational role of Islam in the liberated regions, the characteristics of Arab-Islamic civilization	Arab Islamic state in the Arabian Peninsula, Iraq, Yemen, and the Levant, as well as the countries of the Levant and the Maghreb, and was one of the greatest civilizations in the Middle Ages. * Skill objectives: The student will gain scientific researcher skills and work on transferring and presenting historical information, research and reports, and using smart electronic means to develop the student's skills in teaching methods. * Emotional goals and developing the student's ability to bear responsibility during the study period and working to encourage the student to be proud of		
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			his history and his belonging to the country, fighting corruption and training the student to work on conveying history honestly, objectively and scientifically.		
		Chapter Two: The Political System: The Caliphate		3	the second
		Ministry in the era of the Rightly Guided Caliphate, in the era of the Umayyad Caliphate, in the era of the Abbasid Caliphate Ministry, in the era of the Umayyad Caliphate, in the era of the Abbasid Caliphate		3	the third

		writing, veiling		3	Fourth
		Chapter Three: The Administrative System / The Judiciary in the Era of the Rightly-Guided Caliphs and in the Umayyad Era, the Judiciary in the Abbasid Era		3	Fifth
		Diwans in the Umayyad and Abbasid eras Grievance review		3	Sixth
		Hisbah, police		3	Seventh

		First monthly exam		3	The eighth
		Chapter Four: The Military System: The Army and the Navy / (The Army) – Jihad – The Development of the Army – The Army's Leadership and Formations – Weapons and Military Arts – Combat Arts in the Army – Army Expenditures – The Impact of Women in the Army		3	Ninth
		The Navy The development of naval power Types of Arab		3	tenth

		ships – Fleet leadership, Arab heritage in navigation and its impact on human civilization			
		Chapter Five: Financial and Economic Systems: State Resources, State Expenditures, Islamic Money		3	eleventh
		Economic systems The civilizational role of the Arabs Irrigation methods and irrigation organization in Iraq Land ownership Area tax The importance of area tax		3	twelfth

		Industry, craftsmen, types of crafts, categories and unions, trade, development of trade in Islam, impact of trade, land and river routes, foreign trade		3	thirteenth
		Second monthly exam		3	fourteenth
		Chapter Six: Religious Sciences (Sciences of the Qur'an) The Science of the Reasons for Revelation, Aspects of the Miracle of the Qur'an, The Science of Interpretation (Interpretation by		3	fifteenth

		the Tradition, Interpretation by Opinion, Interpretation by the Tradition and Opinion, (Interpretation of the Modern Age)			
		Hadith science The importance of Hadith science		3	Sixteenth
		Jurisprudence sciences, sources of jurisprudence (the Holy Qur'an, the Sunnah of the Prophet, ijtiḥad or opinion, society)		3	seventeenth

		The schools of jurisprudence are Hanafi, Maliki, Shafi'i, Hanbali, Zahiri, and Shiite.		3	eighteenth
		Chapter Seven: Linguistics and Humanities / ATo prose:Letters, speeches, proverbs, stories, the influence of Arabic literature on European literature		3	nineteenth
		History, history among the Arabs in the pre-Islamic era, genealogies, characteristics of the science of history among the Arabs		3	Twenty

		Geography Sections of Geography The most famous geographers Ibn Battuta and Ibn Jubayr The importance of geographical writings		3	Twenty-one
		Philosophy The meaning of philosophy The most famous Arab Muslim philosophers Theology, Ethics		3	Twenty-second
		Third monthly exam		3	Twenty-third
		Chapter Eight: The Scientific Heritage of Arab Muslims / Medicine		3	Twenty-fourth

		Chapter Nine: Education, Teaching and Libraries in Islam / The Family in Islam		3	Twenty-fifth
		Women's education and child rearing in Islam		3	Twenty-sixth
		Libraries in Islam		3	Twenty-seventh
		Documenting science and knowledge		3	Twenty-eighth
		Chapter Ten: Islamic Arts among Arab Muslims / Architecture: Mosques, Forts and Castles, Schools		3	twenty-ninth
		Fourth month exam		3	Thirty

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 and written exams, reports, etc.

First semester exam: 20 marks Second semester exam: 20 marks Annual endeavour mark: 40 marks

Activities, monthly and daily tests, and daily preparation. Final exam score: 60 points.

12. Learning and teaching resources

Ibrahim Salman Al-Karawi and Abdul Tawab Sharaf Al-Din, The Reference in Arab-Islam Civilization, Kuwait, 1987 AD.

Required textbooks (methodology if any)

Ayatollah Al-Udhma Sayyid Al-Shaheed Muhammad Muhammad Sadiq Al-Sadr, may God sanctify his secret, The Family in Islam, Najaf Al-Ashraf, 1332 AH – 2011 AD.

Main References (Sources)

Hassan Ibrahim Hassan, Islamic Systems, Cairo, 1962 AD.

Recommended mainstream books and references (scientific journals, reports...)

Tawfiq Sultan Al-Yuzbaki, Studies in Islamic

Systems, Baghdad, 1977 AD.	
Nothing	Electronic references, websites

2. – History of the Abbasid State

1. Rapporteur Name: – History of the Abbasid State
2. Course Code: –50901302
3. Semester/Year: Annual 2024–2025
4. Date of preparation of this description: – 1/10/2024
5. Available Attendance Forms: – Weekly
6. Number of study hours (total) / Number of units (total): 12 hours per week / 90 hours per month

7. Name of course administrator (if more than one name is mentioned): –

Name: – A. dr. Rahim Khalaf Akla. dr.raheem1964@gmail.com
Name: – A. dr. wasan shojaa najras _alrikabi@uomustansiriyah.edu.iq

8. Objectives of the Rapporteur

Objectives of the study subject: _

Knowledge objectives where students can acquire and understand Islamic history and. Enable students to acquire and understand peoples, their civilization and the history of nations.

- . Enable students to acquire and understand the causes of conflicts and wars in the Islamic world.
- . Enable students to learn about the concept of historical philosophy.
- . Introducing students to the most important sources of Islamic history.

2. Skills objectives of the course.

- . Enable students to acquire and work with the skills of the scientific researcher in conveying and presenting historical information.
- . Enable students to learn dialogue, discussion, listening to others and accept their opinions.
- . Enable students to have the ability to judge past events and try to link them and benefit from them in current events.

3. Emotional and value objectives

- . Developing moral values among students that form models of lofty virtues and ideals by highlighting the image of magnanimity, honesty and loyalty.
- . Training students to work honestly and objectively in conveying and presenting historical and scientific information.
- . Enhancing students' sense of pride in their history.

9. Teaching and Learning Strategies

Use of modern strategies in teaching (cognitive and epistemological strategies).

The use of modern educational models in teaching.

Assigning the student some activities and homework, including practical reports and presenting them to his classmates in the lecture.

Allocate a percentage of the degree to extracurricular activities.

Manage the practical lecture in a way that makes the student feel important for time management

Strategy

10. Rapporteur Structure

Evaluation Method	Learning Method	Name of unit or subject	Required Learning Outcomes	Hours	Week

1. Editorial tests. 2. Oral tests. 3. Daily tests .	1. Method of lecturing	The emergence of the Abbasid call and stages of its development and The nature of the Abbasid call and Features of the Abbasid Caliphate .	1. Knowledge goals of Islamic history, History of the Abbasid Empire and its Beginning and its successors, conflicts and events that took place. During the period from 132 AH, it began to grow until its fall by the Mongols. 656 AH. 2. Skilled goals gain student skills scientific researcher and work on the transmission and presentation of historical information (research	3	First:
	2. Video lectures.			3	Second:
	3. Episodes Discussion	Caliphs of the Abbasid era First Caliph Abu al – Abbas The Ripper and the Most Important Events Inside external under his watch. Caliph Abu Jaafar al – Mansour		3	Third:

		Alawites .	fighting corruption, and training Student to work on transferring history honestly Objective and scientific .		
		Caliph Mohammed Al-Amin 193- 198 AH and the reasons for the dispute between the Secretary and the safe. Khalifa Abdullah Al Mamoun 198-218 e. Reasons for Allegiance to Imam Satisfaction (peace be upon him) .		3	Sixth:
		Caliph Mohammed Al Mutassim		3	Seventh.

		218–227 e. . Caliph Aaron Al–Wathiq 227 _ 232 AH .			
		The second Abbasid period is the period of intervention by the Turkish soldiers. the Abbasid Caliphate Succession of God .		3	Eighth.
		Succession of the victorious God and the helper By God. Succession of Al–Mu'taz Allah and Al–Muhafid By God. .		3	Ninth
		Duration of recovery of the Abbasid Caliphate		3	10th

		(256–295 e) Caramta Movement .			
		Caliphate of God and Satisfied with God. Emergence of the Princes' Woman System		3	Eleventh .
		Third Abbasid Age (Era of Boehic Influence 334–447 E). Position of the Boys on the Caliphate Abbasid .		3	Twelfth
		political situation and Economics in Iraq during The period of Boehian domination. Late Abbasid Ages		3	Thirteent h

		The appearance of the Seljuks. Conflict between Seljuks and Ghazni .		3	Fourteen th.
		Establishment of the Seljuk State. Contact of the Seljuks with the Caliphate Abbasid .		3	Fifteenth
		Seljuks enter Baghdad 447H Seljuks control of the Levant .		3	Sixteent h.
		Rum and Khorasan Seljuk. Seljuk division .		3	Sevente enth.
		Seljuk Khorasan. Seljuk Iraq .		3	Eighteen th
		Resistance to Caliphate Seljuk bullying. Revival of the Caliphate Abbasid (512–552 AH).		3	Nineteen th.

		The Age of Nasser for God's Religion. The Caliphate regains its influence in Bright .		3	Twenty.
		Death of Caliph Nasser Ladin God. Causes of the Fall of the Caliphate by the Mongols. The origin of the Mongols. Conflict between the Mongols and Algorithmic State .		3 3	Twenty-first. Twenty-second.
		Conditions of Mongol expansion Towards the peaceful world. Mongol control of Khorasan .		3	Twenty-third.
		Mongol control of the country Beyond the river.		3	Twenty-fourth.

		Mongol control of areas Iran.			
		The Mongols enter Baghdad. after their control of Iraq. The Mongols enter Baghdad. .		3	Twenty- fifth.
		Fall of the Abbasid Caliphate by the Mongols. .		3	26.
		Fall of the Abbasid Caliphate by the Mongols.		3	27th
		Review		3	28.
		Review		3	Twenty- ninth.

		Review		3	Thirty.
11. Course Evaluation					
Distribution of the score of 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, written and reports. etc. _First semester exam 20 degrees _Second semester exam 20 _Annual endeavor score 40 degrees _Activities and tests Daily and monthly exams and daily preparation _ Final exam 60 degrees					
12. Sources of learning and teaching					
Lectures on the History of the Abbasid State 132_656 AH (a. dr. Rahim Khalaf)		Required prescribed books (methodological if any)			
Considered Historical Encyclopedias (Al-Tabari / Al-Masoudi / Ibn al-Atheer)		Main references (sources)			
History of the Abbasid Caliphate (d.		Mainstream books and references recommended (scientific journals, reports...)			

Yusuf al – Ash Mohammed Suhail Taqoush (History of the Abbasid State))	
There is no	Electronic References, Websites

3. Modern History of Iraq

1. Course name: Modern History of Iraq
2. Course code: 50901303
3. Semester/Year: Annual 2024–2025
4. Date this description was prepared: 10/10/2024

5. Available attendance forms: weekly	
6. Number of study hours (total) / Number of units (total): 8 hours / 38 units (monthly(	
7. .Name of the course administrator (if more than one name is mentioned(	
Name: Prof. Dr. Fatima Hussein Saloumi: dr.fatma2007@uomustansiriyah.edu.iq Email	
:haider.ali2016@uomustansiriyah.edu.iq Name: A.M.D. Haider Ali Touban Email	
9. Course objectives	
2 The cognitive objectives of modern Iraqi history are to enable students to collect and understand the modern history of Iraq and to understand the term modern history, when it begins and when it ends – Ends – Enabling students to acquire and understand administrative systems and the nature of social life and political life. –2Developing imagination skills and having fun learning about the most important historical foundations of the period under study.	Objectives of study subject

Enabling students to learn critical thinking and analytical thinking skills in order to use them to formulate societal concepts capable of creating a successful democratic society.

- Training students to acquire discussion skills and understand the texts of laws.
- Training and enabling students to acquire the skills of preparing and constructing examination tests and methods of writing
- 3Enabling students to collect and understand the historical events that influenced and resulted in contemporary Iraq.
- 4Enabling students to collect and understand the colonial conflict and the exploitation of Iraq's capabilities and how it affected and halted the movement of development.
- 5Introducing students to the most important achievements of some governors who carried out reforms to get out of backwardness and poverty.

Skill objectives:

Enabling students to acquire the skills of a scientific researcher and use them in conveying and presenting information..

- Enabling the student to learn the skills of dialogue, discussion, listening to others and accepting their opinions.
- Empowering and training students to acquire teaching planning skills at all levels.

-Enabling students to acquire classroom management skills, classroom interaction, and the art of dealing with classroom problems using educational methods. -Enabling students to have the ability to relate historical events to make judgments about current events -Enabling students to have the ability to design effective learning activities that encourage students to learn and acquire self-learning skills to acquire new information, skills and knowledge. •Emotional goals: Developing the student's ability to bear responsibility during the period of study and work encouraging the student to be proud of his history and belonging to the homeland, fighting corruption, and training the student to work on conveying history with objective and scientific honesty.	
9 .Teaching and learning strategies	
.1Using modern strategies in teaching (cognitive and metacognitive strategies.(.2Using modern educational models in teaching. .3Assigning the student to some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. .4Allocating a percentage of the grade to extracurricular activities. Managing the practical lecture in a way that the student feels the importance of organizing time	Strategy
10. Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Number of hours	week
.1Written tests .2Oral exams .3Daily tests .4Reports and seminars	.1Method of giving lectures .2Video lectures .3Documentary films .4Discussions	General conditions in Iraq 1258–1508	.1Cognitive objectives of modern Iraq history, the causes of setbacks, the fall of local government, the control of foreign powers over it, and the spread of Islam in Africa. .2Skill objectives: The student will acquire the skills of a scientific researcher and work on conveying and presenting historical information (research and reports), and the student will be familiar with past historical events to explain the heroics and civilizations of peoples, as well as using smart electronic means to develop the student's skills in teaching methods.	2	the first
		The Mongol invasion and the establishment of the Ilkhanid rule		2	the second
		The Jalayirids and Turkmen rule in Iraq			
		Safavid–Ottoman regional rivalry over Iraq			
		Ottoman occupation of Iraq 1534			
		Suleiman al–Qanawī's reform			
		الإمارات المحلية في العراق Emirate of Afrasiab		2	the third

		Administrative divisions Administrative apparatus Other positions in the administrative apparatus judiciary Social life in Iraq Agricultural villages	civilizations, peoples, as well as the use of smart electronic means to develop the student's skills in teaching methods .3Emotional goals: Developing the student's ability to bear responsibility during the period of study and work, encouraging the student to be proud of	2	Fourth
		Mamluk rule in Iraq 1704–1750 Suleiman Pasha Abu Laila 1762–1750 The rule of Omar Pasha Al-Saghir The conflict between the Mamluks in Iraq Dawud Pasha ruled 1816– 1831 Sultan Mahmud II and the e	his history and belonging to the homeland, fighting corruption, and training the student to work on transmitting history with objective and scientific honesty.	2	Fifth

		of Mamluk rule in Iraq The growth of European interests in Iraq British East India Company			
		Iraqi states Baghdad, Mosul, Basra		2	Sixth
		Military forces		2	Seventh
		First month exam		2	
		Tribes of Iraq		2	Eighth
		Cities and the most important causes of their decline		2	Ninth
		Conditions of women in the Ottoman era		2	tenth

		Conditions of women in the Ottoman era		2	eleventh
		Modern education in Iraq		2	twelfth
		Economic life		2	thirteenth
		Crafts and industries		2	fourteenth
		Second month exam		2	
		European political influence in Iraq		2	fifteenth
		Religious sects in Iraq		2	sixteenth
		Modern education in Iraq		2	seventeenth
		Schools of religious sects Agriculture		2	eighteenth

		European political influence in Iraq		2	nineteenth
		Competition to plunder Iraqi antiquities		2	The twentieth
		Reforms movement		2	Twenty-one
		امتحان الشهر الثالث Third month exam		2	
		The Ottoman organizations and their impact on Iraq		2	Twenty-second
		Humayun's edict		2	Twenty-third
		Tabu system		2	Twenty-four
		Administrative organizations		2	Twenty-fifth
		The urban reform movement and its civilization		2	Twenty-sixth
		Medhat Pasha's mandate 1869-1872		2	Twenty-seventh

	Fourth month exam	2	
	Military organizations	2	Twenty-eighth
	Iraq under the two-union government 1908-1914	2	Twenty-nine
	A review of the important points in the article	2	thirty
Final exam			
11. Scheduled evaluation			
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.			
First semester exam: 20 marks. Second semester exam: 20 marks. Annual pursuit: 40 marks			
.12. Lectures on the modern history of Iraq, Prof. Dr. Fatima Hussein Salumi, Prof. Haider Ali Tuban.	Required textbooks (methodology, if any(		
.1Four Centuries of Modern Iraqi History, Longcreek,	Main references (sources(		

1941. .2Social glimpses of Iraq's modern history, Dr. Ali Al-Wardi. .3The most important events in the modern history of Iraq Dr. Abdul Rahman Al-Jalili, 1985.	
.1Modern History of Iraq 1258–1918, Enas Saadi Abdullah, 2014	Mainstream recommended books and references (scientific journals, reports(...
Nothing	Electronic Referencing and Simples

4. Modernization in Contemporary Islamic Countries

1. Course Name: Modernization in Contemporary Islamic Countries
2. Course Code 50901304

3. Semester/Year: Annual 2024–2025

4. Date of preparation of this description: 1/10/2024

5. Available forms of attendance: weekly

6. Number of study hours (total)/Number of units (total): Number of daily hours 2 and total 38

7. Name of the course supervisor (if more than one name is mentioned)

Abas_amal77@yahoo.com

Professor's name: Amal Abbas Jabr

Professor's name: Rawafed Jabbar Sharhan

Rwafedalhanawy@gmail.com

Professor's name: Wafaa Abdul Mahdi Al Shammari

Wafaa_33@gmail.com

8 .Course Objectives

• Cognitive objectives of modern and contemporary history, and the history of modernization contemporary Islamic countries Turkey Iran Malaysia Pakistan • Skill objectives The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research and reports), and the student learns about past historical events to explain the reasons for the progress of countries, in addition to using smart electronic means to develop the student's skills in teaching methods • • Emotional objectives Develop the student's ability to bear responsibility during the study and work period, encourage the student to be proud of his history and his belonging to the homeland, fight corruption, and train the student to work on transferring history with objectivity and scientific integrity...	Objectives of the course
9– Teaching and learning strategies	

1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocating a percentage of the grade for extracurricular activities. 5.Managing the practical lecture in a way that makes the 1student feel the importance of organizing time	Strategy
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10 – Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required Learning Outcomes	Hou rs	Week
. 1–Written test– .2Oral tests 2– .3Daily tests	1–Lecture method .2–Video lectures	1– Definition of modernization and explaining the reasons for the difference in its definition 2– Types of modernization	–1Enabling students to acquire and understand modern and contemporary history –2Enabling students to acquire and understand the causes of conflicts and	2	First
				2	Second
				2	Third

3- 4-Reports and seminars	3- Documenta ry films 4- Discussion panels	3- History of Turkey: Introducing the student to the modernization of Turkey since the era of the Ottoman Empire	wars between countries of the world and to identify their results. -3Enabling students to acquire scientific researcher skills and work with them in	2	Fourth
		4- The beginning of the War of Independence	transferring and presenting historical information	2	Fifth
		5- Formation of modern Turkey	.-4Enabling students to learn the skills	2	Sixth
		6- Mustafa Kemal's reforms	of dialogue, discussion, listening to others and accepting their opinions.	2	Seventh
		7- Establishment of the Grand National Assembly	-5Enabling students to have the ability	2	Eighth
		8- Formation of political parties	to issue judgments on past events and to link them and benefit from them in current events.	2	Ninth
		9- Coups in Turkey		2	Tenth
		10- Introducing the student to the modernization of Iran	-6Emotional goals Developing the student's ability to bear responsibility	2	Eleventh
		11- The most prominent reform attempts in the nineteenth century	during the study and work period,	2	Twelfth

		12– Reforms of Mohammad Reza Shah	encouraging the student to be proud of his history and his belonging to the homeland, fighting corruption, and training the student to work on conveying history with objective and scientific integrity	2	Thirteenth
		13– The Islamic Revolution		2	Fourteenth
		14– Changing the form of the political system		2	Fifteenth
		15– Introducing the student to the location of Pakistan		2	Sixteenth
		16– The most prominent president		2	Seventeenth
		17– The situation there since its independence from India		2	Eighteenth
		18– Attempts to reform its situation and establish a constitution		2	Nineteenth
		19– Military coups in Pakistan		2	Twentieth
		20– Introducing the student to the history and location of Indonesia		2	Twentieth
		21– Its most prominent president		2	Twentieth
		22– And modernization attempts		2	Twenty-first

		there			
		23– Indonesia's independence		2	Twenty–second
		24– Establishing a new constitution and improving the situation Economic		2	Twenty–third
		25– Introducing the student to the history of Malaysia and its geographical location		2	Twenty–fourth
		26– How reform attempts emerged in it under the leadership of Mahathir Mohamad		2	Twenty–fifth
		27– Modernization attempts in Malaysia		2	Twenty–sixth
		28– The beginning of the economic renaissance in Malaysia		2	Twenty–seventh
		29– Reforming social conditions		2	Twenty–eighth

			eighth
	30– The nature of the ruling system in Malaysia	2	Twenty–ninth
		2	Thirtieth
		2	First
		2	Second

الامتحان النهائي

-11 Course Evaluation

	30 / for each 15 chapters	F1/Sh1– December/Sh2– January	Four monthly exams / two per semester	Midterm Exams	
		F2/Sh1– March/Sh2– April			

	10 / for each 5 chapters	F1/January	Two / one per semester	Daily Exams	
		F2/May			
	40 + 60 (final) = 100	Beginning of May	Discussion sessions	Report Discussion	
12 .Learning and teaching resources					
1– Amal Abbas Jabr and Wafaa Abdul Mahdi: Book of Modernization of Contemporary Islamic States			Required textbooks (methodology if any)		
mal Abbas Jabr: The Islamic Revolution in Iran			Main references (sources)		
Muhyiddin Muhammad Qasim: Indonesia from Independence to the Dangers of Disintegration –3Abdul Hafiz Al–Sawi: Reading in the Malaysian Development Experience Mahmoud Shaker: Pakistan Muhammad Asad Shihab: Pages from the History of Indonesia			Prevailing books and references recommended (scientific journals, reports...)		
None			Electronic references, Internet sites		

5. History of Europe in the 19th century

1. Course Title: History of Europe in the 19th century

2. Course Code: 50901305

3. Semester/Year: Yearly 2024–2025

4. Date of preparation of this description: 1/10/2024

5. Available attendance forms: weekly

6. Number of credit hours (total) / number of units (total): 8 and 38 hours per day

7. Course administrator's name (if more than one name)	
Name: Prof. Dr. Haider Shaker Khamis Email: haydarkhamees2017@gmail.com	
8. Course Objectives	
• Cognitive objectives of modern history, the history of Europe in the 19th century and the causes conflicts and wars between the major European countries. • Skill objectives: The student acquires the skills of a scientific researcher and works on transferring a presenting historical information (research and reports), and the student learns about past historical even in addition to using smart electronic means to develop the student's skills in teaching methods. • Emotional objectives: Developing the student's ability to bear responsibility during the study and w period, and training the student to work on transferring history with objective and scientific integrity.	Course Objectives
9. Teaching and learning strategies	
Using modern strategies in teaching (cognitive and metacognitive strategies.(.Using modern educational models in teaching. .Assigning the student some activities and homework, including practical reports, and presenting them to	1

his colleagues in the lecture.					
.Allocating a percentage of the grade for extracurricular activities.					
Managing the practical lecture in a way that makes the student feel the importance of organizing time					
10. Course Structure					
Evaluation method	Learning method	Required learning outcomes	Name of the unit or topic	Weeks	Week
1.Written Exams 2.Oral Exams 3.Daily Tests 4.Reports and Seminars	1. How to give lectures 2. Video lectures 3. Documentaries 4. Seminars	➤ Cognitive objectives of modern history, and the causes of conflicts and wars between major European countries	France from the Revolution to the Coronation of Napoleon	3	First
			Acts of the National and Legislative Assembly 1791	3	Second
		➤ 2.Skill objectives: The student acquires the skills of a scientific researcher and works on transferring	Battle of the Nations Leipzig and the Fall of Napoleon	3	Third
			Continental Blockade and Battle of Waterloo	3	Fourth

		and presenting historical information (research and reports), and the student learns about past historical events to show the heroism and civilizations of peoples, in addition to using smart electronic means to develop the student's skills in teaching methods. ➤ 3.Emotional objectives: Developing the student's ability to bear responsibility during the study period and working to convey history with objective and scientific	Austrian Foreign Policy 1809–1848	3	Fifth
			Crimean War, Battle of the Alma 1854 and its results	3	Sixth
			First month exam	3	Seventh
			The Congress of Vienna 1814, its objectives, decisions and results	Eighth	
			European Industrial Revolution 1830–1870	3	Ninth
			European revolutions 1848	3	Tenth
			Britain during the Victorian era 1837	3	Eleventh
			British parties Liberal and Conservative	3	Twelfth
			The Irish Affair of 1801	3	Thirteenth
			Second Treaty of Paris 1815	3	Fourteenth
			British Policy towards India 1853		
			Second month exam	3	

		integrity			Fifteenth
			Achieving Italian Unity	3	□ Sixteenth
			Prussia and its role in achieving German unity	3	□ Seventeenth
			Austrian interests in the German states	3	□ Eighteenth
			German unification led by Prussia in 1871	3	□ Nineteenth
			Third French Republic	3	□ Twentieth
			New political systems in France	3	□ Twenty-first
			Third month exam	3	□ Twenty-second
			Balkan countries from revolution to independence	3	Twenty-third

				third
			European Alliances 1870–1914	3 □ □ Twenty–fourth
			Dual alliance between Austria and Germany 18	3 □ Twen–fifth
				3 □ Twen–sixth
			German–Russian Treaty of Guarantee 1887	3 □ Twen–seventh
			Crises and wars in the early twentieth century	3 □ Twen–eighth
			Fourth month exam	□ Twen–ninth
Final Exam				

11. Course Evaluation	
First Semester Exam 20 Marks Second Semester Exam 20 Degrees Annual Pursuit 40 Degrees Activities & Tests Daily and Monthly Exams and Daily Preparation Final Exam 60 Marks	
12. Learning and Teaching Resources	
Carlton Hayes, European History from the Renaissance to World War I	Required textbooks (methodology, if any)
1. Dr. Muhammad Muhammad Salih Encyclopedia of Modern and Contemporary European History Dr. Mufid Al-Zaidi 2. Dr. Muhammad Muhammad Salih History of Europe 3. Muhammad Asfour Salman, History of Europe from the French Revolution to World War I 1789–1914	Key references (sources)
NO	Electronic References, Websites

6. Philosophy of History

1. Course Name:
Philosophy of History
2. Course Code: 50901306
3. Semester / Year:
annual / 2024–2025
4. Description Preparation Date:
1/10/2024
5. Available Attendance Forms:
Forms Weekly
6. Number of Credit Hours (Total) / Number of Units (Total)

(Total) 2 hours per week / 36 hours per semester

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

Name: 1– Prof. Dr. Haider Shaker Ubaid Al–Sultani

2– Prof. Assistant Dr. Qasim Khulaif Al– Ugaili

Email: dr.haider.alsultani@gmail.com

8. Course Objectives

Course
Objectives

- Enabling Students to study the differences between critical philosophy and cumulative philosophy, the trends and developments of each, and the cognitive addition that the two philosophies have gained during their development throughout the historical ages.
- Study the philosophical theories that have explained the movement of history and its paths. Enable the student to acquire research skills
- Training students to use modern teaching methods
- Training students to prepare research and reports related
- the historical material and linking historical events Student's emotional objectives
- Developing students' sense of responsibility

	• Teaching students honesty and objectivity in presenting facts • Teaching students to manage time and respect lectures.....				
9. Teaching and Learning Strategies					
Strategy	Preparing teaching methods based on understanding the historical material related to the history philosophy of history, through academic achievement and using evaluation exams to know the extent of the student's comprehension of the material and understanding the philosophy of history and learning about the civilizations of peoples and nations and giving research reports to comprehend the material and learn about historical sources Using new methods in education and teaching cognitive and non-cognitive Using modern models in education and assigning students some extracurricular activities Spreading the spirit of cooperation among students and learning time management and students discussing with each other the scientific material from reports and research related to history and the course of events				
10. Course Structure					
We	Hours	Required	Unit or subject name	Learning method	Evaluation method

ek		Learning Outcomes			
	First	2 hours	Chapter One	Presentation and discussion	Asking questions and grading daily
		2 hours	The Development of the Concept of History and the Meanings of the Term	Daily preparation	Historical scientific discussion
	Second	2 hours	Critical Philosophy: Historical Development	Posting questions to students and encouraging daily participation	
		2 hours	Tarmelian Philosophy: Historical Development	====	Daily preparation and grading
		2 hours	Motives and Drivers of Interest in Contemplative and Critical Philosophy	Paper exam	Cos exam
		2 hours	?????	Method of asking questions and discussing	Daily exam and preparation
		2 hours	Chapter Two: Early Philosophy of History	Presentation and discussion	Preparing reports
				Posting questions and answers	Exam and homework

		2 hours	History and Its Interpretation	Explanation	
			Mythical Visions		
		2 hours	The First Theories in Interpreting History	Discussion	
		2 hours			
	Third	2 hours	Chapter Three: The Major Heavenly Religions and the Interpretation of History		
			First: The Religious Interpretation of History		
		2 hours	among Jews		
	Fourth	2 hours	Second: The Religious Interpretation of History		
		2 hours	among Christians		
		2 hours	Third: The Religious Interpretation of History		
	Fifth	2 hours	among Muslims		
					Monthly exam

		2 hours	Chapter Four: Interpretation the Movement of History...		
		2 hours	Philosophical Factors and Visions		
	Sixth	2 hours	First: The Geographical Factor		
		2 hours	Second: The Heroic Factor		
			Third: The Ideal Interpretation		
		2 hours	Fourth: The Material Interpretation		
		2 hours			
			Chapter Five: Philosophy of History... Selected Theories		
	Seventh	2 hours	First: Ibn Khaldin's Theory		
		2 hours	Second: Baptista Vico's Theory		

		2 hours	Third: Spengler's Theory Fourth: Toynbee's Theory		
	Eighth	2 hours			
		2 hours			
	Ninth	2 hours			
		2 hours			
		2 hours			
		2 hours			

	Ten	2 hours			
	Eleventh	2 hours			
	Twelfth				
	Thirteen				

	Fourteenth				
	h				
	Fourteenth				
	h				
	Fifteenth				
	Fifteenth				

	Sixteenth				
	Seventeenth				
	Eighteenth				
	Nineteenth				
	Twentieth				

Twenty-first				
Twenty-second and twenty-third				
Twenty-fourth				
Twenty-fifth and Twenty-				

	sixth				
	Twenty- eighth a				
	Twenty- nineteen				

	Thirtieth				
11. Course Evaluation					
D 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. The final grade of 100 is divided into: Annual effort 40 and final exam 60 points Effort is divided into monthly exams for each semester, two or more exams. Exam grade is out of 10 points Daily exam is 5 points Daily participation and preparation 5 points Research or report 5 points Attendance and non-absence 5 points, then divided over the two semesters, so that the effort is out of 40					
12. Learning and Teaching Resources					
Required textbooks (curriculum books, if any)			Sources Abdul Rahman Ibn Khaldun, Introduction to Ibn Khaldun, Dar Ihya al-Turath, Beirut (n.d.)		

	Oswald Spengler, The Decline of Western Civilization, translated by Ahmed Shaibani, 1 part, Dar al-Muthanna, Baghdad, 2000. Arnold Toynbee, A Brief Study of History, Vol. 1, translated by Fouad Muhammad Shabl, 1st ed., Printing Press of the Committee for Authorship and Publication, Cairo, 1960.
Main references (sources)	References Abdullah al-Aroui, The Concept of History, 2 parts, Arab Cultural Center, Beirut, 2000. Ahmed Mahmoud Subhi, In the Philosophy of History, University of Qar Yur, Benghazi, 1989. Jamil Musa al-Najjar, Philosophy of History, Lebanon, 2016.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

7. The current and contemporary history of Asia

1. Course Name: The current and contemporary history of Asia
2. Course Code: 50901307
3. Semester / Year: 2024–2025
4. Description Preparation Date: 2024/10/1
5. Available Attendance Forms: weekly
6. Number of Credit Hours (Total) / Number of Units (Total) 8 hours –38 units per month

7. Course administrator's name (mention all, if more than one name)	
Name: Email: Dr.safaa75@yhoo.com essamalfile@gmail.com hind_ali79@yahoo.com	
8. Course Objectives	
Course Objectives	• Introducing the student to the history of Asia • Getting to know the most important political systems and the history of these countries and the effect of the two global poles, the United States of America and the Soviet Union, on the region as a whole....
9. Teaching and Learning Strategies	
Strategy	1- Comprehension and understanding of the material with regard to the required vocabulary 2-Using maps 3- Use a tablet and pen

	4– Preparing illustrative means				
	5– Preparing brief reports on some topics				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Through daily tests, quarterly exams, discussions, reports and research	Use maps To clarify the path Topic and vocabulary Coursework with questions	Asian history	Preparing reports and research Mapping And graphic shapes Fetch data And modern statistics	3hours per week	5weeks
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 20 first semester (2 monthly exams) and 20 second semester (2 monthly exams) with 60 final exams.					

12. Learning and Teaching Resources	
Required textbooks (curricular books, any)	Various different books that talk about the modern history of Asia, in addition theses, university theses, and American documents.
Main references (sources)	Various different books that talk about the modern history of Asia, in addition theses, university theses, and American documents.
Recommended books and references (scientific journals, reports...)	Journal of International Politics with research by specialists in Asia
Electronic References, Websites	https://history.state.gov/historicaldocuments

8.English languageHeadway3rd stage

1. Course name:English languageHeadway3rd stage
2. Course code:5090130 8

3. Semester/Year: Annual2024–2025	
4. Date this description was prepared: 1/10/2024	
5. Available attendance forms: weekly	
6. Number of study hours (total) / Number of units (total):1 hours /2Oneat(monthly)	
7. Name of the course administrator (if more than one name is mentioned)	
Mr. Fadi Mantaz Yousef Mikha, President fadimuntaz@uomustansiriyah.edu.iq M.M. Aya Fleih Hassan	
8. Course objectives	
Teaching the student the basics of the English language and its grammar	Subject objectives

9. Teaching and learning strategies					
2. Using modern strategies in teaching (cognitive and metacognitive strategies). 3. Using modern educational models in teaching. 4. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 5. Allocate a percentage of the grade to extracurricular activities. Managing the practical lecture in a way that makes the student feel the importance of time management				Strategy	
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars	1. Lecture method 2. Video lectures	English language basics	Explanation and explanation of auxiliary verbs and their rules	1	the first
				1	the second

	3Discussi on sessions.	Tenses (Present Simple and Continuous)	Distinguishing between tenses and their use	1	the third
		Passive voice		1	Fourth
			Learn how to change the active voice to the passive voice.	1	Fifth
		External parts		1	Sixth
		Simple past passive	How to solve external parts	1	Seventh
				1	
		Verb patterns in English	Use of the past tense	1	The eighth
		First semester exam		1	Ninth
		Harassment	Introducing types of verbs	1	Tenth
		Synonyms		1	Eleventh
		Prepositions		1	Twelfth
		Prepositions		1	Thirteenth
		Question tools		1	Fourteenth
		Question tools		1	

		Present perfect passive voice		1	fifteenth
		Present perfect passive voice		1	Sixteenth
		Countable and uncountable		1	seventeenth
		Countable and uncountable		1	eighteenth
		IfThe policewoman		1	nineteenth
		IfThe policewoman		1	Twenty
		IfThe policewoman		1	Twenty one
		Model actions		1	
		Model actions		1	Twenty-second
		Model actions		1	Twenty-third
		Second semester exam		1	twenty-fourth
		Solve matching questions		1	Twenty-fifth
		Future tense		1	Twenty-sixth
		Future tense		1	twenty-seventh
		Make-up exam		1	

	Attributes	1	Twenty-eighth
	External parts	1	twenty-ninth
	review	1	Thirty

Final Exam

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 and written exams, reports, etc.

First semester exam 10 semester exam grade 10 Classroom behavior for classes 20 Annual pursuit degree 40 degrees

Activities and tests Daily and monthly exams and daily preparation Final exam 60 marks

12. Learning and teaching resources

Headway	Required textbooks (methodology if any)
Headway	Main References (Sources)
Nothing	Recommended mainstream books and references (scientific

	journals, reports...)
Chat GPT & YouTube	Electronic references, websites

9. Curricula and Teaching

1. Course Name: Curricula and Teaching Methods .1
2. Course Code : 50901309
3. Semester / Year: 2024-2025
4. Date this description was prepared: 1/10/2024
5. Available attendance : forms weekly
6. (Number of study hours (total) / Number of units (total): 8 hours / 38 Unit (monthly

7. (administrator (if more than one name is mentioned Name of the course	
Name: Asst. Prof. Dr. Rana Hassib Emailmailto:ranamaeah@gmail.com	
Name: A.M. Balqis Jabbar Abdul Wahab Email balqass.j1976@uomustansiriyah.edu.iq	
8. Course objectiv	
The subject of curricula and teaching methods is one of the most important subjects because it provides students with information about the curricula. It is the general framework for education lues, behavioral patterns, skills according to which students are qualified with the necessary va and knowledge. In addition, teaching methods were and still are of special importance to the teaching process. Therefore, it is very necessary to learn about general and specific teaching . of any effective teaching methods because they are the focus	Subject objectives
9. Teaching and learning strategies	
1. .(Using modern strategies in teaching (cognitive and metacognitive strategies 2. .Using modern educational models in teaching 3. including practical reports, and ,Assigning the student some activities and homework .presenting them to his colleagues in the lecture 4. .Allocate a percentage of the grade to extracurricular activities	Strategy

Managing the practical lecture in a way that makes the student feel the importance of time management					
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Written tests .1 Oral tests .2 Daily tests .3 Reports .4 and seminars	.1 Lecture method	language –The concept of curriculum importance its –	- Understanding Curricula and Teaching Methods - The student learns about the most important curricula, their types, and the prevailing ones in our .schools	2	the first
		Curriculum construction foundations: philosophical, psychological		2	the second
	.2 Video lectures	Curriculum design		2	the third
		Design of separate subjects curriculum		2	Fourth
	.3 Documentary films	Design of coherent curriculum		2	Fifth
		of the Design of the curriculum (subjects (activity		2	Sixth
		The axial approach		2	Seventh

	Discussion sessions	The traditional concept of methodology and the modern concept	- Learn about the latest teaching methods, techniques and strategies that help increase .motivation to learn - Understand and comprehend the material in terms of the required vocabulary	2	
		Cognitive and social		2	The eighth
		Curriculum organization		2	Ninth
		Proponents and opponents of the separate subjects approach		2	tenth
		Supporters and opponents of the connected materials approach		2	eleventh
		John Dewey's activity approach		2	twelfth
		Comparison between the four types of curricula		2	thirteenth
		semester First exam in the first		2	fourteenth
		Curriculum development strategies		2	Monthly exam
		Curriculum development principles		2	fifteenth
		curriculum Components of the modern		2	Sixteenth

		Behavioral objectives		2	seventeenth
		Content		2	eighteenth
		textbook		2	nineteenth
		Curriculum development and factors that led to curriculum development		2	Twenty
		Curriculum development steps		2	Twenty one
		Development methods and obstacles		2	–Twenty second
		Educational objectives		2	Monthly exam
		Goal levels		2	third–Twenty
		Content organization		2	fourth–twenty
		Characteristics and functions of the textbook		2	fifth–Twenty
		Curriculum –Evaluation concept evaluation			

		Curriculum evaluation tools The concept of teaching methods in language and in the educational field		2	sixth–Twenty
		Characteristics of a good teaching method The importance of teaching methods and their classification		2	–twenty seventh
		Curriculum –Evaluation concept evaluation Curriculum evaluation tools The concept of teaching methods in language and in the educational field		2	Monthly exam
		Types of teaching plans objectives –concept –Active learning importance – Active learning methods and its various modern strategies		2	–Twenty eighth

	Brainstorming and its importance Independent learning and its importance Asking questions, questions asked by the teacher	2	ninth–twenty
	Active learning applications in university Review of lessons	2	thirty
Final Exam			
11. Course Evaluation			
to the tasks assigned to the student, such as daily preparation, daily, oral, The grade is distributed out of 100 according .monthly and written exams, reports, etc Second semester exam 20 points Annual pursuit 40 points First semester exam 20 marks daily preparation Final exam 60 marks Activities and tests Daily and monthly exams and			
12. Learning and teaching resources			
Fundamentals of the curriculum and its organizations: Muhammad Izza		(Required textbooks (methodology if any	

Abdul Mawgoud and others	
foundations, organizations and evaluation of their Curricula, their impact: Abdel Latif Fouad Ibrahim	(Main References (Sources
General teaching methods and skills of implementing and planning the Rahman Abdul Salam Jalil teaching process: Abdul Studies in general curricula and methods: Saleh Diab Hindi and Hesham Amer Effective Teaching: Izzat Jaradat	Recommended mainstream books and references (...scientific journals, reports)
nothing	Electronic references, websites

10. Psychological counseling

1. Course Name: Psychological counseling / It is a psychological service provided by a counselor specialized in the field psychology in order to help the individual understand himself and his problems.
2. Course Code: 509013010

3. Semester / Year:2024 – 2023	
4. Description Preparation Date:1– 10 –2024	
5. Available Attendance Forms: weekly attending	
6. Number of Credit Hours (2) / Number of Units (4)	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Professor Ballura Abdel Karim Aloun	
8. Course Objectives	
Course Objectives	Objectives of the study material:

	• 1– Identify the concept of psychological counselling • 2–Learn about psychological counseling methods • 3– Identify ways to prevent psychological problems • 4– Identify a number of guiding techniques				
9. Teaching and Learning Strategies					
Strategy	Using modern educational methods in teaching and models in application in reality 2– Assigning the student to some activities, including reports, and presenting them to the students Teaching students many techniques that enable them to apply and interact in society correctly				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	Cognitive objectives: 1– Gain experience in diagnosing problems	Definition of psychological counselling	Method of giving the lecture to the students, discussion, and	Method of open and closed questions, written and oral
the second	2		Objectives of psychological counseling		
the third	2				
Fourth	2				

Fifth	2	2– Identify important	Psychological counseling	assignment	
Sixth	2	methods in psychological	curricula	Advance preparation	
Seventh	2	counselling	General principles in	and dialogue	
Eighth	2	3– Gaining experience in	psychological counselling		
Ninth	2	early diagnosis	The importance of		
tenth	2		psychological guidance		
eleventh	2		The relationship between		
twelfth	2		counseling and other sciences		
thirteenth	2		Psychological counseling		
fourteenth	2		methods		
fifteenth	2		Direct guidance		
sixteenth	2		Indirect guidance		
seventeenth	2		Individual guidance		
eighteenth	2		Group counseling		
nineteenth	2		The difference between direct		
The	2		and indirect guidance		
twentieth	2		Foundations of psychological		

Twenty-d	2		counselling		
XXII	2		The role of the counselor in		
XXIII	2		the school		
24th	2		Psychological counseling		
25th	2		theories		
26 th	2		First month exam for the first		
	2		semester		
	2		Mental health		
			The importance of mental		
			health		
			Mental health standards		
			Standards of equality		
			Mental health standards		
			Second month exam for the		
			second semester		
			Study and review of the		
			material		

11. Course Evaluation

1. Using modern educational methods in teaching and models in application in reality
2. 2– Assigning the student to some activities, including reports, and presenting them to the students
3. 3– Teaching students many techniques that enable them to apply and deal in

12. Learning and teaching resources

Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Fourth stage

1. History of Islamic states and emirates in the Levant and the Maghreb

1. Course nam :Levant and the Maghre History of Islamic states and emirates in the
2. Course Code :50901401
3. Semester/Year : 2024–2025
4. Description Preparation Date:1– 10 –2024
5. Available Attendance Forms: weekly attending
6. (monthly) Number of study hours (total) / Number of units (total): 8 hours / 38 units

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

Dr. Suhad Khazal :Email suhaddhiya88@gmail.com
 dr.khalidah Hammood salman__ :Email dr.kalidah74@uomustansiriyah.edu.iq
 M.D. Entha Khaled Hamid Email: etihaa1976@gmail.com

8. Course objectives

- | | Subject objectives |
|--|--------------------|
| <ul style="list-style-type: none"> • emirates in the Cognitive objectives of Islamic history, and the history of Islamic states and Levant and the Maghreb. Presentation of the emirates that appeared in the Levant, Egypt, the Levant, the Maghreb, and Andalusia, and the most important factors that helped in their .rise and then their fall • nts to acquire scientific thinking skills, critical thinking and Training stude : Skill objectives analytical thinking in order to employ them in the science of history . In addition, training an skills in preparing and constructing examination tests and enabling students to acquire .ds of correcting themmetho • Training students to work honestly and objectively in conveying and :Affective objectives presenting historical and scientific information and enhancing students' sense of pride in the | |

.history					
9. Teaching and learning strategies					
. The inductive method –1 .Use PowerPoint lectures –2 .Using screens and smart boards to display scientific material –3 .Reports and projects –4 .Oral discussions –5 and extracurricular assignments					Strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	learning outcomes Required	Watches	The week
Written .1 tests Oral tests .2	.1 Method of delivery	Emirates of the Levant: A Historical he Establishment of Overview of t States in the Islamic Levant, Islamic Emirates in the Levant	The cognitive objectives of .1 Islamic history, the history of the eastern and western emirates, the Levant, Egypt, the causes of conflicts and	2	the first
				2	the second

	-2 Question	(AH 259–Tahirid Emirate (205 (AH 290–The Safarid Emirate (254	and the ,wars between them .spread of Islam in Africa		
	s and	(AH 389–The Samanid Emirate (261	Skill objectives: The student	2	the third
	answers	–The Zaidi Emirate (384	acquires the skills of a scienti	2	Fourth
	by the	(AH 432–Ziyari Emirate (316	researcher and works on	2	Fifth
	student	(AH 582–Ghaznavid Emirate (367	transferring and presenting	2	Sixth
	in the	(AH 628–Algorithm (568	historical information (research	2	Seventh
	lectures	month exam First	and reports), and the student	2	
	Video .3	Emirates of Morocco: The geographical	learns about past historical	2	
	lectures	and social environment of the Maghreb countries/ The spread of Islam in the Maghreb countries	o show the heroism events t and civilizations of peoples, in addition to using smart electronic means to develop	2	The eighth
		Islamic states and emirates in the Maghreb Madarari Emirate	the student’s skills in teaching .methods Emotional objectives: .3	2	Ninth

		Emirate Rustamid	Developing the student's ability to bear responsibility during the period, study and work period, encouraging the student to be proud of his history and his belonging to the country, fighting corruption, and training the student to work on conveying history with objectivity and scientific integrity	2	tenth
		The Idrisid Emirate		2	eleventh
		Aghlabid Emirate		2	twelfth
		Almoravid Emirate		2	thirteenth
		Almohad emirate		2	fourteenth
		Second month exam		2	
		-Rahman al-The Emirate of Abd al Nasir and his relationship with the (Caliphate (316 AH		2	fifteenth
		The most prominent caliphs of Morocco			
		The stage of weakness of sectarian states, the era of sects		2	Sixteenth
		The era of sects: a study of the political conditions between the emirates of Morocco and Andalusia.		2	seventeenth
		The Age of Sects: A Study of Social,		2	eighteenth

		Economic and Cultural Conditions			
		Political, military and cultural relations between the Emirates of Morocco and Andalusia.		2	nineteenth
		Military relations between the Emirates of Morocco and Andalusia		2	Twenty
		Cultural relations between the Emirates of Morocco and Andalusia		2	Twenty one
		Third month exam		2	
		Third month exam			
		Islamic countries in Egypt and the Levant		2	second-Twenty
		Hamdaniya-Al			
		Tulunidism		2	third-Twenty
		The Ikhshidiya		2	fourth-twenty
		Fatimid		2	fifth-Twenty
		Ayyubid		2	sixth-Twenty
		The Atabegs		2	seventh-twenty

		Fourth month exam	2	
		Saharan –The spread of Islam in sub Africa	2	eighth–Twenty
		Africa The most important kingdoms in Saharan Africa–and sub	2	ninth–twenty
		The most important trade routes	2	thirty
Final Exam				
11. Course Evaluatio				
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, .exams, reports, etc monthly and written Annual effort First semester exam 20 marks Second semester exam 20 marks + daily = tests score 40 Final exam 60 marks				
12. teaching resources Learning and				
Suhad Khazal Najib, History of Islamic States and Emirates, Baghdad (Required textbooks (methodology if any				

.2019 –	
1– Din Abdel Raouf Independent States in the Islamic –Dr. Essam Abbasid Era until the Mongol East from the Beginning of the Invasion Cairo University 1999 AD 2– Dr. Afef Sabra and Dr. Najwa Kira History of Independent States in the Islamic East Mansoura University 3– Khazai Lectures on the –Reda Hadi Abbas and Dr. Karim Ati A usiaHistory of Morocco and Andal	(Main References (Sources
1– Sharif The –Hassan Ahmed Mahmoud and Ahmed Ibrahim Al Dr. Omar Saleh History of –Islamic World in the Abbasid Era 2 Islam in Africa and Southeast Asia	Recommended mainstream books and references (...scientific journals, reports)
nothing	references, websites Electronic

2. Ahlul Bayt, peace be upon them

1. Course name: Ahlul Bayt, peace be upon them
2. Course code:50901402
3. Semester/Year: Annual 2023–2024
4. Date of preparation of this description: 1/10/2024
5. Available attendance forms: weekly
6. Number of study hours (total): 8 hours / Number of units (total): 38 units per month
7. Name of the course supervisor (if more than one name is mentioned): Dr. Hakam Lafta Sakr/Email

dhkmhlft@gmail.com

8. Course objectives

Objectives of the course:

- Cognitive objectives of Islamic history and the history of the Ahl al-Bayt, peace be upon them, and skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research and reports), and the student learns about past historical events to show the heroism and civilizations of peoples, in addition to using smart electronic means to develop the student's skills in teaching methods.
- Emotional objectives: Developing the student's ability to bear responsibility during the study and work period, encouraging the student to be proud of his history and his belonging to the homeland, fighting corruption, and training the student to work on transferring history with objective and scientific integrity.

9. Teaching and learning strategies

Strategy	1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting
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	them to his colleagues in the lecture.				
	4. Allocating a percentage of the grade for extracurricular activities.				
	Managing the practical lecture in a way that makes the student feel the importance of organizing time				
10. Course Structure					
The week	hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
First	2	Required learning	Introduction to Ahlul	1. Lecture	1. Written tests 2. Oral tests 3. Daily tests 4. Reports
Second	2	outcomes	Bayt (AS)	method	
Third	2	Cognitive objectives of	Lady Fatima al–	2. Video	
Fourth	2	Islamic history, and the	Zahra (AS)	lectures	
Fifth	2	history of the Ahl al–	Imam Ali ibn Abi	3.	
Sixth	2	Bayt, peace be upon	Talib (AS)	Document	
Seventh	2	them	First month exam /	ary films	
Eighth	2	Skill objectives: The	First semester	4.	
Ninth	2	student acquires the		Discussion	
Tenth	2	skills of a scientific	Imam Hassan ibn Ali	panels	

Eleventh	2	researcher and works	(AS)		
Twelfth	2	on transferring and	Imam Hussein ibn		
Thirteenth	2	presenting historical	Ali (AS)		
Fourteenth	2	information (research	Results of the		
Fifteenth	2	and reports), and the	Husseini Revolution		
Sixteenth	2	student learns about	Second month exam		
Seventeenth	2	past historical events to	/ Second semester		
Eighteenth	2	show the heroism and	Imam Ali ibn al-		
Nineteenth	2	civilizations of peoples,	Hussein (AS)		
Twentieth	2	in addition to using	Imam Muhammad		
Twenty-One	2	smart electronic means	al-Baqir (AS)		
Twenty-Second	2	to develop the student's	The political aspect		
Twenty-Third	2	skills in teaching	in the life of Imam		
Twenty-Fourth	2	methods.	al-Baqir (AS)		
Twenty-Fifth	2		Third month exam /		
Twenty-Sixth		Emotional objectives:	Third semester		
Twenty-Seventh	2	Developing the	Imam Ja'far al-		

Twenty-Eighth	2	student's ability to bear	Sadiq (AS)		
Twenty-Nineteenth	2	responsibility during the	Political positions of		
	2	study and work period,	Imam Ja'far al-		
Thirtieth	2	encouraging the student	Sadiq (AS)		
		to be proud of his	Imam Musa al-		
	2	history and his	Kadhim (AS)		
	2	belonging to the	Fourth month exam		
	2	homeland, fighting	/ Fourth semester		
	2	corruption, and training	Mid-year vacation		
	2	the student to work on	Imam Ali ibn Musa		
	2	transferring history with	al-Rida (AS)		
	22	objective and scientific			
	2	integrity	Imam Muhammad		
	2		al-Jawad (AS)		
	2				
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 and written exams, reports, etc.

First semester exam 20 points

Second semester exam 20 points

Annual effort 40 points

Activities and tests Daily and monthly exams and daily preparation

Final exam 60 points

12. Learning and teaching resources

Required textbooks (methodology if any)	A Brief Biography of the People of the House, written by Dr. Hekmat Lafta, 2017
Main References (Sources)	1- Al-Tabari, History of the Prophets and Kings, Vol. 2, p. 213 2- Al-Bukhari, Sahih Al-Bukhari, Vol. 5, p. 119
Recommended mainstream books and references (scientific journals, reports...)	1- Sheikh Al-Mufid Al-Irshad, p. 30 2- Ibn Al-Sabbagh, Important Chapters, p. 167
Electronic references, websites	Nothing

3. History of contemporary Arab countries

1. Course Name:

History of contemporary Arab countries

2. Course Code:

50901403

3. Semester/Year:

Annual 2024–2025

4. Date of preparation of this description:

2/10/2024

5. Available forms of attendance:

Weekly

6. Number of study hours (total)/Number of units (total):

6 hours / 24 units (monthly)

7. Name of the course supervisor (if more than one name is mentioned)

Name: Prof. Dr. Abdul Jalil Muzail Binian

Email: @ abd_jeal uomustansiriyah.edu.iq

Name: Prof. Dr. Saad Mohsen Abd

371 Email: dr.saad19742015@uomustansiriyah.edu.iq

Name: Asst. M. Dr. Sudad Abdul Hussein Sabti

Email: dr.sudadalrubiae@uomustansiriyah.edu.iq

8. Course Objectives

Subject objectives	1– – Cognitive objectives of the history of contemporary Arab countries and introducing the student to the liberation movements and political and social systems of Arab countries. 2– – Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research and reports). The student learns about the historical past events of the Arab peoples, in addition to using electronic means. 3– – Emotional objectives: Developing the student's ability to bear responsibility during the study period, working to encourage the student to be proud of his history and his belonging to the country, and training the student to work on conveying history with objective and scientific honesty.
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9. Teaching and learning strategies

Strategy	1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture.
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	4. Allocating a percentage of the grade for extracurricular activities. 5. Managing the practical lecture in a way that makes the student feel the importance of organizing time
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10.Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
Second	3	➤ – Cognitive objectives of the history of contemporary Arab countries and introducing the student to the liberation movements and political and social systems of Arab countries. ➤ Skill objectives: The student acquires the skills of a scientific researcher and works on	– The Federal Government and its policy towards the Arab countries	1. Lecture method 2. Video lectures 3.Documentary films 4. Discussion panels	1. Written tests 2. Oral tests 3. Daily tests 4. Reports and seminars
Third	3		– Arab countries in the face of French and British ambitions		
Fourth	3		– The Arab government in Damascus		
Fifth	3		The Great Arab Revolt		
Sixth	3		– Political developments in Syria and Lebanon (1920–1958)		

Seventh	3	transferring and presenting historical information (research and reports), and the student learns about past historical events to explain the modern history of the Arab countries, in addition to using smart electronic means to develop the student's skills in teaching methods. ➤ Emotional objectives: Developing the student's ability to bear responsibility during the study and work period, encouraging the student to be proud of the history of his nation and his belonging to it, fighting corruption, and training	– Political developments in Syria (1954–1970)		
Eighth	3		– French–Syrian–Lebanese treaties		
Ninth	3		– Lebanese Civil War (1975–1989)		
Tenth	3		– Political developments in Jordan		
Eleventh	3		– British–Jordanian Treaties		
Twelfth	3		– Political developments in Jordan (1953–1970)		
Thirteenth	3		French colonialism in Tunisia		
Fourteenth	3		– The activity of the national movement in Tunisia		
Fifteenth	3		Tunisia during the era of Habib Bourguiba (1956–1987)		

Sixteenth	3	the student to work on conveying history with objective and scientific integrity.	– Italian colonialism in Libya		
Seventeenth	3		– The activity of the national movement in Libya and the revolution of Omar Al-Mukhtar		
Eighteenth	3		– Internal political developments in Egypt (1914–1936)		
Nineteenth	3		– Egypt's situation until 1952		
Twentieth	3		– The July 1952 Revolution and its repercussions on the internal situation		
Twenty–One	3		– Political developments in Sudan (1924–1956)		
Twenty–Two	3		– Military rule in Sudan and the southern issue		
Twenty–Third	3		– The National Movement in Algeria (1918–1939)		

Twenty– Fourth	3		Algeria after independence until 197		
Twenty– Fifth	3		– The beginnings of the consecration of the French and Spanish presence in Morocco		
Twenty– Sixth	3		– The activity of the national movement in Morocco until 1956		
Twenty– Seventh	3		– The Kingdom of Morocco Independence in the era of independence		
Twenty– Eighth	3		The Zionist Organization and its role in encouraging Jewish immigration		
Twenty– Nineteenth	3		Palestine under the British Mandate and the position of the national movement		
Thirtieth	3		– Palestine and the Arab–Israeli War (1948, 1967, 1973)		

11. Course Evaluation

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

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

First semester exam 20 points Second semester exam 20 points Annual effort 40 points

Activities and tests Daily and monthly exams and daily preparation Final exam 60 points

12. Learning and teaching resources

Required textbooks (methodology if any)	History of Contemporary Arab Countries (1908–1995) Dr. Sabah Mahdi Ramidh
Main References (Sources)	Ibrahim Khalil Ahmed, History of the Contemporary Arab Homeland Zahia Qaddoura, Modern Arab History Salah Al-Akkad, Contemporary Arab East Salah Al-Akkad, Arab Maghreb Abdul Rahim Abdul Rahman, Modern and Contemporary Arab History Ali Al-Mahjoubi, Modern and Contemporary Arab World – Omar Abdul Aziz Omar, Studies in Contemporary Arab History

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

4. Contemporary World History – for fourth–year students

1. Course Name: Contemporary World History – for fourth–year students
2. Course code:5090140 4
3. Semester/Year: Annual 2023–2024
4. Date of preparation of this description: 2/10/2024

5. two days a week –person lecture –attendance formats : In	
6. of units (total): Number of daily hours: six hours, semester: ninety hours, Number of study hours (total) / Number .and annual: one hundred and eighty hours	
7. Dr. Shaimaa Taleb –Name of the course supervisor (if more than one name is mentioned): Dr. Mamoun Shaker sim Abdul AmirDr. Qa –Dr. Saad Naseef –	
8. Course .Course objectives : Preparing a highly qualified teacher who is qualified to teach in secondary schools Objectives	
between The student will learn about the most important international events and developments –1 : Course objectiv .1991–1914 The student should learn about the crises that the world went through during the twentieth century and the circumstances .of international relations	
9. Teaching and learning strategiess	
Str	1– .(cognitive and metacognitive strategies) Using modern strategies in teaching

ate	2- .Using modern educational models in teaching
gy	3- Assigning the student some activities and homework, including practical reports, and presenting them to his .colleagues in the lecture
	4- .e of the grade to extracurricular activitiesAllocating a percentag
	5- .Managing the practical lecture in a way that makes the student feel the importance of time management

10.Course Structure

Evaluation method	method Learning	Topic name	Required learning outcomes	Number of hours	The week
Oral and written test	person lecture and –In discussion with students	Europe at the beginning of the twentieth century	Learn about the causes of World War I	three	the first
Oral and written test	person lecture and –In discussion with students	The role of economic growth in the causes of war	Identifying the new economic powers in	three	the second

			Europe at the beginning of the twentieth century		
Oral and written test	person lecture and –In discussion with students	The direct cause of the outbreak of war	How the war broke out in 1914	three	the third
Oral and written test	person lecture and –In discussion with students	War on the Eastern and Western Fronts	Learn about the first battles of the war	three	Fourth
Oral and written test	person lecture and –In discussion with students	US entry and cessation of fighting on the Russian front	The Turning Point of the War in 1917	three	Fifth

	Oral and written test	person lecture and –In with discussion students	–victory and Al Wasat's defeat	The last months of the war	three	Sixth
	Oral and written test	person lecture and –In discussion with students	Participating countries and the role of President Wilson	Paris Peace Conference 1919	three	Seventh
	Oral and written test	person lecture and –In discussion with students	terms Treaty	Treaty of Versailles 1919	three	The eighth
	Oral and written test	person lecture and –In discussion with students	Saint Germain , Sevres and Lausanne	Other Treaties	three	Ninth
	Oral and written test	person lecture and –In	of the Development	German	three	tenth

		discussion with students	compensation issue until 1928	reparations case		
	Oral and written test	face-to-face lecture and discussion with students	The bourgeois and bolshevik revolutions	Conditions in Russia in 1917	three	eleventh
	Oral and written test 3	person lecture and –In discussion with students	General conditions in Germany between 1918 and 1933	Weimar Republic and its Constitution	three	twelfth
	Oral and written test	person lecture and –In discussion with students	General conditions between in Italy and 1939 1919	Italy under Mussolini	three	thirteenth
	test Oral and written	person lecture and –In	Economic crises in	economic crisis	three	fourteenth

		discussion with students	Germany, Britain and France	in the united states		h
	Oral and written test	person lecture and –In discussion with students	Manchurian Crisis and Abyssinian Crisis	International Crises Between the Wars	three	fifteenth
	Oral and written test	lecture and person–In discussion with students	Czechoslovakia crisis	German expansion –between 1935 1939	three	Sixteent h
	Oral and written test	person lecture and –In discussion with students	General conditions in Spain between 1939–1919	Spanish Civil War	three	sevente enth
	Oral and written test	person lecture and –In discussion with	The outbreak of World War II	Crisis in relations	three	eighteen th

		students		between Germany and Poland		
Oral and written test	person lecture and –In discussion with students	Stage one	War between 1940–1939	three	nineteen th	
Oral and written test	person lecture and –In discussion with students	The fall of France and the attack on the Soviet Union	second The stage between 1941–1940	three	Twenty	
Oral and written test	person lecture and –In discussion with students	Battle of Stalingrad and the Armistice with Italy	change in the course of the war	three	twenty one	
Oral and written test	person lecture and –In discussion with	Normandy invasion and the beginning	The last stage	three	–Twenty second	

		students	of Germany's collapse			
	Oral and written test	person lecture and –In discussion with students	Paris and San Francisco Conferences	war –Post settlements	three	–Twenty third
	Oral and written test	person lecture and –In discussion with students	Marshall Plan	cold war	three	–Twenty fourth
	Oral and written test	person lecture and –In discussion with students	Germany Update	Modernization experiments in the twentieth century	three	–Twenty fifth
	Oral and written test	lecture and person–In discussion with	Japan and South Korea Update	Modernization experiments in	three	–Twenty sixth

		students		the twentieth century		
	Oral and written test	person lecture and –In discussion with students	Berlin Crisis	Cold War Crises	three	–twenty seventh
	Oral and written test	person lecture and–In discussion with students	Cuba Crisis	Cold War Crises	three	–Twenty eighth
	Oral and written test	person lecture and –In discussion with students	American intervention in Vietnam	Cold War Crises	three	–twenty ninth
	Oral and written test	person lecture and –In discussion with students	The collapse of the Soviet Union in 1991	invasion of Afghanistan in 1979	three	thirty

Final exam	
12. Course Evaluation	
annual endeavour grade is 40 divided into the first semester 20 points, the second semester 20 points, and then the final points. The student is charged With tasks such as daily preparation, daily, oral, monthly and written exams, exam 60 .reports, etc	
13. Learning and teaching resources	
Dr. Saad Nassif, Lectures in Contemporary World History	(Required textbooks (methodology if any
Qaisi and others, History of –Abdul Wahab the Modern World	(Main References (Sources
Journal of Studies in Archaeology and History, College of Arts, University Baghdad	Recommended mainstream books and references (scientific journals, (...reports
www.wikipedia.com	Electronic references, websites

5. Contemporary History of Iraq

1. Course Name: Contemporary History of Iraq
2. Course Code: 50901405
14. Semester / Year: Annual 2024–2025
15. Description Preparation Date: 1/10/2024
16. Available Attendance Forms: weekly
17. Number of Credit Hours (Total) / Number of Units (Total) 12 hours / 48 units (monthly)

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

Name: Prof. Dr. Ekhlas Lafta Harez Email: eklhas2007@gmail.com

Name: Prof. Dr. Fahad Amslam Zgheir Email: fahadalfajer@gmail.com

Name: Prof. Dr. Ahmed Joda Jabbar Email: ahmedjoodaa@gmail.com

Name: Prof. Dr. Kadhem Jawad Ahmed Email: Kadhemaalhyaze@gmail.com

19. Course Objectives

Course Objectives

- Cognitive objectives of modern history, enabling students to understand the history of contemporary Iraq, and to know the various developments that Iraq has gone through, and to understand the methods and ways of teaching history, and to know the most important sources of the history of contemporary Iraq.
- Skill objectives: The student acquires the skills of a scientific researcher and works on transferring and presenting historical information (research and reports), and makes the student possess the ability to issue judgments on past events in Iraq, in addition to using smart electronic means to develop

	the student's skills in teaching methods. ●Emotional objectives: Developing the student's ability to bear responsibility during the study and work period, encouraging the student to be proud of his history and his belonging to the homeland, fighting corruption, and training the student to work on transferring history with objectivity and scientific integrity
20. Teaching and Learning Strategies	
Strategy	1. Using modern strategies in teaching (cognitive and metacognitive strategies). 2. Using modern educational models in teaching. 3. Assigning the student some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. 4. Allocating a percentage of the grade for extracurricular activities. Managing the practical lecture in a way that makes the student feel the importance of organizing time
21. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3		The British occupation of Iraq in 1914		
	3	1-Cognitive objectives of modern	1918		
Second	3	history, enabling students	The Najaf Uprising in 1918		
	3	understand the history	Secret Societies (Independence Gua		
Third	3	contemporary Iraq, and to know	Society)		
	3	various developments that Iraq h			
Fourth	3	gone through, and to understand	The 1920 Revolution		
	3	methods and ways of teachi	The Provisional Government and		
Fifth	3	history, and to know the m	Coronation of Faisal bin Hussein		
	3	important sources of the history	Parties during the Occupation a		
Sixth	3	contemporary Iraq.	Mandate Eras		
	3	2. Skill objectives: The stud	The 1922 Treaty		
Seventh	3	acquires the skills of scient	The First Month Exam		
	3	researchers and works on transferr	The Iraqi Constituent Assembly 1924		
Eighth	3	and presenting historical informat	The Mosul Problem 1925		

	3	(research and reports), and make	Oil Concessions 1925–1931		
Ninth	3	the student possess the ability	Iraq's Relations with Neighbor		
	3	issue judgments on past events	Countries		
Tenth	3	Iraq, in addition to using sm	The Draft Treaty of 1927		
	3	electronic means to develop	The 1930 Treaty		
Eleventh	3	student's skills in teach	Iraq's Membership in the League		
	3	methods.And civilizations of people	Nations		
Twelfth	3	in addition to using smart electro	The Second Month Exam		
	3	means to develop	Exploitation of Tribes in the Strug		
Thirteenth	3	3– The student's skills in teach	for Power		
		methods.Emotional objective	Opposition Movements in the Mid		
Fourteenth		Developing the student's ability	Euphrates		
		bear responsibility during the stu	The Ahali Group		
Fifteenth		and work period, encouraging	Military Coups		
		student to be proud of his history a	The Army's Intervention in Power		
Sixteenth		his belonging to the homeland	Political Currents		
Seventeen		fighting corruption, and training	The May 1941 Revolution and		

Eighteenth		student to work on conveying history with objective and scientific honesty	Second British Occupation of Iraq		
Nineteenth			The Third Month Exam		
Twentieth			The Third Month Exam		
Twentieth			Public Political Parties in 1946		
Twenty–One			Political and Military Alliances (T Baghdad)		
Twenty–Two			1948 Uprising_1952 Uprising		
Twenty–Three			1956 Uprising and the National Union Front 1957		
Twenty–Four			Hashemite Union and the Fall of the Monarchy		
Twenty–Five			Fourth Month Exam		
Twenty–Six			July 14 Revolution and Achievements		
Twenty–Seven			Social Phenomena		
Twenty–Eight			Education in the Monarchy and Republic		

			Oil 1958–1968 and the 1963 Coup Political Developments 1963–1968		
22. Course Evaluation					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc. First semester exam 20 points Second semester exam 20 points Annual effort 40 points Activities and tests Daily and monthly exams and daily preparation Final exam 60 points					
23. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Contemporary History of Iraq, a group of professors		
Main references (sources)			1. Contemporary History of Iraq, Fadhel Hussein and others		
Recommended books and references (scientific journals, reports...)			History of Iraqi Ministries, Abdul Razzaq Al-Hasani.		
Electronic References, Websites			Nothing		

6. English / New Headway Plus: Upper intermediate– Historical Texts in English

1. Course Name: English / New Headway Plus: Upper intermediate– Historical Texts in English

2. Course Code: 50901406

3. Semester / Year: 2014–2025

4. Description Preparation Date: 1/10/2024

5. Available Attendance Forms: weekly attendance

6. Number of Credit Hours (Total) / Number of Units (Total): 1 hr. Theoretical / 30 hr. total

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

Name: Lecturer: Suaad Abdali Kareem

Email: suaad.a.kareem@uomustansiriyah.edu.iq

Name: Asst. lect. Yosra Sabah Abdulkadhum

Email: yosra.sabah@uomustansiriyah.edu.iq

8. Course Objectives

Course Objective	1– This course aims at developing fourth year students’ awareness in terms of English language use by means of supporting and developing their Reading, Writing, Speaking and Listening skills simultaneously. 2– Translation of historical texts
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	3– identification of word meaning				
	4– Using the composition and comprehension in a correct way				
9. Teaching and Learning Strategies					
Strategy	– Use of modern teaching strategies (cognitive and metacognitive strategies). – Utilizing modern educational models in teaching. – Assigning students activities and homework, including practical reports to be presented to classmates in lectures. – Allocating part of the grade to extracurricular activities. – Managing practical lectures in a way that emphasizes time management.				
10. Course Structure					
Week	Hours	Unit or subject name	Learning method	Evaluation method	Required Learning Outcomes

1.	1 hr.	<u>Unit One:</u> No place like home Tense revision ----- ----- -----	-Lecture Method. -Lecture Discussion - Ask questions about	1- Written tests 2- Oral exams 3- Daily tests 4- The theoretical exam. 5- The practical questions and answers.	It is hoped that, by the end of this course, fourth year students will have a good mastery of English language, in terms of having a comprehensive knowledge in its four basic skills, i.e. reading, writing, listening and speaking
2.	1 hr.	Informal language Language focus Identifying the	debatable students in grades.		
3.		tenses ----- ----- -----	-Ask questions, the student solve.		
4.	1 hr.		-Work fast exams		

5.	1 hr.	Active and passive forms Reading and speaking Expat tales Vocabulary and pronunciation -----	with questions -Vocabulary curriculum		
6.	1 hr.	----- -----			
7.	1 hr.	----- Everyday English Social expressions Exercise workbook			
8.	1 hr.	<u>Unit Two:</u> Been there, done that			

9.	1 hr.	Present perfect Hot verbs: make, do ----- -----			
10.		Explorers and travelers Marko Polo Language focus			
11.	1 hr.	----- -----			
12.	1 hr.	Speaking and listening Dreams come true ----- -----			
13.	1 hr.	Everyday English Exercises: workbook -----			
	1 hr.	-----			

14.		<u>Unit Three:</u> What a story! <u>Narrative sentences</u> -----			
	1 hr.	Reading and speaking Jane Austen			
15.		----- -----			
		Irregular verbs			
16.	1 hr.	----- -----			
		Past simple Past continues Extra exercises			
17.		<u>Unit Four:</u> Nothing but the Truth			
18.	1 hr.	Questions and negativ			

19.	1 hr.	Prefixes ----- -----			
20.	1 hr.	Translation of historical text titled (Hammurabi) Questions and answers about the text -----			
	1 hr.	----- Reading: Conspirac Theory Questions &Answers			
21.	1 hr.	----- ----- ----- Reading – The			

22.	1 hr.	Apollo Moon Landing – Questions &Answers -----			
23.		----- -----			
24.	1 hr.	<u>Unit Five:</u> An eye to the future Future forms Hot verbs: take, put ----- -----			
25.	1 hr.	--- Discussing grammar Exercises			
26.		Practice			

27.	1 hr.	Translation of historical text titled (The Cold War) Questions and answers about the text			
28.	1 hr.	----- ----- --- Reading and Speaking A career quiz			
29.	1 hr.	Today's teenagers Workbook exercises -----			
30.	1 hr.	----- -----			

		<u>Unit Six:</u>			
	1 hr.	Making it big			
		Expressions of			
		quantity			
		Exercises			

	1 hr.	-----			

		The celebrity chef			
		Jamie Oliver			
		Questions &			
		answers			

		Countable &			
		uncountable			

		Practice Exercises ----- ----- ----- Translation of historical text titled (World War II) Questions and answers about the text <u>Unit Seven:</u> Getting on together Modals and related verbs ----- -----			
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		----- Practice: negotiating Discussing grammar Language focus ----- ----- ----- Unit Eight: Going to extremes Relative clauses Adverb collocations ----- ----- ----- Translation of historical text titled (Civil War in England)			
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		Questions and answers about the text ----- ----- ----- Exam ----- ----- ----- Review			
11. Course Evaluation					
<u>First Semester:</u> 20 Marks <u>Final Exam:</u> 60 Marks First exam: 8 <u>Second Semester:</u> 20 Marks First exam: 8					

1.Course name : watching and apply	
Second exam: 8 Activity: 4	Second exam: 8 Activity: 4
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	1- English / New Headway Plus: Upper intermediat
Main references (sources)	Textbooks
Recommended books and references (scientific journals, reports...)	<u>Suggested References:</u> New Headway Plus (English Course, Upper –Intermediate – Workbook with key + CD – John and Liz Soars, OXFORD University Press
Electronic References, Websites	Online: www.oup.com/elt/headway : For interactive resources.

7. watching and apply

2. Course code : 50901407	
3. Semester : 2024-2025	
4. Date this description was prepared : 1/10/2024	
5. Available attendance forms : weekly	
6.Total number of study hours ,Total number of units : 8 hours , 38 units per month	
7. Cours instructor name :	
yamh1982@uomustansiriyah.edu.iq name : Yasmine Mahdi Shahid sura.hameed@uomustansiriyah.edu.iq name : sura Hameed Abdulkarim	
8. Course objectives	
Cognitive: Teach essential concepts related to student teaching, including planning	Subject objectives

and movements in class. 2. Affective: Develop students’ responsibility and decision–making abilities in classroom settings. 3. Skills: Train students in classroom movements and gestures, and offer hands–on teaching experience.					
9. Teaching and learning strategies					
hot seat strategy Brainstorming strategy Dialogue and discussion method Training students to make decisions				Strategies	
10. Course structure					
Evaluation method	Learning method	Topic name	Learning outcomes	The hours	The week
Oral tests	Dialogue and discussion	Classroom management	Definition of classroom skills and how to manage the classroom	2	The first
Oral tests	Dialogue and discussion	Behavioral objectives	How to write behavioral goals	2	The second
Oral tests	Brainstorming	Study plan	How to write a study	2	The third

			plan		
The report	Brainstorming	Study plan	Receive study plan forms	2	Fourth
Oral tests	Hot seat	Practical training	Giving a lecture to teach history	2	Fifth and the rest of the weeks
11. Course Evaluation					
Subject teacher : 30 points , Educational Supervisor : 30 points , Scientific Supervisor:30 points , School manager : 10 points					
12. learning and teaching resources					
			Required books		
Developing educational curricula(Ahmed Hussein Al-laqani) Teaching and learning strategies (Jaber Abdul Hamid Jaber)			Main references		
Modern trends in university teaching (Satha Adel Farman ,Ma Mohammed jawad)			Books you recommend		
https://www.new-educ.com/%D9%85%D9%87%D8%A7%D8%B1%D8%A9-%D8%AA%D9%86%D9%88%D9%8A%D8%B9-			Electronic references		

<u>%D8%A7%D9%84%D9%85%D8%AB%D9%8A%D8%B1%D8%A7%D8%AA</u>	
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8. Measurement and evaluation

1. Selection Name: Measurement and evaluation
2. Course Code: 5090446
3. Semester/Year: Annual 2024–2025
4. Date of preparation of this description: 1/1/2024

5. Available attendance forms: weekly	
6. Number of study hours (total) / Number of units (total): 8 hours per month / 8units (monthly)	
7. Name: Mr. Iman mohmed	
Iman22@uomustansiriyah.edu.iq	
8. Course objectives	
Cognitive objectives: describe measurement and evaluation. In the first and second parts of the academic year, the concepts of measurement and testing, types of achievement tests, the curriculum, the educational objective, types of educational objectives, Bloom's taxonomy of educational objectives, and evaluation of its types are studied, in addition to the test map, statistical characteristics of the test items, specifications of a good test, and non-test	Subject objectives

methods.

- Skill objectives for the student to gain the skills of a scientific researcher and work on transferring and presenting information related to measurement and evaluation (research and reports), and for the student to become familiar with the forms of achievement tests as well as the use of smart electronic means to develop the student's skills in teaching methods.

- Emotional goals: Developing the student's ability to bear responsibility during the study period and work, encouraging the student to take pride in health awareness and self-confidence, and training the student for teaching and scientific research

9. Teaching and learning strategies

.1Using modern strategies in teaching (cognitive and metacognitive strategies.(.2Using modern educational models in teaching. .3Assigning the student to some activities and homework, including practical reports, and presenting them to his colleagues in the lecture. .4Allocating a percentage of the grade to extracurricular activities. Managing the practical lecture in a way that the student feels the importance of organizing time					Strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Hours	The week
.1 Written tests 2. Oral tests 3. Daily	.1 Lecture method	. C Course vocabulary according to the timetable (practical + theoretical(	Co . Cognitive objectives: A– Knowledge and understanding: making the student able to	2	First
				2	Second

tests 4. Reports and seminars	.2Video lectures .3 Documen tary films .4Discussion panels	The concept of measurement and evaluation.	The measurement is that: A1– Get to know the terminology of evaluation and testing . A2– Distinguish between the terms measurement and evaluation And the test.		Tenth Eleventh Twelfth Thirteenth Fourteenth
		Types of student assessment	A3– Knows the importance of both measurement and evaluation in the	2	Third
		Educational goals and the importance in Educational process and preparation Test map	educational process. Skill objectives: That the student can know measurement, testing, evaluation, and the most important factors that affect measurement.	2	Fourth
			Among the skills objectives: the student of using the most important	2	Fifth
		The exam is the first month of the semester	evaluation methods Teacher's work.	2	six

		the first		
		T hievment tests First: the oral test Second: Written tests -1 :Tests based on The basis for giving the answer before The student is:	-5Knows the steps for constructing 2 an achievement test. -6Knows the specifications of a good test. -7Knows the types of non-test methods.	Sevent
		A A- Non-essay test Specified. B- Short tests. C- Supplementary test D- Test Fill in the blanks. -2Based tests The basis for choosing the	2	Eighth

		answer before The student is: A– The test is multiple choice B– Conformity test. C– True and false test. Third: Performance tests.			
		The second month exam of the first semester		2	Ninth
		Chapter Five: Building a test Achievement statistical analysis of the paragraphs is A– The coefficients of ease and difficulty B– Discriminatory power.		2	Tenth
		Discriminatory power and		2	Eleventh

		comparison with a table Abel			
		Effectiveness of wrong alternatives		2	Twelfth
		Specifications of a good test:		2	Thirteenth
		Validity of the test and its types		2	Fourteen
		Factors affecting the validity of the test		2	Sixteenth
		Stability and stability methods		2	Seventeenth
		Pearson equation		2	Eighteenth
		Modified Spearman-Brown Totality		2	Nineteenth
		M Objectivity, ease of		2	Twenty

		procedure and Application			
		Applications of stability coefficients		2	Twenty one
		Applications of stability coefficients		2	Twenty-second
				2	Twenty-third
				2	
		Application		2	
		Application		2	Twenty-fourth T
		Application		2	Twenty-fifth
		Application		2	Twenty-sixth
		Application		2	Twenty-seventh
		Application		2	Twenty-eighth
		Chapter Seven:		2	Twenty-ninth

		“Experimental Methods”, Observation, Interview		
		The exam is the second month of the second semester	2	Thirtieth
			2	
			2	
			2	
Final Exam				
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 and written exams, reports, etc. First semester exam 20 points Second semester exam 20 points Annual effort 40 points				

Activities and tests Daily and monthly exams and daily preparation Final exam 60 marks	
12. Learning and teaching resources	
Nothing	Required textbooks (methodology if any(
Ayez, Amal Ismail (2008): Measurement and Evaluation Lectures, unpublished College of Education, Al-Mustansiriya University.	Main References (Sources(
Al- Measurement and evaluation by authors Dr. Sabah Hussein Al-Ajili, Dr. Anwar Hussein, Dr. Mustafa Al-Imam (1990 AD.(-2Measurement and evaluation in education and psychology, Dr. Sami Muhammad Melhem (2002 AD	Recommended mainstream books and references (scientific journals, reports(...
Nothing	Electronic references, websites