



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

Guide of Course Description Program

2024

Introduction

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

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

This guide, in its second edition, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the latest developments in the educational academic program in system in Iraq, which included a description of the its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of regarding the process of the Department of Studies as a Process as a basis for their workprograms that adopt the Bologna

In this area, we can only emphasize the importance of writing to ensure the smooth descriptions of academic programs and courses .conduct of the educational process

:Concepts and terminology

The description of the academic **: program academic Description of the**

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

Provides a necessary summary of the most important **: Description Course** characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he or she has made the most of the available .the program description It is derived from .learning opportunities

An ambitious picture for the future of the academic program to **:Program Vision** .be a developed, inspiring, motivating, realistic and applicable programme activities necessary to explains the objectives and briefly It **:Program message** .achieve them, and also identifies the program's development paths and directions

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

All courses/study subjects included in the academic **:Curriculum structure** program according to the approved learning system (semester, annual, Bologna track), whether it is a requirement (ministry, university, college, or scientific .tment), along with the number of study unitsdepar


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

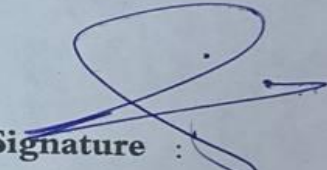
They are the strategies used by a faculty member to : **strategies and learning** and they are plans that are followed to , and learning develop student teaching and classroom activities describes all reach learning goals. That is, it .of the programme to achieve the learning outcomes extracurricular



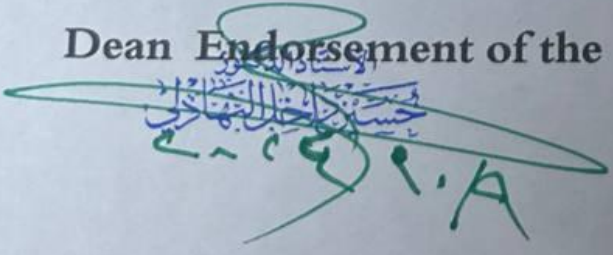
Academic Program Description Form

University Name: Iraqi University.....
College/Institute: Faculty of Arts.....
Scientific Department: Department of ... History.....
Academic or Professional Program Name: Bachelor of History.....
Final Certificate Name: Bachelor of ... History...
Academic System: Annual + Quarterly
Description Date: 1-10-2024
File Filling Date: 1-10-2024

Signature: 
Name of Scientific Assistant:
Date: 2024/10/1

Signature: 
Name of the Head of the Department:
Date: 1-10-2024

File Checked by
Division of Quality Assurance and University Performance
Name of the Director of the Division of Quality Assurance and University Performance:
Date
Signature

Dean Endorsement of the


1. About the History Department

The History Department was established in the academic year 2005-2006 AD, and includes preliminary studies (morning and evening), and postgraduate studies (MA and PhD) in Islamic, modern, and contemporary history.

2. Vision

The vision of the History Department is leadership and excellence in the field of ancient, Islamic, modern and contemporary history, in providing solid historical studies and readings.

3. Mission

Preparing historical competencies qualified in analysis and deduction, developing creative thinking, and supplying the labor market.

4. Goals

in the College of Arts was launched in accordance with the law of the Ministry of Higher Education and Scientific Research and has been established in 1989 , sought The department is to enable the young generations in our beloved Iraq to possess knowledge and experience and employ them in the best possible way to face the challenges of development and make them keep pace with the process in a sustainable manner and drawn from reality to deal with the challenges facing civilized societies through:

- ❖ Enhancing research skills and forming an academic mentality capable of analysis and deduction.
- ❖ Preparing distinguished researchers in the field of history have the ability to keep pace with the development in the research field.
- ❖ Raising efficiency in useful historical studies that contribute to enhancing awareness of historical events.
- ❖ Providing community service in the light of historical outputs that can achieve the goal in introducing the historical heritage to suit the labor market.
- ❖ Enhancing cultural awareness and achieving communication between different cultures through studying historical events and clarifying their implications.

5. Program accreditation

Ministry of Higher Education and Scientific Research / in its early stages
 Scientific Research

6. Other external influences

Other ministries and The Ministry of Higher Education and Scientific Research
 Local and international universities

7. Program structure

* comments	percentage	Study unit	Number of courses	Program structure
-	11.4	21	5	Enterprise requirements
-	-	-	-	College requirements
-	88.6	164	38	Department requirements
-	-	-	-	summer training
-	-	-	-	Other

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

8. Program description

Credit hours	Credit hours	Subject	Name of the course or course	Course or course code	Level/year
Bachelor's degree Requires credit (85) hours	3	Al-Sira al-Nabawiyya	Biography of the Prophet	AN	The first stage
	3	Pre-Islam history	History of the Arabs before Islam	P.I	
	3	Ancient History of Iraq	History of ancient Iraq	AHI	

Weekly	2	History of Greece and Roman	History of Greece and Romans	HGR	
	2	European the Medieval History	Middle History of the Ages in Europe	EMH	
	1	Arabic Language	Arabic	AL	
	1	Human Rights and Democracy	Human rights and democracy	HRD	
	1	English Language	English	EL	
	1	Computer Science	Computer science	CS	
	17	the total			
	3	History of Prophet time and Orthodox Caliphate the	History of the Rightly Guided Caliphate	HPOC	The second phase
	3	Umayyad History	History of the Umayyad state	UH	
	3	Ancient Near East history	History of the Arab world and the ancient Near East	ANE	
	2	Sasani and Byzantine History	Sasanian and Byzantine history	SB	
	2	Morocco's Mediating History	History of medieval Morocco	MMH	
	2	History of Europe Renaissance	History of the European Renaissance	HER	
	2	Modern History of Arab countries	the History of modern Arab world	MHA	
	2	History of the Mamluk	History of the Mamluk state	HOM	
	2	Historical Mythology	Historical research method	HM	
	2	English Language	Historical texts in English	EL	
	23	the total			
	3	The Early Abbasid Caliphate	The first Abbasid era	TEAC	third level

	3	A History of Modern Europe	Modern history of Europe	HME	
	3	Modern History of Arab countries	History of the contemporary Arab world	MHAC	
	2	Spread of Islam	The spread of Islam	SI	
	2	history of the Ottoman Empire	History of the Ottoman Empire	HOE	
	2	History of Islamic Civilization	History of Islamic civilization	HIC	
	2	History of the Arabian Gulf	History of the Arabian Gulf	HAG	
	2	Modern History Iraqi	Modern history of Iraq	MHI	
	2	Philosophy of History	Philosophy of history	P.H	
	21		the total		
	3	history of Great Power	major History of countries	GP	The fourth stage
	3	Modern History Iraqi	Contemporary Iraq	MHI	
	3	Turkey and Iran	Türkiye and Iran	T.I	
	2	Abbasside History	Abbasi is late	A.H	
	2	The Arabs at al-Andalus	Arabs in Andalusia	TAA	
	2	Third world country	Third World countries	TWC	
	2	Arab-Islamic Thought	Arab Islamic thought	AIT	
	2	Historical Mythology	Historical research method	HM	
	1	Resenrch Project	research Graduation	R.P	
	20		the total		

9. Expected learning outcomes of the programme

_ Knowledge

Statement of learning outcomes

Students' ability to know and understand the basics of ancient, modern and contemporary history

	<p>Students' ability to understand historians' methods</p> <p>The ability of students to know historical stages and events and analyse them away from other</p> <p>Enabling students to . influences analyse historical narratives to draw lessons and lessons from</p> <p>Developing students' . them ability to recognise means of clarification and modern teaching .methods</p> <p>Achieving the goals of the profession in scientific awareness .of historical events</p>
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Skills	
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Statement of learning outcomes	<ol style="list-style-type: none"> 1. The student must master the method of writing history, communicating the historical event, and using the language correctly 2. The ability to express and understand how to understand historical facts and for the student to reach a high level of presenting the facts without deception in some of their aspects 3. speaking and Refine the student's skill in discussing in historical lectures and seminars 4. Empowering students to teach
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Statement of learning outcomes	
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Value	
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Statement of learning outcomes	Training on using modern means and methods to explain events using understandable words and expressions
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Statement of learning outcomes	Harmonizing education requirements with labor market requirements
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10. Teaching and learning strategies
<ol style="list-style-type: none"> 1. lecture 2. Discussion method for presenting historical events 3. Quarterly tests

11. Evaluation methods
<ol style="list-style-type: none"> 1. Written exams 2. Daily tests

education institution					
Faculty members					
Preparing the teaching staff		Specialization		Academic rank	Instructor's name
lecturer	Staff	Specific	General		
	Staff	Historians' methods	Islami	Professor	1. Hussein Dakhli Bahadli-Zuehi Al
	Staff	Ayyubid and Mamluk	Islami	Professor	2. Ammar Mardi Allawi
	Staff	Contemporary Arab homeland/Sudan	accident	Professor	3. Qutaiba Abdel Azim
	Staff	civilization	Islami	Professor	4. Ammar Labid Ibrahim
	Staff	Contemporary Arab homeland/Egypt and Sudan	accident	Professor	5. Hassan Rikan Khalaf

	Staff	History of Europe	accident	Professor	6. Arwa Khaled Ali Mustafa
	Staff	civilization	Islami	Professor	7. Laith Salah Noman
	Staff	Orientalism	Islami	Professor	8. Muhammad Abdel Marzouk
	Staff	Türkiye	accident	Professor	9. Amin Abbas Nazir
	Staff	History of Iran	accident	Professor	10. Jassim Mohammed Hayes
	Staff	A contemporary Arab homeland/Palestine	accident	Professor	11. Wissam Hussein Abdel Razzaq
	Staff	History of America	accident	Professor	12. Khaled Abdel Namal
	Staff	Umayyad	Islami	Professor	13. Imad Tali Mahdi
	Staff	old history	old	Professor	14. Mohsen Shadhar flowers
	Staff	Teaching methods	Teaching methods	Professor	15. Hoda Fadel Hussein
	Staff	Iraq	accident	Professor	16. Saif Adnan Arhaim Ahmed
	Staff	Ayoubi	Islami	Assistant Professor	17. Safana Jassim Mohammed
	Staff	Amoy/bright	Islami	Assistant Professor	18. Othman Mishaan Abdel
	Staff	Andalusia	Islami	Assistant Professor	19. Amer Mamdouh Khairo
	Staff	Antiquities / Old	old	Assistant Professor	20. Adel Faiq Rashid Mohammed
	Staff	Islamic thought	Islami	Assistant Professor	21. Haider Salem Muhammad
	Staff	Islamic Morocco	Islami	Assistant Professor	22. Wafa Ahmed Mustafa
	Staff	Historians' methods	Islami	Assistant Professor	23. Souad Miqdad Naji
	Staff	History of America	accident	Assistant Professor	24. Odeh Faten Saad
	Staff	History of Europe	accident	Assistant Professor	25. Karim Ajeel

	Staff	civilization	Islami	Assistant Professor	26. Ahmed Nashmi Jiyad
	Staff	civilization	Islami	Instructor	27. Nebras Turki Hadi
	Staff	Orientalism	Islami	Instructor	28. Haider Ali's By hand
	Staff	Christian thought	Islami	Instructor	29. Hoda Ali Haider
	Staff	A contemporary Arab homeland	accident	Instructor	30. Nawal Wali Akkar
	Staff	old	old	Instructor	31. Ahmed Faisal Daloul
	Staff	Iraq	accident	Instructor	32. Hassoun Abboud Muhaibas
	Staff	Iraq	accident	Assistant Instructor	33. Ali Karim Abbas
	Staff	America	accident	Assistant Instructor	34. Rawa Haider Saleh
	Staff	philosophy	philosophy	Assistant Instructor	35. Safa Essam Jassim
	Staff	philosophy	philosophy	Assistant Instructor	36. Rebekah Raad Khalil
	Staff	Iraq	accident	Assistant Instructor	37. Wafa Muhammad Ali
37					the total

Professional development

Orienting new faculty members

1. events using Training on the use of modern means and methods in explaining understandable words and expressions
2. Using modern methods in education such as computers
3. .The ability to direct and motivate others

Professional development for faculty members

1. .(team Working within the group effectively and actively (working as a
2. Preparing scientific reports, working effectively and motivating others

3. Establishing cooperation and communication relations with government agencies and ministries

12. Acceptance standard

(evening admission - parallel admission -Central admission)

13. The most important sources of information about the program

Ministry of Higher Education and Scientific Research/ Department of Research and Development

14. Program development plan

1. Through cultural seminars
2. Participation in scientific conferences
3. groups Participation in discussion
4. Trips to heritage and archaeological sites

Program skills chart

				Value				Skills				_ Knowledge				Essen tial or option ?al	Course Name	Course Code	Yearlevel
4D	3D	2D	1D	4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A				
						✓	✓			✓	✓	✓	✓	✓	✓	Basic	Biography of the Prophet	AN	The first stage
																Basic	Hiotory of the Arabo before Iolam	P.I	
	✓		✓			✓	✓			✓	✓	✓	✓	✓	✓	Basic	Hiotory of ancient Iraq	AHI	
						✓	✓			✓	✓	✓	✓	✓	✓	Basic	Hiotory of Greece and Romano	HGR	
	✓		✓			✓	✓			✓	✓	✓	✓	✓	✓	Basic	European Middle Ageo	EMH	
						✓	✓			✓	✓	✓	✓	✓	✓	Basic	Arabic	AL	
						✓	✓			✓	✓	✓	✓	✓	✓	Basic	Human righto and democracy	HRD	
	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	Basic	Englioh	EL	
	✓	✓	✓			✓	✓			✓	✓	✓	✓	✓	✓	Basic	Calclatoro	CS	

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

Value				Skills				_ Knowledge				Essential or ?optional	Course Name	Course Code	Yearlevel
4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A				
		✓	✓			✓	✓	✓	✓	✓	✓	Baioic	Hiotory of the Rightly Guided Caliphate	HPOC	The second phase
												Baioic	Hiotory of the Umayyad otate	UH	
		✓	✓			✓	✓	✓	✓	✓	✓	Baioic	Hiotory of the Arab world and the ancient Near Eaot	ANE	
												Baioic	Saoanian and Byzantine hiotory	SB	
		✓	✓			✓	✓	✓	✓	✓	✓	Baioic	Hiotory of medieval Morocco	MMH	
												Baioic	Hiotory of the European Renaiooance	HER	
		✓	✓			✓	✓	✓	✓	✓	✓	Baioic	Hiotory of the modern Arab	MHA	

Program skills chart

Value				Skills				_ Knowledge				Essent ?optional	Course Name	Course Code	Yearllevel	
C	3C	2C	'C	εB	3B	2B	B	εA	3A	✓2A	'A					✓
		✓	✓			✓	✓	✓	✓	✓	✓	✓	Baioic ✓	The firot Abbaoid H era	TEAC	third level

														Baotic	Modern history of Europe	HME	
		✓	✓				✓	✓	✓	✓	✓			Baotic	History of the contemporary Arab world	MHAC	
														Baotic	The spread of Islam	SI	
		✓	✓				✓	✓	✓	✓	✓			Baotic	History of the Ottoman Empire	HOE	
														Baotic	Islamic civilization	HIC	
		✓	✓				✓	✓	✓	✓	✓			Baotic	History of the Arabian Gulf	HAG	
		✓	✓				✓	✓	✓	✓	✓			Baotic	Modern history of Iraq	MHI	
		✓	✓				✓	✓	✓	✓	✓			Baotic	Philosophy of history	P.H	

Value				Skills				_ Knowledge				Essential or ?optional	Course Name	Course Code	Yearlevel
4C	3C	2C	1C	4B	3B	2B	1B	4A	3A	2A	1A				
		✓	✓			✓	✓	✓	✓	✓	✓	Baoic	large countries	GP	The fourth stage
												Baoic	Contemporary Iraq	MHI	
		✓	✓			✓	✓	✓	✓	✓	✓	Baoic	Türkiye and Iran	T.I	
												Baoic	Abbasid in late	A.H	
		✓	✓			✓	✓	✓	✓	✓	✓	Baoic	Arabs in Andalusia	TAA	
												Baoic	Third World countries	TWC	
		✓	✓			✓	✓	✓	✓	✓	✓	Baoic	Arab Islamic thought	AIT	
		✓	✓			✓	✓	✓	✓	✓	✓	Baoic	Historical research method	HM	
		✓	✓			✓	✓	✓	✓	✓	✓	Baoic	Graduation research	R.P	

Course description form

the first stage Mr. Dr. Laith Salah Numan, a prophetic biography

Course description

course features and This course description provides a succinct summary of the most important
 The student must achieve them by demonstrating whether he has made expected learning outcomes
 .It must be linked to the program description .the most of the learning opportunities available

University/College of Arts Iraqi	Educational institution .1
the date	Scientific department/center .t
AN / Biography of the Prophet	Course name/code .3
daily	Available attendance forms .4
annual	Semester/year .o
hours90	Number of study hours .t (total)
1-10-2023	Date this description was .V prepared
Course objectives .M	
:with the following scientific concepts students Providing -1	
the life of the Prophet Providing students with a set of historical concepts about Muhammad (PBUH) from birth until the mission	
personality of the Prophet Muhammad the Providing students with information about PBUH) in the books of biographers)	
in the geography of the Arabian Peninsula and its economic Providing students with skills conditions	
for Developing the national spirit and moral values towards professional preparation	

. teaching
the social and political life of the Arabs Knowing Providing students

Course outcomes and teaching, learning and evaluation methods.'1
<p>Cognitive objectives -A</p> <ul style="list-style-type: none"> prepare research based on the historical method Developing skills in how to - teacher practices his work according to a theoretical framework that guides The - .his work with his students in a scientific manner .Scientific awareness of historical events - Linking historical events to existing experiences and benefiting from these - .sexperience Increasing the individual's ability and effectiveness in performing his teaching - .duties
<p>.The skills objectives of the course -B</p> <ul style="list-style-type: none"> Developing the student's ability to manage the classroom - methods of work Developing the student's ability to transform information into - and activity to prepare new generations to manage the Enabling students - .educational process
Teaching and learning methods
<ul style="list-style-type: none"> lecture - Preparing research -
Evaluation methods
Effectiveness and objectivity tests -
<ul style="list-style-type: none"> value goals Emotional and -C cooperation - Orientation - Work as a team -
Teaching and learning methods

Lecture and explanation -
Evaluation methods
the exams - Reports and papers -
Transferable general and qualifying skills (other skills related to employability -D (personal development and Teaching - Transfer of information - Compatibility -

1. Article / The Prophet's Biography / The First / Stage / A. : Decision structure

Dr.. Laith Salah Noman

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
Written exam	a lecture	The Arab environment of the Messenger and the message	1	3	the first
=	=	Geography of the Arabian Peninsula and its economic conditions	1	3	the second
=	=	The geography of Medina Mecca and and their economic conditions	1	3	the third
=	=	Social and political life among the Arabs	1	3	the fourth
=	=	Social and political life in Mecca	1	3	Fifth
=	=	Jobs that were practiced by the Arabs before and after Islam	1	3	VI
=	=	among Cultural life the Arabs	1	3	Seventh
=	=	Cultural life in Mecca and Medina	1	3	VIII
=	=	The life of the Prophet Muhammad (PBUH) from) birth to the mission	1	3	Ninth
=	=	his -His name his wet - lineage his life - nurses with his mother, grandfather and uncle	1	3	The tenth
=	=	The personality of the Prophet Muhammad (PBUH) in the) books of	1	3	eleventh

		biographers			
=	=	The marriage of the Prophet Muhammad (PBUH) to Mrs. Khadija (may God be pleased with her).	1	3	twelveth
=	=	The arbitration of the Prophet Muhammad (PBUH) in the construction of the Kaaba	1	3	Thirteenth
=	=	Spiritual life and culture of the Prophet Muhammad (PBUH)	1	3	fourteenth
=	=	The most important indications of the revelation of the Prophet Muhammad (PBUH)	1	3	Fifteenth
=	=	relationship The of the Prophet Muhammad (PBUH) with the Hanafis	1	3	sixteen
=	=	Islamic advocacy in its first home	1	3	seventeenth
=	=	The Meccan era and its features	1	3	eighteen
=	=	The civil covenant and its advantages	1	3	nineteenth
=	=	and public Secret advocacy	1	3	The twentieth
=	=	Factors of polytheists' resistance to the Islamic call	1	3	twenty one
=	=	Dimensions of the ideological conflict between Muslims and polytheists	1	3	twenty tow
=	=	The Holy Qur'an's criticism	1	3	twenty third

		of the leaders of the polytheists			
=	=	Migration to Abyssinia and the province	1	3	twenty fourth
=	=	Offering the call to the Arab tribes and beginning the spread of Islam	1	3	Twenty fifth
=	=	The First and Second Pledge of Aqaba	1	3	sixth-twenty
=	=	The migration of the Prophet Muhammad (PBUH) to Medina)	1	3	Twenty seventh
=	=	Organizations of the Prophet Muhammad (PBUH) in Medina)	1	3	eighth-Twenty
=	=	The newspaper, the raids, and the brigades	1	3	XXIX
=	=	The Battle of Badr and the Battle of Uhud	1	3	Thirty

1- Infrastructure	
Course books	Required prescribed books
Workshops, use of periodicals and the Internet	(Main references (sources
	Recommended books and references (scientific journals, (...‘reports
sites Internet	Electronic references, -B ...Internet sites

11.Course development plan

A.M.D. Othman Mishaan Abdul Caliphate, second stage

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program available. It learning opportunities of the .description

Faculty of Arts -Iraqi University	Educational institution . 7
the date	department Scientific . 7 center/
The Rightly Guided Caliphate	Course name/code . r
Is mandatory	Available attendance forms . 8
quarterly	Semester/year . 9
٦١	Number of study hours . ٦ (total)
' 1 'r- ' 1 ' ,	Date this description was . ٧ prepared
Course objectives . 8	
and the era of the Rightly Guided Caliphate Introducing the otudent to and the acquainting him with the moot important hiotorical evento (Calipho (may God be pleaoed with him Rightly Guided	
Introducing the otudent to the moot prominent hiotorical tranofationono . Arab hiotory witneooed during the period of early Iolam that	
to the Raohidun era Introducing the otudent	
acquire knowledge in line with quality Working to enable otudento to otandardo in higher education	
Enabling otudento to acquire ocientific knowledge in order to be able to	

upply the labor market with effective outputo
the Prophet Identify the moot prominent rioko and challengeo that Muhammad (PBUH) faced in eotabliohing the Iolamic State and opreading .the Iolamic religion

outcomes and teaching, learning and evaluation methods Course .9
Cognitive objectives -A Prophet's of the Familiarizing students with sources for studying the history -'A biography and the Rightly Guided Caliphate Preparing students scientifically so that they are able to acquire scientific -2A knowledge and apply it in the teaching process Empowering students intellectually to comprehend the scientific method -3A Enabling students to write scientific research and reports in a correct scientific -'A manner Familiarize students with methods of research and scientific thinking -°A
The skills objectives of the course - B experiences by preparing them Organizing and strengthening students' - 'B mentally by acquiring knowledge Students acquire the greatest amount of scientific information about the - 'B the era of the Message and the Rightly Guided Caliphate history of dialogues Enabling students to participate in group - rB Enabling students to comprehend the course -'B
Teaching and learning methods
Using different teaching methods, including raising the problem during the lecture 'and discussing it with the students in a scientific dialogue method, using maps .blackboards, and books as illustration tools
Evaluation methods
dialogue, 'meet platform via the university's online Written and oral exams .discussion, daily reports, research

<p>Emotional and value goals -C scientific method Enabling students to understand the -'C Enabling students to think scientifically, deduce, analyze and criticize -'C Enabling students to interpret historical events and draw conclusions from -rC them The ability to describe the prescribed curriculum -'C</p>
<p>methods Teaching and learning</p>
<p>the acquired knowledge, speed, and breadth of learning by developing Increasing strategies that activate the student's memory by relying on thinking, analysis, .organization-deduction, planning, and self</p>
<p>Evaluation methods</p>
<p>scientific topics that stimulate deep thinking, in order to develop Discussing thinking and discussion skills</p>
<p>transferable skills (other skills related to qualifying General and -D .(employability and personal development Class leadership skills -'D skills Planning -'D Evaluation skills and emphasizing individual differences among students -rD Viewing and application skills -'D</p>

Dr. Othman Mishaan Abdel . A. M / Caliphate The Rightly Guided : Decision structure .'					
Evaluation method	Teaching method	/ Name of the unit course or subject	Required learning outcomes	hours	the week
Written exam	a lecture	The importance of studying the history of the Rightly Guided Caliphate and its most important sources	/	2	the first
=	=	The emergence of the caliphate system	/	2	the second
=	=	-Caliph Abu Bakr Al Siddiq and his most important political and administrative works	/	2	the third

=	=	Resistance to apostasy movements	/	2	the fourth
=	=	Attempts to liberate Iraq	/	2	Fifth
=	=	His efforts in Tahrir Sham-al	/	2	VI
=	=	The succession of Khattab-Omar bin Al may God be pleased) and his (with him political and administrative efforts	/	2	Seventh
=	=	Conquest of Iraq	/	2	VIII
=	=	Sham-Fath al	/	2	Ninth
=	=	Conquest of Egypt	/	2	The tenth
=	=	regulations Financial of Caliph Omar	/	2	eleventh
=	=	Financial revenues	/		twelveth
=	=	Financial expenses	/	2	Thirteenth
=	=	The Diwan, its origins and development	/	2	fourteenth
=	=	Egyptianization of the cities	/	2	Fifteenth
=	=	Chapter II Setting the Hijri calendar	/	2	sixteen
=	=	Organization of the judiciary	/	2	seventeenth
=	=	The problem of internal security and the assassination of the Caliph	/	2	eighteen
=	=	The era of Caliph) Othman bin Affan may God be pleased and the (with him issue of his assumption of the caliphate	/	2	nineteenth
=	=	Military actions of Caliph Othman	/	2	The twentieth
=	=	The origins and development of the Navy	/	2	twenty one
=	=	Administrative works) of Caliph Othman gathering people on (one Qur'an	/	2	twenty tow
=	=	Expansion of the Grand Mosque and the Prophet's Mosque	/	2	twenty third
=	=	Social and economic	/	2	twenty fourth

		transformations and the succession crisis			
=	=	Rebellion against Caliph Othman and his martyrdom	/	2	th2°
=	=	The era of Caliph Ali (peace be upon him) and his assumption of the caliphate	/	2	sixth-twenty
=	=	Political circumstances and his move to Kufa	/	2	th2V
=	=	The most important) actions of Caliph Ali returning the lands to the treasury and abandoning the policy (of preference	/	2	eighth-Twenty
=	=	Battle of the Camel and Siffin	/	2	XXIX
=	=	The emergence of the Kharijites and Caliph Ali's fight against them	/	2	thirty

Infrastructure .’1	
Omari, The Hitory of the -Akram Al Prophet'o Biography and the Rightly Guided Caliphate	Required prescribed -’ books
Ibn Iohaq, the biography of the Prophet, Ibn Hioham, the biography of the Prophet, Ibn Saad, the great claoceo	Main references -’ (sources)
Hioham Jaait, the biography of the Prophet, Mallah, the mediator in -Haohem Yahya Al the biography of the Prophet and the Rightly Guided Caliphate	Recommended books and (’ references (scientific journals, (... ‘reports
ibrary weboiteMuotafa Electronic L-Al	Electronic references, Internet (’ sites

Course development plan .’”

Course description form

**History of the Ancient Near East, 'Azhar Mohsen Shadhar .Mr. Dr
Second Stage**

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of must be linked to the program available. It learning opportunities the .description

College of Arts - Iraqi University	Educational institution .'
Department of History	department Scientific .' center/
History of the Ancient Near East	Course name/code .r
Is mandatory	Available attendance . ^٤ forms
annual	Semester/year . ^٥
hours 91	Number of study hours . ^٦ (total)
'1'r-'1''	Date this description was . ^٧ prepared
Course objectives .8	
Developing academic education at the university and college in accordance with enables universities to produce quality standards in higher education, which .outputs that are able to be produced in the labor market	
The students of the second stage learned about an important era in the history of the ancient world, which is the civilizations of the ancient Near East	
Identifying the achievements of the civilizations of the Nile Valley, the Levant, Persia Iran) and Anatolia (Turkey) in the fields of politics, such as knowing the systems of) > government of those kingdoms and countries, religious beliefs and architecture Studying the manifestations and mutual influences between ancient societies (religious (cultural -	

outcomes and teaching, learning and evaluation methods Course .''

<p>Cognitive goals -Ā</p> <ul style="list-style-type: none"> Introducing the student to ancient policies in the kingdoms and -'A <ul style="list-style-type: none"> . countries of the ancient Near East Drawing maps showing the cultural locations of the kingdoms and -'A <ul style="list-style-type: none"> . countries of the ancient Near East emic level through Preparing the student for an advanced acad -rA <ul style="list-style-type: none"> . scientific research and reports . Students absorb as much of the prescribed curriculum as possible -ξA Preparing the student psychologically and intellectually to accept the -°A <ul style="list-style-type: none"> . academic subject <p>.Knowledge and understanding -ᶜA</p>
<p>The skills objectives of the course - B</p> <p>kingdoms Between And the difference Similarity Bezel requester Realize - 'B</p> <ul style="list-style-type: none"> . the old East Near and countries in Military And Politics __ relations Importance Mada Student Realize - 'B <p>.Countries and kingdoms And expand development</p> <p>Student of Article and to know Vocabulary To clarify Oral Questions Use - rB</p> <ul style="list-style-type: none"> .With the material Related And terminology concepts .Subject around Knowledge from Saucepan Larger Collection -ξB
<p>Teaching and learning methods</p>
<p>Using different teaching methods, including raising the problem during the lecture 'using maps ' and discussing it with the students in a scientific dialogue method .as means of illustration blackboards , and books</p>
<p>Evaluation methods</p>
<p>and research ' daily reports ' discussion and dialogue ' Written and oral exams</p>
<p>Emotional and value goals -C</p> <ul style="list-style-type: none"> Enabling students to understand the scientific method -'C Enabling students to think scientifically, deduce, analyze and criticize -'C <p>Enabling students to interpret historical events and draw conclusions from -rC them</p> <ul style="list-style-type: none"> The ability to describe the prescribed curriculum -ξC
<p>Teaching and learning methods</p>
<p>the acquired knowledge, speed, and breadth of learning by developing Increase</p> <p>The student's memory depends on thinking, analysis, strategies that activate .regulation-deduction, planning, and self</p>

Evaluation methods
<p>In order to develop Discussing scientific topics that stimulate deep thinking thinking and discussion skills</p>
<p>transferable skills (other skills related to qualifying General and -D .(employability and personal development Classroom management skills -'D Encouraging the student to discuss and ask questions -'D differences) among Evaluation and excellence skills (individual -rD .students according to scientific abilities and mental skills</p>

**Prof. Dr. Second stage - For the object History of the Ancient Near East : Course intention .3
flowers**

Evaluation method	Teaching method	subject Name of the unit/course or	Required learning outcomes	hours	the week
	a lecture	An overview of the geography of Egypt, its nomenclature, and the origin of its population	1	3	the first
	=	Source for studying ancient Egyptian history	1	3	the second
	=	ancient Egypt Historical era in	1	3	the third
	=	\\52-\\n42)The Old Kingdom Era : (BC	1	3	the fourth
	=	(BC 20-1200) Middle Kingdom era	1	3	Fifth
	=	The Second Intermediate Age and the rule of the Hyksos (BC 1700-1550).	1	3	VI
	=	The era of the New Kingdom (Era of Empire) the (BC 1550-1070).	1	3	Seventh
	=	The Third Period of Weakness (Third Intermediate Period (BC 1070-640)	1	3	VIII
	=	Ancient Egyptian civilization (the doctrine of the world after death and (the afterlife	1	3	Ninth
	=	Mummification in ancient Egypt	1	3	The tenth
	=	History and civilization of the Levant (location and name)	1	3	eleventh
	=	The Semite or the island people (ancient Arabic)	1	3	twelveth
	=	(The people of the Levant (Amorite)	1	3	Thirteenth
	=	The people of the Levant, the (Canaanites (Phoenicians	1	3	fourteenth
=		Monthly exam	1	3	Fifteenth
	=	The people of the Levant (Arameans)	1	3	sixteen
	=	History and civilization of Iran (location and name)	1	3	seventeenth
	=	The Elamite, their origin and political	1	3	eighteen

		.hiotory			
=		The Medeo (their origino and a brief (political hiotory	1	3	nineteenth
=		Achaemenids	1	3	The twentieth
=		Iran after the Achaemenid era	1	3	twenty one
=		The Parthiano, a brief political hiotory And the civilized	1	3	twenty tow
=		History of Anatolia (location and (name	1	3	twenty third
=		The peoples who inhabited Anatolia	1	3	twenty fourth
=		.Hittites origin and name	1	3	th2°
=		.Sources for studying Hittite history	1	3	-twenty sixth
=		Brief political history of the Hittites the era of the Old Hittite Kingdom) (BC '٤١١ - '٦٧١	1	3	th2٧
=		Brief political history of the Hittites the era of the New Hittite Kingdom) (BC '01 ٧- '٤١١	1	3	-Twenty eighth
=		Hittites in northern Syria	1	3	XXIX
=		Monthly exam	1	3	thirty

Infrastructure . '٤	
Taha Baqir, Introduction to the History of Arabia -Ancient Civilizations (The Nile Valley Some Ancient Civilizations and -and the Levant Greece -Iran and Alexander the Great - Nations nd edition (Baghdad: Trade 'the Romans), and 'Part ('9٥٦and Printing Company Limited,	Required prescribed -r books
Jabag Qablo and Imad Samir, The History of the -Syria -Ancient Arab World (Mesopotamia Egypt), (Damascus: Damascus University Press, .(AD '118	Main references -٤ (sources)
All books and references related to the history of are many and readily the ancient Near East .available in public libraries	Recommended books and (ت references (scientific (... 'journals, reports
journalo weboite Iraqi univeroity	Electronic references, (ت ...'websites

Course development plan .’°

Updating the curriculum by expanding some brief topics that are important in knowing the various cultural aspects of Iraq's ancient history and adding new topics new information related to the to expand students' cognitive horizons and obtain prescribed curriculum. Motivating students to pursue scientific research by assigning them to write academic research, analyze historical texts, and come up .with recommendations of historical interest

description form Course

History of the Umayyad ›Mr. Dr. Imad Tali

Second Phase ›Dynaoty

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most must be linked to the program available. It learning opportunities of the .description

College of Arts - Iraqi University	Educational institution .9
the date	department Scientific .’1 center/
History of the Umayyad state	Course name/code .’

Is mandatory	Available attendance forms
annual	Semester/year
91	Number of study hours (total)
'1'r-'1''	Date this description was prepared
Course objectives	
<p>and the Umayyad state Introducing the student to the history of acquainting him with the most important historical events that had an impact on the political, economic, social and military situation of the Umayyad era</p>	
<p>Introducing the student to the most prominent historical transformations witnessed between the Rightly Guided Caliphate the Islamic world that . and the Abbasid Caliphate</p>	
<p>to the system of government in the Umayyad Introducing the student .state</p>	
<p>Working to enable students to acquire knowledge in line with quality standards in higher education</p>	
<p>Enabling students to acquire scientific knowledge in order to be able to supply the labor market with effective outputs</p>	
<p>the Islamic Identifying the most prominent risks and challenges facing . world, whether economic, political, or military</p>	

outcomes and teaching, learning and evaluation methods Course

<p style="text-align: right;">Cognitive objectives -A</p> <p>major countries Familiarizing students with sources for studying the history of -'A</p> <p>Preparing students scientifically so that they are able to acquire scientific -2A and apply it in the teaching process knowledge</p> <p>Empowering students intellectually to comprehend the scientific method -3A</p> <p>Enabling students to write scientific research and reports in a correct scientific -'A manner</p> <p>and scientific thinking Familiarize students with methods of research -'A</p>
<p style="text-align: right;">The skills objectives of the course - B</p> <p>Organizing and strengthening students' experiences by preparing them - 'B mentally by acquiring knowledge</p> <p>Students acquire the greatest amount of scientific information about the - 'B of major countries history</p> <p>Enabling students to participate in group dialogues - rB</p> <p>Enabling students to comprehend the course -'B</p>
Teaching and learning methods
<p>different teaching methods, including raising the problem during the lecture Using and discussing it with the students in a scientific dialogue method, using maps, .blackboards, and books as illustration tools</p>
Evaluation methods
<p>dialogue, 'meet platform via the university's online Written and oral exams .discussion, daily reports, research</p>
<p style="text-align: right;">Emotional and value goals -C</p> <p>Enabling students to understand the scientific method -'C</p> <p>Enabling students to think scientifically, deduce, analyze and criticize -'C</p> <p>Enabling students to interpret historical events and draw conclusions from -rC them</p> <p>The ability to describe the prescribed curriculum -'C</p>
Teaching and learning methods
<p>the acquired knowledge, speed, and breadth of learning by developing Increasing strategies that activate the student's memory by relying on thinking, analysis, .organization-deduction, planning, and self</p>

Evaluation methods
Discussing scientific topics that stimulate deep thinking, in order to develop thinking and discussion skills
transferable skills (other skills related to qualifying General and -D .(employability and personal development Class leadership skills -'D Planning skills -'D Evaluation skills and emphasizing individual differences among students -rD application skills Viewing and -ξD

**-Prof. Imad Tali Al) The second stage The Arab Islamic state in the Umayyad era : Course structure
(Nasiri**

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
Written exam	a lecture	The importance of studying Umayyad history, the difference between history and historiography	1	2	the first
=	=	The importance of studying the Umayyad era, the most important achievements of the Umayyad era	1	2	the second
=	=	rulers of the Umayyad dynasty, The the famous governors and princes of the Umayyad era	1	2	the third
=	=	The events that preceded the establishment of the Umayyad state, the determination of Caliph to reform ﷺ Ali bin Abi Talib	1	2	the fourth
=	=	Muawiyah during the era of the caliphate of Imam Ali bin Abi Talib, the fifth Rashidun Caliph, Imam terms of 'Hassan bin Ali reconciliation	1	2	Fifth
=	=	'Muawiya ibn Abi Sufyan His guardianship over the Levant, Muawiyah's general policy in caliphate managing the	1	2	VI
=	=	Muawiyah bin Abi Sufyan's general policy towards the tribes, the system of government, and guardianship over countries according to the Umayyads	1	2	Seventh
=	=	The relationship of the Umayyad	1	2	VIII

		caliphs to their states, the conquests during the era of the Umayyad state, Sawari-the Battle of Dhat Al			
=	=	the idea of <u>The Crown Prince</u> allegiance to the Crown Prince in the political and religious Umayyad era movements in the Umayyad era Imam Hussein's revolution	1	2	Ninth
=	=	The causes of the revolution of Imam Hussein, the revolution of Imam Hussein, peace be upon him	1	2	The tenth
=	=	-The revolution of Abdullah bin Al -Zubayr in Mecca. Abdullah bin Al Zubair declared his revolution openly .AH t€ and announced it in the year	1	2	eleventh
=	=	The armed clash between Abdullah Zubayr and the Umayyad -bin Al caliphs	1		twelveth
=	=	Administrative aspects in the the judiciary, and Umayyad era offices	1	2	Thirteenth
=	=	Financial aspects in the Umayyad -era abscess in the First: Abscess Umayyad era	1	2	fourteenth
=	=	The tribute, the first beginnings of imposing the tribute	1	2	Fifteenth
=	=	Types of tribute, the types from	1	2	sixteen

		whom the tribute is taken			
=	=	Jizyah in the Umayyad era, money during the reign of and coins, coins Muawiyah bin Abi Sufyan	1	2	seventeenth
=	=	The process of reforming and Arabizing money during the reign of Abdul Malik bin Marwan	1	2	eighteen
=	=	Hajjaj in the -The cultural role of Al process of reforming the monetary system	1	2	nineteenth
=	=	Urban aspects in the Umayyad era (Building cities (Kairouan	1	2	The twentieth
=	=	The city in Islam	1	2	twenty one
=	=	Building the city of Kairouan	1	2	twenty tow
=	=	The Emirate House	1	2	twenty third
=	=	Markets	1	2	twenty fourth
=	=	Building the city of Wasit	1	2	th2°
=	=	Construction and architecture of (mosques (Umayyad Mosque	1	2	sixth-twenty
=	=	The importance of the mosque and its role in the formation of the Islamic city	1	2	th2v
=	=	The origin of the mosque	1	2	eighth-Twenty
=	=	Building the Umayyad Mosque	1	2	XXIX
=	=	Location of the mosque	1	2	thirty

Infrastructure .’8	
Muhammad Suhail Taqouoh, Hiotory of the Umayyad State	Required prescribed books -٥
Tabari, Hiotory of the Apootleo and -Al Kingo	(Main references (sources -٦
Khudari Bey, The Umayyad State	Recommended books and (ح references (scientific journals, (... ‘reports
Comprehenoise library	...‘Electronic references, websites (ح

Course development plan .’9
history of the Umayyad Conducting some scientific research for students related to the state in general, knowledge of the history of the Umayyad state in all political, .economic, social and cultural aspects