

**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
For the history**

2024

the introduction:

The educational program is considered a coordinated and organized package of academic courses that include 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 to meet the requirements of the labor market. It is reviewed and evaluated 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 main features of the program and its courses, indicating the skills that 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 teaching staff participates in writing it under the supervision of the 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 system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in addition to adopting the description of the academic program circulated according to the book of the Department of Studies 3/2906. On 5/3/2023 regarding programs that adopt the Bologna Process as a basis for their work.

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

Concepts and terminology:

Description of the academic program: The description of the academic program provides a brief summary of its vision, mission, and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a necessary 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 the available learning opportunities. It is derived from the program description.

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

The program's mission: It briefly explains the goals and activities necessary to achieve them, and also defines the program's development paths and directions.

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

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

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

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

Academic program description form



University name: University of Anbar....

College/Institute: College...Basic Education/Modern...

Scientific Department: Department ofHistory.....

Name of the academic or professional program: Bachelor's degree.....History

Name of the final degree: Bachelor's degree in History....

Academic system: annual

Description preparation date: 7/3/2024

Date of filling the file: 7/3/2024

the signature :

Name of the scientific assistant: Prof.

Ahmed Ragab Mohamed

Date: 7/3/2024

the signature :

Name and signature of the department head,

Dr. Muhammad Sagor Hashem

Date: 7/3/2024

Check the file before

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division:Dr.Anwar

Ahmed Saleh

the date 7/3/2024

the signature

Authentication of the Dean

Prof.Mudhir Abed Ali

1. Program Vision

The Department of History at the College of Basic Education / Haditha seeks to advance historical knowledge and interest in the history of Arab, Islamic and Western nations and peoples, and to prepare university teachers with distinguished and competent scientific backgrounds as well as keeping pace with cultural and cognitive development, modern theories, critical curricula and philosophies that they have produced in a historical and cultural educational manner in an effort to serve society. Iraq and developing education at all levels.

2. Program Mission

The Department of History at the College of Basic Education / Haditha aspires to prepare a culturally competent generation in line with the requirements of the stage and linked to the Arab and Islamic intellectual heritage through:

1_ Working to prepare teachers and researchers who will take it upon themselves to advance the scientific situation in Iraq, preserve Arab-Islamic history, and take care of it in a way that serves the integrity of this ancient history.

2_ Developing cognitive and behavioral skills within its framework by building perceptions and taking measures to prepare educational cadres and develop education at all levels.

3_ Preparing and preparing the teacher on an ongoing basis.

4_ Preparing educational research to help produce educational knowledge and develop policies and programs that serve and develop society

3. Program Objectives

– That the student grows up with a love of history, according to what was mentioned in the Holy Qur'an and ancient historians, and to recognize the beauties of historical stories and ancient and contemporary events, and to link them to present history and to explain their importance to humanity, as it is a history whose traces cannot be erased.

2–Working to develop and build the student's analytical abilities regarding events that occurred and are taking place so that he can record and write according to correct data and from all aspects.

3– Using historical events and their lessons to employ the paths of life by teaching attention and arranging verbal priorities according to their importance and the goals of conveying them to the listener.

4– Helping the student to understand complex structures and ambiguous methods, and enabling the student to think accurately and perform careful mental research by becoming aware of historical writings, the details of events and incidents that took place, and the details of speech.

5– Paying attention to taste by building constructive knowledge for the student and developing the abilities of analysis and graphic interpretation.

6– Studying all kinds of ancient and modern Arabic sources because of its role in preserving the cultural heritage and words and explaining that importance to the student in a practical and scientific way, in addition to knowing the history of blogging, its development, the differences in its use, and knowing the synonyms and opposites of words and determining their use.

7– Studying pre-Islamic, Islamic, Abbasid, and Andalusian history, with a focus on the new literary genres in poetry and what distinguishes each type. This is the goal of building a cognitive perception of Muslim civilizations, their victories, and the intellectual vision of the glory of the nation. To apply some technical foundations in analyzing texts, building students’ capabilities, and refining their literary talents and spiritual values.

8– Identifying the dialects of the tribes, their languages, and the ways and patterns of life of those tribes by identifying the characteristics and nature of the structure of each language in history.

4. Program Accreditation

nothing

5. Other external influences

nothing

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	11	21		
College Requirements	11	38	14%	
Department Requirements	33	86	26%	
Summer Training	nothing		33%	
Other				

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

Number of courses: 55

Number of units: 145

7. Program Description				
Year/Level	Course Code	Course Name		Credit Hours
2023-2024/first	EHD 135	human rights	theoretical	1
	EHD 137	Arabic	theoretical	2
	EHD 140	English language 1	theoretical	2
	EHD 141	Principles of computer science	Theoretical + practical	2
	EHD 142	Islamic education	theoretical	2
	EHD 101	Basics of psychology	theoretical	3
	EHD 102	Fundamentals and principles of basic education	theoretical	3
	EHD 101	History of ancient Iraq	theoretical	3
	EHD 102	History of the Arabs before Islam	theoretical	2
	EHD 103	General geography	theoretical	2
	EHD 104	Ancient Near East	theoretical	3
	EHD 111	History of the era of the Message and the Rightly Guided Caliphate	theoretical	3
	EHD 112	History of Europe in the Middle Ages	theoretical	2
2023-2024/II	EHD 201	Arabic	theoretical	2
	EHD 223	English	theoretical	2
	EHD 224	Democracy	theoretical	1
	EHD 225	English language 2	theoretical	2
	EHD 226	the computer	Theoretical + practical	2
	EHD 300	Baath Party crimes	theoretical	2
	EHD 201	Counseling and mental health	theoretical	3
	EHD 202	Educational statistics	theoretical	3
	EHD 203	Educational psychology	theoretical	2
	EHD 211	Modern history of the Arab countries	theoretical	2
	EHD 212	History of Europe in the Renaissance	theoretical	2

	EHD 213	Modern and contemporary history of Asia	theoretical	2
	EHD 214	History of the Ottoman Empire	theoretical	2
	EHD 215	Geography of Iraq	theoretical	2
	EHD 222	History of the Umayyad state 41-132 AH	theoretical	2
	EHD 223	History of modern Iraq 1534-1914	theoretical	2
	EHD 224	History of Europe in the 19th century	theoretical	2
	EHD 225	Contemporary history of the Arab countries	theoretical	2
	EHD 226	Historical research method	theoretical	2
2023-2024/third	EHD 301	General teaching methods and applications	theoretical	3
	EHD 302	Educational research methodology	theoretical	3
	EHD 303	Curricula and textbooks	theoretical	2
	EHD 304	Measurement and evaluation	theoretical	2
	EHD 311	History of the Abbasid Empire 132-334 AH	theoretical	2
	EHD 312	History of Islamic Morocco	theoretical	2
	EHD 313	Contemporary history of Iran 1925-1979	theoretical	2
	EHD 314	Contemporary world history 1914-1990	theoretical	2
	EHD 315	Philosophy of history	theoretical	2
	EHD 316	Abbasid history 334-656 AH	theoretical	2
	EHD 322	History of Andalusia	theoretical	2
	EHD 323	The states of the Islamic East	theoretical	2
	EHD 324	Contemporary history of Iraq	theoretical	2
	EHD 325	History of Africa	theoretical	2
	EHD 325	sustainable development	theoretical	2
2023-2024 / Fourth	EHD 301	Professional ethics	theoretical	2
	EHD 302	Educational administration and supervision	theoretical	2
	EHD 303	Observational practical education	theoretical	2

	EHD 411	History of Islamic civilization	theoretical	2
	EHD 412	Geopolitics	theoretical	2
	EHD 413	Iraq's economic and social history	theoretical	2
	EHD 414	History of the United States of America	theoretical	2
	EHD 415	Contemporary history of Türkiye	theoretical	2
	EHD 416	Graduation research project	theoretical	2
	EHD 417	Practical education (application)	theoretical	12

8. Expected learning outcomes of the program

Knowledge

Knowing people's lives in the past to avoid mistakes in the present that people may make

C2- Communicate with everything new or useful and adapt it

Skills

The ability to absorb ancient events, apply them practically, and link them to the present.

B2- Dealing with crises and economic problems.

B 3- Building analytical and critical scientific foundations for students in the History Department

Ethics

Developing students' abilities to share ideas

9. Teaching and Learning Strategies

– Explaining the scientific material to students in detail.

2– Students' participation in analyzing historical events

3– Discussion and dialogue about vocabulary related to the topic

10. Evaluation methods

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

11. Faculty

Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Prof	date	Islami			angel	
Prof	psychology	Methods of teaching history			angel	
Teacher	date	Islami			angel	
Teacher	date	Islami			angel	
Teacher	date	Islami			angel	
Teacher	date	accident			angel	
Teacher	date	accident			angel	
Teacher	date	accident			angel	
Teacher	date	accident			angel	
Teacher	date	accident			angel	
assistant teacher	date	accident			angel	
assistant teacher	geography	Geologist			angel	

Professional Development
Mentoring new faculty members
They were included in training courses
Professional development of faculty members
They were involved in workshops and committees to carry out secondary tasks

12. Acceptance Criterion

13. The most important sources of information about the program

The mediator in the history of the Arabs before Islam – Dr. Hashem Yahya Al-Mallah

–Iraq in ancient history, Part 1 + Part 2 – Dr. Amer Suleiman

–The Ancient Near East – Dr. Sami Saeed Al-Ahmad

Europe in the Middle Ages – Dr. Abdel Qader Ahmed Youssef

History of the Modern World 1914–1945 – Dr. Abdul Wahab Al-Qaisi and others

History of the modern and contemporary Arab world – Dr. Ibrahim Khalil Ahmed

History of the Arab Maghreb – Dr. Abdel Wahed Dhannoun Taha and others

The history of the Arabs and their civilization in Andalusia – Dr. Abdul Wahid Thanoun Taha and others

History of the modern and contemporary Arabian Gulf – Dr. Mustafa Al-Najjar and others

Modern European History – Dr. Muhammad Muzaffar Al-Adhami

History of the Modern Third World – Dr. Ibrahim Khalil Ibrahim

History of the Arab World in the Ottoman Era – 1516–1916 – Dr. Ibrahim Khalil Ibrahim

Contemporary history of Iraq 1914–1968 – Dr. Jaafar Abbas Hamidi

Studies in the modern history of the United States of America – Dr. Abdul Aziz Suleiman

History of Iran and Turkey – Dr. Ibrahim Khalil Ibrahim

Studies in the history of Arab-Islamic civilization – Dr. Ibrahim Suleiman Al-Karawi

History of Asia – Dr. Abdul Latif Al-Sabbagh

Abbasid History 132–656 – Dr. Tarek Fathi Sultan

14. Program Development Plan

1 – Using new concepts in the field of historical studies, which included political, social, and economic aspects, and the use of analysis, constructive criticism, and conclusions from historical events and their course.

Program Skills Outline

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023-2024 the first	EHD 135	human rights	Basic		√					√			√		
	EHD 137	Arabic	Basic		√					√				√	
	EHD 140	English language1	Basic			√		√				√			
	EHD 141	Principles of computer science	Basic	√					√				√		
	EHD 142	Islamic education	Basic				√				√				√
	EHD101	Basics of psychology	Basic				√				√				√
	EHD 102	Fundamentals and principles of basic education	Basic		√			√				√			
	EHD 101	History of ancient Iraq	Basic	√				√				√			
	EHD 102	History of the Arabs before Islam	Basic	√				√				√			

	EHD 103	General geography	Basic	√				√				√			
	EHD 104	Ancient Near East	Basic	√				√				√			
	EHD 111	History of the era of the Message and the Rightly Guided Caliphate	Basic	√				√				√			
	EHD 112	History of Europe in the Middle Ages	Basic	√				√				√			
2023-2024/II	EHD 201	Arabic	Basic		√					√				√	
	EHD 223	English	Basic		√						√			√	
	EHD 224	Democracy	Basic			√					√				√
	EHD 225	English language2	Basic			√				√			√		
	EHD 226	the computer	Basic	√					√				√		
	EHD300	Baath Party crimes	Basic		√				√				√		
	EHD 201	Counseling and mental health	Basic	√					√				√		
	EHD 202	Educational statistics	Basic	√					√				√		

	EHD 203	Educational psychology	Basic	√					√				√		
	EHD 211	Modern history of the Arab countries	Basic	√					√				√		
	EHD 212	History of Europe in the Renaissance	Basic	√					√				√		
	EHD 213	Modern and contemporary history of Asia	Basic	√						√		√			
	EHD 214	History of the Ottoman Empire	Basic	√						√		√			
	EHD 215	Geography of Iraq	Basic	√						√		√			
	EHD 222	History of the Umayyad state 41-132 AH	Basic	√						√		√			
	EHD 223	History of modern Iraq 1534-1914	Basic	√						√		√			
	EHD 224	History of Europe in the 19th century	Basic	√						√		√			
	EHD 225	Contemporary history of the Arab countries	Basic	√						√		√			
EHD 226	Historical research method	Basic	√						√		√				

2023-2024/third	EHD 301	General teaching methods and applications	Basic		√				√			√			
	EHD 302	Educational research methodology	Basic			√					√		√		
	EHD 303	Curricula and textbooks	Basic	√					√				√		
	EHD 304	Measurement and evaluation	Basic		√					√		√			
	EHD 311	History of the Abbasid Empire 132-334 AH	Basic	√					√				√		
	EHD 312	History of Islamic Morocco	Basic	√					√				√		
	EHD 313	Contemporary history of Iran 1925-1979	Basic	√					√				√		
	EHD 314	Contemporary world history 1914-1990	Basic	√					√				√		
	EHD 315	Philosophy of history	Basic	√					√				√		
	EHD 316	Abbasid history 334-656 AH	Basic	√					√				√		
EHD 322	History of Andalusia	Basic	√					√				√			

	EHD 323	The states of the Islamic East	Basic	√				√			√		
	EHD 324	Contemporary history of Iraq	Basic	√				√			√		
	EHD 325	History of Africa	Basic	√				√			√		
	EHD 301	Professional ethics	Basic		√			√			√		
	EHD 302	Educational administration and supervision	Basic	√					√		√		
	EHD 303	Observational practical education	Basic			√				√	√		
	EHD 411	History of Islamic civilization	Basic	√				√			√		
	EHD 412	Geopolitics	Basic	√				√			√		
	EHD 413	Iraq's economic and social history	Basic	√				√			√		
	EHD 414	History of the United States of America	Basic	√				√			√		
	EHD 415	Contemporary history of Türkiye	Basic	√				√			√		
	EHD 416	Graduation research project	Basic		√			√			√		

	EHD 417	Practical education (application)	Basic		√			√				√			
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- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

Course Description Form

Course Description Form

1. Course Name:	
Sustainable Development	
2. Course Code:	
Second / 2024	
3. Semester / Year:	
4. Description Preparation Date	
: 14/4/2024	
5. Available Attendance Forms:	
theoretical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohammed Sagor Hashim Email: mhammed.sagur@uoanbar.edu.iq	
8. Course Objectives	
<p>a. Explaining the concept of curricula and its importance to students.</p> <p>A. Clarify the concept of sustainable development and its importance to students.</p> <p>B. Knowledge of ancient and modern types of sustainable development.</p> <p>c. Students understand the importance of sustainable development.</p> <p>e. The role of sustainable development in achieving educational goals.</p> <p>And. Illustrates the foundations of building sustainable development.</p> <p>G. Understand the philosophy of sustainable development and its types.</p> <p>H. Knowledge of the elements of sustainable development scholast</p>	<ul style="list-style-type: none"> • • •
9. Teaching and Learning Strategies	
Strategy	Economic Perspective of Sustainable Development, Fifth Arab Conference Environmental Management for the year 2007
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
11 / 2 / 2022	2	The benefit sustainable development	The concept sustainable development	theoretical	Tests discussion
18 / 2 / 2022	2	The benefit sustainable development	Positive reasons	theoretical	Tests discussion
25 / 2 / 2022	2	The benefit sustainable development	Characteristics sustainable development	theoretical	Tests discussion
3/3/2023	2	The benefit sustainable development	Historical development sustainable development	theoretical	Tests discussion
10 / 3 / 2022	2	The benefit sustainable development	Sustainable development requirements and most important elements	theoretical	Tests discussion
17/3/2023	2	The benefit sustainable development	Dimensions sustainable development and most important areas	theoretical	Tests discussion
24/3/2023	2	The benefit sustainable development	Sustainable development philosophy	theoretical	Tests discussion
31 / 3 / 2022	2	The benefit sustainable development	Pillars sustainable development indicators achieving them	theoretical	Tests discussion
7 / 4 / 2023	2	The benefit sustainable development	The role sustainable development achieving goals confronting problems	theoretical	Tests discussion
14/4/2023	2	The benefit sustainable development	Sustainable development goals and principles	theoretical	Tests discussion
21 / 4 / 2022	2	The benefit sustainable development	Sustainable development and communities	theoretical	Tests discussion
28 / 4 / 2022	2	The benefit sustainable development	Iraq's vision for 2030 sustainable development goals	theoretical	Tests discussion
5 / 5 / 2023	2	The benefit sustainable development	The international community's vision of the sustainable development goals	theoretical	Tests discussion
12/5/2023	2	The benefit sustainable development	Challenges achieving sustainable development goals	theoretical	Tests 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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Sustainable development, its concepts - dimensions - indicators Medhat Abu Al-Nasr - Yasmi Medhat Muhammad
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

13. Course Name:

Textbook curriculum

14. Course Code:

EHD 303

15. Semester / Year:

Second / 2024

16. Description Preparation Date:

41/4/2024

17. Available Attendance Forms:

theoretical

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

2 Each level Number of study hours (total) 2
hours level / 3 = 2 hours * 15 weeks = 30

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

Name: Mohammed Sagor Hashim

Email: mhammed.sagur@uoanbar.edu.iq

20. Course Objectives

a. Explaining the concept of curricula and its importance to students.

B. Knowledge of the types of ancient and modern teaching curricula.

C. Compares ancient curricula and modern curricula.

Dr.. Students understand the importance of curricula.

e. The role of the curriculum in achieving educational goals.

And . Explains the foundations of curriculum construction.

g. Understanding philosophy and its types.

H. Knowledge of the elements of the curriculum.

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-
-

21. Teaching and Learning Strategies

Strategy

This course includes many basic topics related to the concept of the curriculum, its importance and types, its role in achieving educational goals, the foundations of curriculum construction, and its elements.

22. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 / 2 / 2023	2	How to teach the subject	The concept of curriculum	theoretical	Tests discussion
8 / 2 / 2023	2	How to teach the subject	Types of curriculum and characteristics	theoretical	Tests discussion
15 / 2 / 2023	2	How to teach the subject	The old and modern curriculum	theoretical	Tests discussion
22/2/2023	2	How to teach the subject	Foundations of curriculum construction	theoretical	Tests discussion
29 / 2 / 2023	2	How to teach the subject	Knowledge foundations	theoretical	Tests discussion
7/3/2023	2	How to teach the subject	Psychological foundations	theoretical	Tests discussion
14/3/2023	2	How to teach the subject	Social and cultural foundations	theoretical	Tests discussion
21 / 3 / 2023	2	How to teach the subject	First monthly exam	theoretical	Tests discussion
28 / 3 / 2023	2	How to teach the subject	Philosophical foundations	theoretical	Tests discussion

4/4/2023	2	How to teach the subject	Elements of school curriculum	theoretical	Tests discussion
11 / 4 / 2023	2	How to teach the subject	The concept curriculum	theoretical	Tests discussion
18 / 4 / 2023	2	How to teach the subject	Types curriculum and characteristics	theoretical	Tests discussion
25 / 4 / 2023	2	How to teach the subject	The old modern curriculum	theoretical	Tests discussion
2/5/2023	2	How to teach the subject	Foundations curriculum construction	theoretical	Tests discussion
9 / 5 / 2023	2	How to teach the subject	Knowledge foundations	theoretical	Tests discussion
15/5/2023	2	How to teach the subject	Psychological foundations	theoretical	Tests discussion

23. Course Evaluation

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

24. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Curriculum and textbook - Dr. Rah Ali Saleh Dr.. A Turkish s entered
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Guidance, health and psychology	
2. Course Code: :	
EHD 303	
3. Semester / Year:	
The first 2023/2024	
4. Description Preparation Date:	
5 / 10 / 2024	
5. Available Attendance Forms	
: Daily attendance in the classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: a. Dr.. Akram Yassin Muhammad Email: akram.yaseen@uoanbar.edu.iq	
8. Course Objectives	
<p>a.Course Objectives a. Giving students a complete idea about psychological counseling and the extent which this science contributes to solving psychological problems.</p> <p>B. Introducing students to the concept of psychological counseling and psychological guidance.</p> <p>C– Identifying behavioral and psychological problems and disorders and their causes and being able to diagnose them.</p> <p>D– Introducing students to psychological counseling theories and how to benefit from them.</p>	
9. Teaching and Learning Strategies	
Strate	<p>a. Knowledge and understanding</p> <p>a . 1 The student understands the concept of psychological counseling and psychological problems.</p> <p>a . 2 List the types of guidance.</p> <p>a . 3 Identify educational guidance programs.</p> <p>a . 4 Explains the standards that must be followed and applied in psychological counseling.</p> <p>a . 5 Providing students with thinking and analytical skills to enable them to confront the problems they face.</p>

B. Subject-specific skills.

- B.1 Enabling the student to understand and know the basics of psychological counselling.
- B.2 Urging students to write reports and research in the field of psychological counselling.
- B.3 Make visits to deaf and autism centers for actual viewing.
- B.4 Urging students to participate in scientific seminars.
- B.5 shows the importance of educational and psychological guidance.

Teaching and Learning Methods

- Continuous daily and weekly tests.
- Activities during the lesson.
- Directing students to some websites to benefit from them.

Assessment methods

- Participation during the lesson.
- Providing activities.
- Achievement tests are as follows: - A. Semester exams 50%
B. End of semester exams 50%

C. Thinking Skills

- C1 - Developing students' ability to perform assignments and submit them on the scheduled date.
- C2- Presents a topic for students to test.
- C3- Developing students' ability to dialogue and discuss.

Teaching and Learning Methods

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed .
- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Assessment methods

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment By achieving knowledge and skills

Evaluation methods.

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment
With cognitive and skill achievement.

With cognitive and skill achievement.

10. Course Structure

Week	Hours	ILOs	Unit / Module orTopic Title	Teaching Method	AssessmentMethod
١	2	Guidance in Islamic thought	introduction	theoretical	Questions and dialogue
٢	2	psychological guidance	His concept	theoretical	General questions and discussion
٣	2	Psychological counseling ethics and	The importance of psychological counseling and its professional	theoretical	general questions

		professional standards	standards		
٤	2	Education advisor	Qualities of a mentor	theoretical	Questions, dialogue and discussion
٥	2	Professional competencies of the educational counselor	Explains the types of competencies	theoretical	Various questions
٦	2	Basic information for the counseling process	Mentions the types of interrelationship research	theoretical	Questions and discussion
7	2	Methods for discovering an individual's personality	Developmental research patterns	theoretical	Questions and discussion
٨	2	Case Study	What is a case study?	theoretical	Real questions and dialogue
٩	2	Some learning theories in counseling	What are learning theories?	theoretical	Questions and discussion
١٠	2	Self theory	The concept of self theory	theoretical	Questions, dialogue and discussion
١١	2	Counseling methods	What is meant by guidance?	theoretical	Questions and discussion
12	2	Types of school psychological counseling	Knowing its types	theoretical	Questions and discussion
١٣	2	Problems that students suffer from in the primary stage	The most prominent problems	theoretical	Questions and dialogue
١٤	2	crib	Its types	theoretical	Questions and discussion
١٥	2	Achievement tests	Achievement tests		My test is monthly

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<ul style="list-style-type: none"> - The Holy Quran - Hamid Zahran, Psychological Guidance and Counseling, Cairo, Alam al-Kutub, 1st edition, 1977. - Hamed Abdel Aziz Al-Faqi, Introduction to Psychological Counseling, Cairo, Alam Al-Kutub, 1974. - Asim Muhammad Nada, Educational and Psychological Guidance, Mosul, Dar Al-Kutub, for publishing and distribution Nader Fahmy, Theories of Counseling and Psychotherapy, 2nd edition, Dar Al-Fikr, Jordan - Amman, 2008. - Jalal Kayed Damra, Theoretical trends in counseling. 1st edition, Dar Safaa Publishing and Distribution Press, Amman, Jordan, 2008
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name :	
Measurement and evaluation	
2. Course Code:	
: EHD 303	
3. Semester / Year	
: Second 2023/2024	
4. Description Preparation Date:	
3 / 3 / 2024	
5. Available Attendance Forms	
: Daily attendance in the classroom	
6. Number of Credit Hours (Total) / Number of Units (Total	
2 Each level Number of study hours (total) 2 hours level / 1 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: a. Dr.. Akram Yassin Muhammad Email: akram.yaseen@uoanbar.edu.iq	
8. Course Objectives	
<p>A. Explaining the concept of measurement and evaluation, its importance, and its tools to students.</p> <p>B. Knowing the types of tests that the teacher conducts on students.</p> <p>C- Clarifying the analysis of the optional paragraphs.</p> <p>D- Knowing how to measure and evaluate optional sections for students.</p>	
9. Teaching and Learning Strategies	
Strate	<p>Teaching and learning methods.</p> <ul style="list-style-type: none"> - Continuous daily and weekly tests. - Activities during the lesson. - Directing students to some websites to benefit from them. <p>Evaluation methods.</p> <ul style="list-style-type: none"> - Participation during the lesson. - Providing activities. - Achievement tests are as follows: - A. Semester exams 50% <li style="padding-left: 40px;">B. End of semester exams 50%

Teaching and learning methods.

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic

Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed.

- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Evaluation methods.

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment

With cognitive and skill achievement.

Dr . General and transferable skills (other skills related to employability and personal development).

D1- Developing students' ability to deal with advanced tests of modern education.

D2- Developing students' ability to deal with the Internet.

D3- Developing students' ability to engage in dialogue and discussion to learn about countries that have advanced education

Teaching and Learning Methods

- Continuous daily and weekly tests.
- Activities during the lesson.
- Directing students to some websites to benefit from them.

Assessment methods

- Participation during the lesson.
- Providing activities.
- Achievement tests are as follows: - A. Semester exams 50%
B. End of semester exams 50%

C. Thinking Skills

- C1 - Developing students' ability to perform assignments and submit them on the scheduled date.
- C2- Presents a topic for students to test.
- C3- Developing students' ability to dialogue and discuss.

Teaching and Learning Methods

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed .
- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Assessment methods

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment By achieving knowledge and skills

With cognitive and skill achievement.

10. Course Structure

Week	Hours	ILOs	Unit / Module or Topic Title	Teaching	Assessment Method
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				Method	
١	2	Introduction to teaching - teaching theories Introduction to measurement and evaluation	Introduction to measurement and evaluation	theoretical	Questions and dialogue
٢	2	Concepts of measurement and evaluation	Concepts of measurement and evaluation?	theoretical	General questions and discussion
٣	2	Curriculum evaluation	How to evaluate the curriculum	theoretical	general questions
٤	2	Teacher evaluation, student evaluation	Teacher and student evaluation	theoretical	Questions, dialogue and discussion
٥	2	Spoken tests	Explains his concept	theoretical	Various questions
٦	2	Types of spoken tests	Types of tests	theoretical	Questions and discussion
7	2	The importance of measurement and evaluation	The importance of measurement and evaluation	theoretical	Questions and discussion
٨	2	Measurement, testing, evaluation	Concepts related to measurement and evaluation	theoretical	Real questions and dialogue
٩	2	First semester exam (Semester 1)	the exam	theoretical	Questions and discussion
١٠	2	Types of calendar	Its types	theoretical	Questions, dialogue and discussion
١١	2	Introductory calendar, syndromic calendar	What is meant, its types	theoretical	Questions and discussion
12	2	Formative assessment, summative (final) standard assessment	Factors affecting the choice of sample size	theoretical	Questions and discussion
١٣	2	Test map (specifications)	Questionnaire, interview	theoretical	Questions and dialogue
١٤	2	Achievement tests	Its types	theoretical	Questions and discussion
١٥	2	First semester exam (Section 2)	the exam		My test is monthly

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Psychological and educational measurement Imam Dr. Majeed Abdel Salam and others, Ministry of Higher Education and Scientific Research.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name :	
The basic education	
2. Course Code:	
: EHD 303	
3. Semester / Year:	
Second 2023/2024	
4. Description Preparation Date:	
3 / 3 / 2024	
5. Available Attendance Forms:	
Daily attendance in the classroom	
6. Number of Credit Hours (Total) / Number of Units (Total	
2 Each level Number of study hours (total) 2 hours level / 1 = 3 hours * 15 weeks = 45	
7. Course administrator's name (mention all, if more than one name)	
Name: a. Dr.. Akram Yassin Muhammad Email: akram.yaseen@uoanbar.edu.iq	
8. Course Objectives	
<p>A– Know the concept of general education. (Its importance, justifications, and objectives).</p> <p>B– Knowledge of basic education (its concept, principles, justifications, objectives, and time frame)</p> <p>C– Know the plans and outcomes of basic education.</p> <p>D– Know the administration of basic education.</p> <p>E – Know international experiences in basic education.</p> <p>F– Know the challenges and problems facing basic education in Iraq.</p>	
9. Teaching and Learning Strategies	
Strate	<p>Teaching and learning methods.</p> <ul style="list-style-type: none"> - Continuous daily and weekly tests. - Activities during the lesson. - Directing students to some websites to benefit from them. <p>Evaluation methods.</p> <ul style="list-style-type: none"> - Participation during the lesson. - Providing activities. <p>- Achievement tests are as follows: - A. Semester exams 50% B. End of semester exams 50%</p>

Teaching and learning methods.

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic

Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed.

- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Evaluation methods.

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment

With cognitive and skill achievement.

Dr . General and transferable skills (other skills related to employability and personal development).

D1- Developing students' ability to deal with advanced tests of modern education.

D2- Developing students' ability to deal with the Internet.

D3- Developing students' ability to engage in dialogue and discussion to learn about countries that have advanced education

Teaching and Learning Methods

- Continuous daily and weekly tests.
- Activities during the lesson.
- Directing students to some websites to benefit from them.

Assessment methods

- Participation during the lesson.
- Providing activities.
- Achievement tests are as follows: - A. Semester exams 50%
B. End of semester exams 50%

C. Thinking Skills

- C1 - Developing students' ability to perform assignments and submit them on the scheduled date.
- C2- Presents a topic for students to test.
- C3- Developing students' ability to dialogue and discuss.

Teaching and Learning Methods

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed .
- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Assessment methods

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment By achieving knowledge and skills

With cognitive and skill achievement.

10. Course Structure

Week	Hours	ILOs	Unit / Module or Topic Title	Teaching	Assessment Method
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				Method	
١	2	The concept of general education, its importance	Unit / Module or Topic Title	Teaching Method	Assessment Method
٢	2	Introduction to basic education	public education	theoretical	Questions and dialogue
٣	2	The differences between education	Introduction to basic education	theoretical	General questions and discussion
٤	2	Basic education - its concept, principles, justifications,	Know the difference between education	theoretical	general questions
٥	2	basic education goals,	Knowledge of basic education	theoretical	Questions, dialogue and discussion
٦	2	Basic education plans	Explains the goals of basic education	theoretical	Various questions
7	2	Basic education programme	What are the basic education plans?	theoretical	Questions and discussion
٨	2	Basic education outcomes	Knowledge of the education program	theoretical	Questions and discussion
٩	2	Basic education administration	Various comparison questions	theoretical	Real questions and dialogue
١٠	2	Philosophy competencies and goals	Show the administration of basic education	theoretical	Questions and discussion
١١	2	Structure of education schools	Its concept and goals	theoretical	Questions, dialogue and discussion
12	2	The second form of education	What is it meant by?	theoretical	Questions and discussion
١٣	2	Global experiences for education	Knowledge of comparative education	theoretical	Questions and discussion
١٤	2	Challenges facing teaching	What are its specifications?	theoretical	Questions and dialogue
١٥	2	semester test /	Achievement tests		My test is monthly

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Karim Nasser. (2012). Basic education (its concept - justifications - objectives - formula), Baghdad. 2- Amer Yas Al-Qaisi. (2012). Basic education, Baghdad.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name :	
Curricula and textbooks	
2. Course Code: :	
EHD 303	
3. Semester / Year :	
the first 2023/2024	
4. Description Preparation Date:	
5 / 10 / 2024	
5. Available Attendance Forms :	
Daily attendance in the classroom	
6. Number of Credit Hours (Total) / Number of Units (
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: a. Dr.. Akram Yassin Muhammad Email: akram.yaseen@uoanbar.edu.iq	
8. Course Objectives	
<p>A. Explaining the concept of curricula and its importance to students.</p> <p>B. Knowledge of the types of ancient and modern teaching curricula.</p> <p>C. Compares ancient curricula and modern curricula.</p> <p>D .. Students understand the importance of curricula.</p> <p>e. The role of the curriculum in achieving educational goals.</p> <p>And . Explains the foundations of curriculum construction.</p> <p>g. Understanding philosophy and its types.</p> <p style="padding-left: 40px;">H. Knowledge of the elements of the curriculum.</p> <p style="padding-left: 40px;">i. Shows the types of curricula.</p>	
9. Teaching and Learning Strategies	
Strategy	<p>Teaching and learning methods.</p> <ul style="list-style-type: none"> - Continuous daily and weekly tests. - Activities during the lesson. - Directing students to some websites to benefit from them. <p>Evaluation methods.</p> <ul style="list-style-type: none"> - Participation during the lesson. - Providing activities. - Achievement tests are as follows: - A. Semester exams 50% <li style="padding-left: 40px;">B. End of semester exams 50% Teaching and learning methods. - Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic <li style="padding-left: 40px;">Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analyzed

- Giving students some group activities and assignments among themselves.
 - Paying attention to daily assignments and tests and allocating a percentage of the grade to them.
- Evaluation methods.
- Involving students in the lesson, evidence of their commitment and interest.
 - Assigning students to prepare reports, and adhering to the deadline specified for them.
 - Conducting monthly achievement tests. (oral, written), expressing commitment With cognitive and skill achievement.
- Dr . General and transferable skills (other skills related to employability and personal development).
- D1- Developing students' ability to deal with advanced tests of modern education.
- D2- Developing students' ability to deal with the Internet.
- D3- Developing students' ability to engage in dialogue and discussion to learn about countries that have advanced

Teaching and Learning Methods

- Continuous daily and weekly tests.
- Activities during the lesson.
- Directing students to some websites to benefit from them.

Assessment methods

- Participation during the lesson.
- Providing activities.
- Achievement tests are as follows: - A. Semester exams 50%
B. End of semester exams 50%

C. Thinking Skills

- C1 - Developing students' ability to perform assignments and submit them on the scheduled date.
- C2- Presents a topic for students to test.
- C3- Developing students' ability to dialogue and discuss.

Teaching and Learning Methods

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed .
- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Assessment methods

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment By achieving knowledge and skills

With cognitive and skill achievement.

10. Course Structure

Week	Hours	ILOs	Unit / Module orTopic Title	Teaching Method	AssessmentMethod
١	2	concept of curriculum,	The concept of curriculum	theoretical	Questions and dialogue
٢	2	Types of curriculum and its characteristics	Language and terminology	theoretical	General questions and discussion
٣	2	The old and modern curriculum	Knowledge of the ancient and modern curriculum	theoretical	general questions
٤	2	Foundations of curriculum construction	The difference between the two approaches	theoretical	Questions, dialogue and discussion
٥	2	Knowledge foundations	The most prominent	theoretical	Various questions

			foundations		
٦	2	Social and cultural basis	Concept of culture	theoretical	Questions and discussion
7	2	Philosophical foundations	Its characteristics	theoretical	Questions and discussion
٨	2	First semester exam (part 1)	Concept of philosophy	theoretical	Real questions and dialogue
٩	2	Elements of the school curriculum	Various questions	theoretical	Questions and discussion
١٠	2	Separate subjects curriculum	Its types and importance of goals	theoretical	Questions, dialogue and discussion
١١	2	Broad field approach	What is meant and its advantages and disadvantages	theoretical	Questions and discussion
12	2	Activity curriculum	Its concept, its types	theoretical	Questions and discussion
١٣	2	Core curriculum	What is the pivotal curriculum, its advantages	theoretical	Questions and dialogue
١٤	2	school book	Its concept, importance, dimensions	theoretical	Questions and discussion
١٥	2	school book Semester exam (Section 2	Achievement tests		My test is monthly

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books any)	<ol style="list-style-type: none"> 1. Ibrahim, Bassiouni Amira (1991), The Method and Its Elements, 1st edition, Cairo, Dar Al-Maaref. 2. Ibrahim, Fawzi and Rajab, Al-Kalza (1983), School Curricula Planning and Development, Dar Al-Maaref. 3. Ibrahim, Abdul Latif Fouad (1975), Curricula, their foundations, organizations, and evaluation of their impact, Misr Press, 4th edition, Cairo. 4. Muhammad, Majeed Mahdi (1990), Curricula and their Educational Applications, Ministry of Higher Education, University of Mosul, Higher Education Press.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References Websites	

Course Description Form

1. Course Name :	
Teaching methods	
2. Course Code: :	
EHD 303	
3. Semester / Year :	
the first 2023/2024	
4. Description Preparation Date:	
5 / 10 / 2024	
5. Available Attendance Forms :	
Daily attendance in the classroom	
6. Number of Credit Hours (Total) / Number of Units (
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: a. Dr.. Akram Yassin Muhammad Email: akram.yaseen@uoanbar.edu.iq	
8. Course Objectives	
<p>1– Defines the basic concepts of teaching terminology.</p> <p>2– Knowing the importance of teaching methods.</p> <p>3– Identify the types of teaching methods and methods.</p> <p>4– Knowledge of using the steps of teaching methods.</p> <p>5– Explaining the advantages and disadvantages of teaching methods and methods..</p>	
9. Teaching and Learning Strategies	
Strategy	<p>Teaching and learning methods.</p> <ul style="list-style-type: none"> - Continuous daily and weekly tests. - Activities during the lesson. - Directing students to some websites to benefit from them. <p>Evaluation methods.</p> <ul style="list-style-type: none"> - Participation during the lesson. - Providing activities. <p>- Achievement tests are as follows: - A. Semester exams 50% B. End of semester exams 50% Teaching and learning methods.</p> <p>- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analyzed</p>

- Giving students some group activities and assignments among themselves.
 - Paying attention to daily assignments and tests and allocating a percentage of the grade to them.
- Evaluation methods.
- Involving students in the lesson, evidence of their commitment and interest.
 - Assigning students to prepare reports, and adhering to the deadline specified for them.
 - Conducting monthly achievement tests. (oral, written), expressing commitment With cognitive and skill achievement.
- Dr . General and transferable skills (other skills related to employability and personal development).
- D1- Developing students' ability to deal with advanced tests of modern education.
- D2- Developing students' ability to deal with the Internet.
- D3- Developing students' ability to engage in dialogue and discussion to learn about countries that have advanced

Teaching and Learning Methods

- Continuous daily and weekly tests.
- Activities during the lesson.
- Directing students to some websites to benefit from them.

Assessment methods

- Participation during the lesson.
- Providing activities.
- Achievement tests are as follows: - A. Semester exams 50%
B. End of semester exams 50%

C. Thinking Skills

- C1 - Developing students' ability to perform assignments and submit them on the scheduled date.
- C2- Presents a topic for students to test.
- C3- Developing students' ability to dialogue and discuss.

Teaching and Learning Methods

- Conduct dialogue and discussion in an applied manner related to the reality of daily life to attract students to a topic Lesson without straying from the core of the topic so that the material is flexible and able to be understood and analysed .
- Giving students some group activities and assignments among themselves.
- Paying attention to daily assignments and tests and allocating a percentage of the grade to them.

Assessment methods

- Involving students in the lesson, evidence of their commitment and interest.
- Assigning students to prepare reports, and adhering to the deadline specified for them.
- Conducting monthly achievement tests. (oral, written), expressing commitment By achieving knowledge and skills

With cognitive and skill achievement.

10. Course Structure

Week	Hours	ILOs	Unit / Module or Topic Title	Teaching Method	Assessment Method
١	2	Introduction to teaching - teaching theories	Concept theory, teaching theory, learning theory	theoretical	Questions and dialogue
٢	2	Models of teaching theories	What are the models of teaching theories?	theoretical	General questions and discussion
٣	2	Teaching terminology	The concept of teaching method	theoretical	general questions

٤	2	Criteria for choosing a teaching method	The importance of teaching method	theoretical	Questions, dialogue and discussion
٥	2	Teaching models	The concept of teaching models	theoretical	Various questions
٦	2	Teaching skills	Types of teaching skills	theoretical	Questions and discussion
7	2	Effective teaching	Effective teaching skills	theoretical	Questions and discussion
٨	2	Classifications of teaching methods	Common teaching methods	theoretical	Real questions and dialogue
٩	2	Cooperative learning method	Its steps, and role-playing	theoretical	Questions and discussion
١٠	2	Learning method for mastery, brainstorming	What is meant, its types	theoretical	Questions, dialogue and discussion
١١	2	Discussion method (dialogue)	Types of discussion method	theoretical	Questions and discussion
12	2	The method of induction and deduction	Her steps	theoretical	Questions and discussion
١٣	2	Teaching planning	The importance and types of plans	theoretical	Questions and dialogue
١٤	2	Educational goals	Plan templates	theoretical	Questions and discussion
١٥	2	semester test /	Achievement tests		My test is monthly

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books any)	<ul style="list-style-type: none"> - Ibrahim, Magdy Aziz, (2004), Educational Strategies and Methods Learning, Cairo Anglo-Egyptian Library, 1st edition - Ibn Manzur, (1956), Muhammad bin Makram bin Ali, Abu Al-Fadl, Jamal al-Din Ibn Manzur, Lisan al-Arab, Publisher: Dar Sader - Beirut, Third edition. - Al-Alusi, Akram Yassin Muhammad, Teaching (concepts - foundations - theories - Models - Methods - Planning) Iraq, 1st edition, Al-Yusr Press, 2021. - Al-Hila, Muhammad Mahmoud: Teaching methods and strategies, 2003. - Walid Ahmed Jaber, general teaching methods, their planning and educational applications, I/1 2005. - Mandour Abdel Salam Fathallah: The simple introduction to curricula and methods Teaching, Riyadh, International Publishing House, first edition, 2007 - Al-Tamimi, Awad Jassim (2011) General Teaching Methods, Baghdad..
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References Websites	

Course Description Form

1. Course Name:	
History of the Ottoman Empire	
2. Course Code:	
EHD 214	
3. Semester / Year:	
the first / 2023	
4. Description Preparation Date:	
4/10/2023	
5. Available Attendance Forms:	
theoretical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Adel Allawi Shafi Email: ali.adil@uoanbar.edu.iq	
8. Course Objectives	
Course Objectives	<p>A– The student’s definition of the Ottoman Empire and its origins.</p> <p>B– Introducing him to the homeland of Ottomans and their lineage.</p> <p>C– Getting to know the powerful Sultans of Baghdad and Uthman.</p> <p>D– The student’s knowledge of the Ottoman policy towards the Islamic Levant.</p> <p>E – Identifying the causes and factors of weakness and decline of the Ottoman Empire.</p> <p>F– The student’s knowledge of the reasons for demise of the Ottoman Empire.</p>
9. Teaching and Learning Strategies	
Strategy	This course includes many basic topics related to the history of the Ottoman Empire.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/9/2023	Two hour	Study of the history of Ottoman Empire	The emergence of the Ottoman Empire	theoretical	Tests and discussions
17/9/2023	Two hour	Study of the history of Ottoman Empire	The origin and homeland of Ottomans	theoretical	Tests and discussions
24/9/2023	Two hour	Study of the history of Ottoman Empire	Osman, founder of Ottoman Empire	theoretical	Tests and discussions
1/10/2023	Two hour	Study of the history of Ottoman Empire	An era of power and expansion	theoretical	Tests and discussions
8/10/2023	Two hour	Study of the history of Ottoman Empire	Sultan Mehmed II and conquest of Constantinople	theoretical	Tests and discussions
15/10/2023	Two hour	Study of the history of Ottoman Empire	The Ottomans and the Islamic Levant	theoretical	Tests and discussions
22/10/2023	Two hour	Study of the history of Ottoman Empire	The Ottomans and the Safavid state	theoretical	Tests and discussions
29/10/2023	Two hour	Study of the history of Ottoman Empire	Semester exam/first month	theoretical	Tests and discussions
5/11/2023	Two hour	Study of the history of Ottoman Empire	The Ottoman Empire and Europeans	theoretical	Tests and discussions
12/11/2023	Two hour	Study of the history of Ottoman Empire	An era of decline and decay	theoretical	Tests and discussions
19/11/2023	Two hour	Study of the history of Ottoman Empire	Reforms and regulatory movement	theoretical	Tests and discussions
26/11/2023	Two hour	Study of the history of Ottoman Empire	The Eastern Question	theoretical	Tests and discussions
3/12/2023	Two hour	Study of the history of Ottoman Empire	The reign of Sultan Abdul Hamid II	theoretical	Tests and discussions
10/12/2023	Two hour	Study of the history of Ottoman Empire	World War I and the demise of the Ottoman Empire	theoretical	Tests and discussions
17/12/2023	Two hour	Study of the history of Ottoman Empire	Semester exam/second month	theoretical	Tests and discussions
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)			Abdul Latif Al-Sabbagh, History of the Ottoman Empire.		

Main references (sources)	Muhammad Farid Bey, History of t Ottoman Empire
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

1. Course Name:	
Contemporary history of Iraq 1914–1968	
2. Course Code:	
EHD 324	
3. Semester / Year:	
Second / 2024	
4. Description Preparation Date:	
4/14/2024	
5. Available Attendance Forms:	
theoretical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Adel Allawi Shafi Email: ali.adil@uoanbar.edu.iq	
8. Course Objectives	
Course Objectives	<p>A– Introducing the student to the contemporary history of Iraq.</p> <p>B– Knowing the reasons that prompted Britain to occupy it.</p> <p>C– Identifying the position of the Iraqi people resisting the British occupation.</p> <p>D– The student’s knowledge of the events that helped build the modern state of Iraq.</p> <p>E – Getting to know the Iraqi–British treaties.</p> <p>F– Identifying the most important revolutions and movements against occupation and subordination.</p>
9. Teaching and Learning Strategies	
Strategy	<p>This course includes many basic topics related to the contemporary history of Iraq.</p>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
21/1/2024	Two hour	Study of contemporary history	British occupation of Iraq	theoretical	Tests discussions
4/2/2024	Two hour	Study of contemporary history	The Great Iraqi Revolution the establishment of monarchy in Iraq	theoretical	Tests discussions
11/2/2024	Two hour	Study of contemporary history	The Iraqi-British treaties, establishment of the parliament and the approval of the Iraqi constitution	theoretical	Tests discussions
18/2/2024	Two hour	Study of contemporary history	The death of King Faisal I the period of King Ghazi's 1933-1939	theoretical	Tests discussions
25/2/2024	Two hour	Study of contemporary history	The position of the Iraqi people on amending the 1930 treaty and Wathba Kanun in 1948	theoretical	Tests discussions
3/3/2024	Two hour	Study of contemporary history	1952 uprising	theoretical	Tests discussions
17/3/2024	Two hour	Study of contemporary history	Iraq and the policy of Western alliances	theoretical	Tests discussions
24/3/2024	Two hour	Study of contemporary history	Semester exam/first month	theoretical	Tests discussions
31/3/2024	Two hour	Study of contemporary history	The Free Officers Movement in Iraq	theoretical	Tests discussions
7/4/2024	Two hour	Study of contemporary history	Introductions to the revolution of July 14, 1958	theoretical	Tests discussions
4/14/2024	Two hour	Study of contemporary history	The revolution of July 14, 1958 and the change of the regime in Iraq	theoretical	Tests discussions
4/21/2024	Two hour	Study of contemporary history	The end of the rule of Abd al-Karim Qasim	theoretical	Tests discussions
4/28/2024	Two hour	Study of contemporary history	The period of Abdel Salam Arif's rule	theoretical	Tests discussions
5/5/2024	Two hour	Study of contemporary history	The period of Abd al-Rahman Arif's rule	theoretical	Tests discussions
12/5/2024	Two hour	Study of contemporary history	Semester exam/second month	theoretical	Tests discussions

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)	Jaafar Abbas Hamidi, Contemporary History of Iraq 1914-1968.
Main references (sources)	Ibrahim Khalil Saleh, modern and contemporary history of Iraq

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

Course Description Form

1. Course Name:	
Studies in the history of the United States of America	
2. Course Code:	
EHD414	
3. Semester / Year:	
the first / 2023	
4. Description Preparation Date:	
4/10/2023	
5. Available Attendance Forms:	
theoretical	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 week 30	
7. Course administrator's name (mention all, if more than one name)	
Name: Ali Adel Allawi Shafi Email: ali.adil@uoanbar.edu.iq	
8. Course Objectives	
Course Objectives	<p>A– Introducing the student to the movement geographical discoveries.</p> <p>B– His definition of English colonialism in the N World.</p> <p>C– Knowing the causes of the American War Independence.</p>

	<p>D– The student’s knowledge of the American Constitution in 1789.</p> <p>E – Identify the causes and stages of the American Civil War.</p> <p>And –, his definition of the American expansion policy during the second half of the nineteenth century.</p>
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9. Teaching and Learning Strategies

Strategy	This course includes many basic topics related to the history of the United States of America.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/9/2023	Two hour	Study the history of the United States	Movement of geographical discoveries	theoretical	Tests and discussions
17/9/2023	Two hour	Study the history of the United States	English colonialism in the New World	theoretical	Tests and discussions
24/9/2023	Two hour	Study the history of the United States	American War of Independence	theoretical	Tests and discussions
1/10/2023	Two hour	Study the history of the United States	Declaration of independence in 1776	theoretical	Tests and discussions
8/10/2023	Two hour	Study the history of the United States	Europe's position on events in the Americas	theoretical	Tests and discussions
15/10/2023	Two hour	Study the history of the United States	Approval of the Constitution in 1789 and the formation of the federal system	theoretical	Tests and discussions
22/10/2023	Two hour	Study the history of the United States	George Washington, first president of the United States of America	theoretical	Tests and discussions
29/10/2023	Two hour	Study the history of the United States	Semester exam/first month	theoretical	Tests and discussions
5/11/2023	Two hour	Study the history of the United States	Presidency of James Monroe	theoretical	Tests and discussions
12/11/2023	Two hour	Study the history of the United States	American Civil War	theoretical	Tests and discussions
19/11/2023	Two hour	Study the history of the United States	American expansion during the second half of the nineteenth century	theoretical	Tests and discussions
26/11/2023	Two hour	Study the history of the United States	Entering the United States of America First World War	theoretical	Tests and discussions
3/12/2023	Two hour	Study the history of the United States	The United States and the Peace Conference in Paris 1919	theoretical	Tests and discussions

10/12/2023	Two hour	Study the history of the United States	United States of America between the wars 1919-19	theoretical	Tests and discussions
17/12/2023	Two hour	Study the history of the United States	Semester exam/month	theoretical	Tests and discussions

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)	Abdul Majeed Na'ani, Modern History of the United States of America.
Main references (sources)	Abdul Aziz Suleiman Nawar, History of the United States of America.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

25. Course Name:
26.
tarikh alduwaylat alarabiat walsalamiat fi almashriq
27. Course Code
: EHD 343
28. Semester / Year
: Second / 2024
29. Description Preparation Date:
14/4/2024
30. Available Attendance Forms:
theoretical
31. Number of Credit Hours (Total) / Number of Units (Total)

2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 week
30

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

Name: Dr.Ahmad shahab ahmad
Email: ahmad.shahab@uoanbar.edu.iq

33. Course Objectives

<p>'a. 'ahamu aliasbab alati amtadat a muashir IRCS fi almashriqi. bi. dirasat mukathafat lijamie t alduwaylat fi almashriq . ja. maerifat alahwal aliajtimaeiat alhadith alati mahadat liqiam alduwaylat . du. fahum 'ahamiyat tilk aldawawilat . hi . dawr alearab almuqawimat fi muajal baed alduwaylat t .dawrat alnisa' fi aw abqada' baed t alduwaylati. w . wayuadih alsiraeat bayn tilk alduwaylat z. fahm alfalsafat alkhalfiat fi altaeamul m alahdath aleamati.</p>	<ul style="list-style-type: none"> • • •
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34. Teaching and Learning Strategies

Strategy	<p>This course includes many basic topics related to the concept of the curriculum, its importance and types, its role in achieving educational goals, the foundations of its construction, and its elements.</p>
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35. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
12 / 2 / 2023		alduwaylat alearabiya walsalam	aisbab qiam alduwaylat	theoretical	munaqasat wamunashsha

19 / 2 / 2023		alduwayla alearabiya walsalam	muraqabat alamarat altaahira fi	theoretical	munaqashat wamunaqasha
26 / 2 / 2023		alduwayla alearabiya walsalam	almashri almashri sihat	alduwayla alearabiya walsalami	munaqashat wamunaqasha
1/3/2023		alduwayla alearabiya walsalam	alamarat alsifaria URUR	alduwayla alearabiya walsalami	munaqashat wamunaqasha
8 / 3 / 2023		alduwayla alearabiya walsalam	alamarat alsaama la	alduwayla alearabiya walsalami	munaqashat wamunaqasha
14/3/2023		alduwayla alearabiya walsalam	alhadariya lilsaama yn	alduwayla alearabiya walsalami	munaqashat wamunaqasha
21/3/2023		alduwayla alearabiya walsalam	sihat alamarat alghazna ia	alduwayla alearabiya walsalami	munaqashat wamunaqasha
28 / 3 / 2023		alduwayla alearabiya walsalam	dawr alghizna iyn	alduwayla alearabiya walsalami	munaqashat wamunaqasha
5 / 4 / 2023		alduwayla alearabiya walsalam	alhadara alaslamiya alaimtiha	alduwayla alearabiya walsalami	munaqashat wamunaqasha
12/4/2023		alduwayla alearabiya walsalam	alshahriya al'awal tasaruf	alduwayla alearabiya walsalami	munaqashat wamunaqasha
19 / 4 / 2023		alduwayla alearabiya walsalam	alamarat alkhawarizmiya IR	alduwayla alearabiya walsalami	munaqashat wamunaqasha
26 / 4 / 2023		alduwayla alearabiya walsalam	alamarat alhamda at	alduwayla alearabiya walsalami	munaqashat wamunaqasha
3 / 5 / 2023		alduwayla alearabiya walsalam	almawsil rieayat	alduwayla alearabiya walsalami	munaqashat wamunaqasha

10/5/2023		alduwaylat alearabiat walsalamiat	alamarat alhamda at fi hala alamarat aleaqilia alnuzum	alduwayla alearabiat walsalami	munaqashat wamunaqasha
36. 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					
37. Learning and Teaching Resources					
tarikh alduwaylat alearabiat walsalamiat fi ale aleabaasii			da.khashie almaeadidi wada. rask aljamili		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

38. Course Name:
History of the Arabs before Islam
39. Course Code:
EHD 303
40. Semester / Year:
The first / 2023
41. Description Preparation Date:
2024/4/18
42. Available Attendance Forms:
My theory
43. Number of Credit Hours (Total) / Number of Units (Total)

2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30

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

Name: Marwan Ali MiKhlif

Email: marwan.ali@uoanbar.edu.iq

45. Course Objectives: Defining and clarifying the Arabian Peninsula in terms of the origin of the name, the economic conditions in which it was spread, the geographical nature of the Arabian Peninsula, addressing its deserts and mountains, the economic lifestyle, and even the political and social system and the peoples that inhabited the Arabian Peninsula before the emergence of Islam.

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46. Teaching and Learning Strategies: Discussing the most important states that emerged in the Arabian Peninsula, such as the state of the Nabataeans, Yemen, Hatra, Palmyra, Kinda, Al-Hirah, and Ghassanid, and the political and cultural system of government therein, as well as the state of Mecca and Medina and its political and cultural conditions, and the social, political, intellectual, and religious life of the Arabs, as well as learning about the most important written Arab Islamic sources.

47. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2023/9/11	2	How to teach the subject	The geography of the Arabian Peninsula and its effects on the population	theoretical	Tests discussion
2023/9/18	2	How to teach the subject	The ancient peoples of the Arabian Peninsula their origins and culture	theoretical	Tests discussion
2023/9/25	2	How to teach the subject	The state of Yemen and its political and cultural conditions	theoretical	Tests discussion
2023/10/2	2	How to teach the subject	The Nabatean state and its political and cultural conditions	theoretical	Tests discussion
2023/10/9	2	How to teach the subject	The urban state and its political and cultural conditions	theoretical	Tests discussion
2023/10/16	2	How to teach the subject	The state of Palmyra and its political and cultural conditions	theoretical	Tests discussion

2023/10/23	2	How to teach the subject	The state of Canada its political and cultural conditions	theoretical	Tests discussion
2023/10/30	2	How to teach the subject	The state of confusion and its political and cultural conditions	theoretical	Tests discus
2023/11/6	2	How to teach the subject	The Ghassanid state its political and cultural conditions	theoretical	Tests discussion
2023/11/13	2	How to teach the subject	The state of Mecca its political and cultural conditions	theoretical	Tests discussion
2023/11/20	2	How to teach the subject	The city of Taif and its political and cultural conditions	theoretical	Tests discussion
2023/11/27	2	How to teach the subject	The city of Yathrib its political and cultural conditions	theoretical	Tests discussion
2023/12/4	2	How to teach the subject	Social and political among the Arabs	theoretical	Tests discussion
2023/12/11	2	How to teach the subject	Intellectual and religious life among the Arabs	theoretical	Tests discussion
2023/12/18	2	How to teach the subject	Arab Islamic sources blog	theoretical	Tests discussion

48. 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

49. Learning and Teaching Resources : History of the Arabs before Islam.

Required textbooks (curricular books, if any)	Al-Mallah, Hashim Yahya, History of the Arabs before Islam.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

50.	Course Name:		
The era of the message and the Rightly Guided Caliphate.			
51.	Course Code:		
EHD 303			
52.	Semester / Year:		
Second / 2024			
53.	Description Preparation Date:		
2024/4/18			
54.	Available Attendance Forms:		
My theory			
55.	Number of Credit Hours (Total) / Number of Units (Total)		
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30			
56.	Course administrator's name (mention all, if more than one name)		
Name: Marwan Ali MiKhlif Email: marwan.ali@uoanbar.edu.iq			
57.	Course Objectives:	Introducing the Arabian Peninsula in terms of location and name, the economic conditions therein and its control over important trade caravan routes, the effects of climate and natural factors on the character of individuals, as well as learning about the system of government therein and its political and social conditions, and the role and sovereignty of the Quraish tribe in Mecca before Islam.	
		<ul style="list-style-type: none"> • • • 	
58.	Teaching and Learning Strategies:	Discussing the life of the Prophet Muhammad (peace be upon him) in all its details from birth to the mission, the Islamic call, and all the reasons and factors for the participants' resistance to the Islamic call, and also touching on the details of the era of the Rightly Guided Caliphate and how the caliphate was transmitted among the Companions of the Messenger of God (peace be upon him).	
59. Course Structure			

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2024/2/7	2	How to teach the subject	The geography of the Arabian Peninsula and economic, political and social conditions	theoretical	Tests discussion
2024/2/26	2	How to teach the subject	The life of the Messenger (peace be upon him) from birth until the mission	theoretical	Tests discussion
2024/2/27	2	How to teach the subject	Islamic advocacy in first home	theoretical	Tests discussion
2024/3/4	2	How to teach the subject	The city state and its organizations	theoretical	Tests discussion
2024/3/5	2	How to teach the subject	The state of Medina jihad for the sake of God	theoretical	Tests discussion
2024/3/10	2	How to teach the subject	The city state and protection of the internal and external front	theoretical	Tests discussion
2024/3/11	2	How to teach the subject	The extension of the state and the sovereignty of Islam	theoretical	Tests discussion
2024/3/12	2	How to teach the subject	The Rightly Guided Caliphate during the era of Abu Bakr Al-Siddiq (may God be pleased with him)	theoretical	Tests discussion
2024/3/17	2	How to teach the subject	The Rightly Guided Caliphate during the era of Omar bin Al-Khattab (may God be pleased with him)	theoretical	Tests discussion
2024/3/18	2	How to teach the subject	The Rightly Guided Caliphate during the era of Uthman bin Affan (may God be pleased with him)	theoretical	Tests discussion
2024/3/19	2	How to teach the subject	The Rightly Guided Caliphate during the era of Ali bin Abi Talib (may God be pleased with him)	theoretical	Tests discussion
2024/3/24	2	How to teach the subject	Caliph Ali bin Abi Talib (may God be pleased with him) in the face of divisions	theoretical	Tests discussion
2024/3/25	2	How to teach the subject	Assuming the caliphate	theoretical	Tests discussion
2024/3/26	2	How to teach the subject	His policy	theoretical	Tests discussion
2024/3/27	2	How to teach the subject	The martyrdom of Caliph Ali (may God be pleased with him) and the end	theoretical	Tests discussion

			the era of the Rightly Guided Caliphs		
60. 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					
61. Learning and Teaching Resources : The era of the message and the Rightly Guided Caliphate.					
Required textbooks (curricular books, if any)			Al-Mallah, Hashim Yahya, the mediator in the history of the Arabs before Islam.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

62. Course Name
: Morocco's Islamic History
63. Course Code:
EHD 303
64. Semester / Year:
The first / 2023
65. Description Preparation Date
: 2024/4/18
66. Available Attendance Forms:
My theory
67. Number of Credit Hours (Total) / Number of Units (Total)
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30
68. Course administrator's name (mention all, if more than one name)
Name: Marwan Ali MiKhlif Email: marwan.ali@uoanbar.edu.iq
69. Course Objectives: Introducing the student to the subject of the Arab Maghreb and what the countries of the Maghreb are in terms of location, origin of the name, and the population of that country, as well as the religion that was

widespread before the Arab-Islamic conquest of that country, and the role of the Berbers, the original inhabitants of the country, and how they converted to Islam, and their effective role in participating in the wars of liberation in that country.

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70. **Teaching and Learning Strategies:** Complete explanation to the student of all the details of that country and the basic goals that were set in order to conquer that new country, and work to establish advanced military bases after relying on the Fustat base in Egypt for military support, and about the military role of the Arab governors in order to conquer that country and eliminate On the difficulties they faced and then explaining to them how political events moved to Andalusia

71. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2023/9/11	2	How to teach the subject	Conditions of the Maghreb before Arab-Islamic conquest	theoretical	Tests discussion
2023/9/18	2	How to teach the subject	Motives for Arab-Islamic conquest of Maghreb	theoretical	Tests discussion
2023/9/25	2	How to teach the subject	Conditions of Maghreb before Arab-Islamic conquest	theoretical	Tests discussion
2023/10/2	2	How to teach the subject	Stages of liberation of the Arab Maghreb The stage organized liberation liberate the Islamic Maghreb (50 AH/670-709 AD)	theoretical	Tests discussion
2023/10/9	2	How to teach the subject	Stages of liberation of the Arab Maghreb The state of Al-Muhajir D in the Maghreb	theoretical	Tests discussion
2023/10/16	2	How to teach the subject	Stages of liberation of the Arab Maghreb Uqba bin Nafi Fihri's	theoretical	Tests discussion

2023/10/23	2	How to teach the subject	Stages of liberation of the Arab Maghreb The state of Zuhayr bin Qais Al-Bal	theoretical	Tests discussion
2023/10/30	2	How to teach the subject	Stages of liberation of the Arab Maghreb Hassan bin Al-Numan Al-Ghassani, governor of the Arab Maghreb	theoretical	Tests discuss
2023/11/6	2	How to teach the subject	Hassan bin Numan's administrative military efforts the Maghreb	theoretical	Tests discussion
2023/11/13	2	How to teach the subject	The era of governors in Maghreb (97-800 AH / 716-800 AD)	theoretical	Tests discussion
2023/11/20	2	How to teach the subject	Establishment of the Idrisid state	theoretical	Tests discussion
2023/11/27	2	How to teach the subject	Establishment of the Aghlabid state	theoretical	Tests discussion
2023/12/4	2	How to teach the subject	The establishment of the Almoravid state	theoretical	Tests discussion
2023/12/11	2	How to teach the subject	The establishment of the Almohad state	theoretical	Tests discussion
2023/12/18	2	How to teach the subject	The spread of Islam and administration in the Maghreb	theoretical	Tests discussion

72. 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

73. Learning and Teaching Resources : Morocco's Islamic History

Required textbooks (curricular books, if any)	Taha, Abdel Wahed Thanoun and others History of the Arab Maghreb.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

74.	Course Name:	History of Andalusia
75.	Course Code:	EHD 303
76.	Semester / Year:	Second / 2024
77.	Description Preparation Date:	2024/4/18
78.	Available Attendance Forms:	My theory
79.	Number of Credit Hours (Total) / Number of Units (Total)	2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30
80.	Course administrator's name (mention all, if more than one name)	Name: Marwan Ali MiKhlif Email: marwan.ali@uoanbar.edu.iq
81.	Course Objectives:	Introducing the student to the origin of the country of Andalusia with all its details in terms of the origin of the name, the nature of the peoples that inhabited it before the Arab-Islamic conquest, the system of government, as well as the religion that was widespread in it, and the geographical and social details of that country in all its details.
		<ul style="list-style-type: none"> • • •
82.	Teaching and Learning Strategies:	Complete explanation to the student about the motives and reason for the Arabs' conquest of Spain (Andalusia), and about the role of the two leaders Musa bin Nusayr and Tariq bin Ziyad Al-Askari, and the role of the governors in it, and dealing with all its details and events, and dealing with the political events of Andalusia in all eras, whether through governors, the emirate, or the caliphate, until the fall of Granada, the last Arab stronghold. Islamic in Andalusia.
83.	Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
2024/1/21	2	How to teach the subject	An introduction to the political, economic and social conditions in Spain prior to the Arab conquest	theoretical	Tests discussion
2024/2/1	2	How to teach the subject	The Arabs conquest Spain	theoretical	Tests discussion
2024/2/7	2	How to teach the subject	Musa and Tariq joint conquests in north	theoretical	Tests discussion
2024/2/8	2	How to teach the subject	The war activity of the Arabs in north Spain and incursion into France	theoretical	Tests discussion
2024/2/14	2	How to teach the subject	The Futuh movement from the era of Sa'ad bin Malik Khawlani until era of Abdul Rahman Al-Ghafiqi	theoretical	Tests discussion
2024/2/19	2	How to teach the subject	Arab settlement and settlement in Spain	theoretical	Tests discussion
2024/2/20	2	How to teach the subject	Abdul Rahman Muawiyah entered Andalusia and established Umayyad emirate	theoretical	Tests discussion
2024/2/26	2	How to teach the subject	The actions of the Umayyad princes in establishing power and stability	theoretical	Tests discussion
2024/2/27	2	How to teach the subject	The relationship between the Arab Islamic states with the Spanish emirates in the north	theoretical	Tests discussion
2024/3/4	2	How to teach the subject	The fall of the caliphate	theoretical	Tests discussion
2024/3/5	2	How to teach the subject	A general idea of sectarian mini-states	theoretical	Tests discussion
2024/3/11	2	How to teach the subject	Andalusia, Almoravid Province	theoretical	Tests discussion

2024/3/12	2	How to teach the subject	The crossing of Almohads Andalusia	theoretical	Tests discussion
2024/3/18	2	How to teach the subject	Alandalas in the of Beni Al-Ahmar Granada	theoretical	Tests discussion
2024/3/19	2	How to teach the subject	Muslims after the of Granada	theoretical	Tests discussion

84. 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

85. Learning and Teaching Resources : History of Andalusia

Required textbooks (curricular books, if any)	History of the Arabs and their civilization in Andalusia by Al-Samarrai and others
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

86. Course Name:	English language
87. Course Code:	EHD223
88. Semester / Year:	Second / 2024
89. Description Preparation Date	: 14/4/2024
90. Available Attendance Forms:	theoretical
91. Number of Credit Hours (Total) / Number of Units (Total)	2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30
92. Course administrator's name (mention all, if more than one name)	Name: bilal mishaal mohammed Email: bilal.mishaal@uoanbar.edu.iq

93. Course Objectives

Teaching students the concepts of English and how to enhance their levels.

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94. Teaching and Learning Strategies

Strategy

Learning the students, the parts of speech in English and how to use the language in reading and structures.

95. Course Structure

week	Date	Topics covered	Lab. Experiment Assignment	Notes
1	20 / 2 / 2024	Introduction to the parts of speech		
2	27 / 2 / 2024	Pronouns		
3	5 / 3 / 2024	Names		
4	12 / 3 / 2024	Types of verbs		
5	19 / 3 / 2024	auxiliary verbs		
6	26 / 3 / 2024	Jobs		
7	2 / 4 / 2024	Verb tenses		
8	9 / 4 / 2024	Imperative		
9	16 / 4 / 2024	Types of adjectives		
10	23 / 4 / 2024	Formulating adjectives		
11	30 / 4 / 2024	Types of conditions		
12	7 / 5 / 2024	Formulating circumstances		
13	14 / 5 / 2024	Passive voice		
14	21 / 5 / 2024	Interrogative and negative		
15	28 / 5 / 2024	Conditional sentences		

96. 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

97. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Books and research of English / the Internet
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

98.	Course Name:				
		History of Europe in the nineteenth century			
99.	Course Code:				
		EHD224			
100.	Semester / Year:				
		the second / 2024			
101.	Description Preparation Date:				
		19/4/ 2024			
102.	Available Attendance Forms:				
		theoretical			
103.	Number of Credit Hours (Total) / Number of Units (Total)				
		2/2			
104.	Course administrator's name (mention all, if more than one name)				
	Name: Bariq abbas Obaid abbas Email: Bariq.abbas@uoanbar.edu.iq				
105.	Course Objectives				
	<ul style="list-style-type: none"> a. Introducing the importance of European history in the nineteenth century. b. Know the reasons that led to the French Revolution. c. Identify the aspects of the development of the French Revolution, the nature of administrative government, and the emergence of Napoleon. d. Explain the events that helped lead to the downfall of Napoleon Bonaparte. e. Explaining the truth about international relations between 1815–1830, and identify the most important treaties and conferences that were held during this period of time. 				
106.	Teaching and Learning Strategies				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;">Strategy</td> <td>This course includes many basic topics related to the history of Euro in the nineteenth century, which help the student to acquire bro knowledge in this field, and help him discuss, analyze, and arrive at t historical truth and express his opinion on it in all impartiality a objectivity.</td> </tr> </table>	Strategy	This course includes many basic topics related to the history of Euro in the nineteenth century, which help the student to acquire bro knowledge in this field, and help him discuss, analyze, and arrive at t historical truth and express his opinion on it in all impartiality a objectivity.		
Strategy	This course includes many basic topics related to the history of Euro in the nineteenth century, which help the student to acquire bro knowledge in this field, and help him discuss, analyze, and arrive at t historical truth and express his opinion on it in all impartiality a objectivity.				
107.	Course Structure				

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
21/1/2024	2	How to teach the subject	Causes of the French Revolution and its developments	theoretical	Tests and discussion
4/2/2024	2	How to teach the subject	Administration government and the emergence of Napoleon Bonaparte	theoretical	Tests and discussion
11/2/2024	2	How to teach the subject	International relations between 1815-1830	theoretical	Tests and discussion
18/2/2024	2	How to teach the subject	Holy oath	theoretical	Tests and discussion
25/2/2024	2	How to teach the subject	X-Lachael Conference	theoretical	Tests and discussion
3/3/2024	2	How to teach the subject	The Trubau Conference	theoretical	Tests and discussion
17/3/2024	2	How to teach the subject	the Laibach Conference	theoretical	Tests and discussion
24/3/2024	2	How to teach the subject	the Verona Conference	theoretical	Tests and discussion
31/3/2024	2	How to teach the subject	European countries in the nineteenth century	theoretical	Tests and discussion
7/4/2024	2	How to teach the subject	The Industrial Revolution	theoretical	Tests and discussion
14/4/2024	2	How to teach the subject	Crimean War	theoretical	Tests and discussion

21/4/2024	2	How to teach the subject	Napoleon III and his domestic and foreign policy	theoretical	Tests and discussion
28/4/2024	2	How to teach the subject	Italian states	theoretical	Tests and discussion
5/5/2024	2	How to teach the subject	German unity	theoretical	Tests and discussion
12/5/2024	2	How to teach the subject	Russia from the Congress of Vienna until the Crimean War	theoretical	Tests and discussion

108. 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

109. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Muhammad Muzaffar Al-Adhami, Modern History of Europe; Carleton Hayes, Modern European History (1789-1914).
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

110. Course Name:
History of Europe in the Renaissance
111. Course Code:
EHD212
112. Semester / Year:
the first / 2023

113. Description Preparation Date:					
19/4/ 2024					
114. Available Attendance Forms:					
theoretical					
115. Number of Credit Hours (Total) / Number of Units (Total)					
2/2					
116. Course administrator's name (mention all, if more than one name)					
Name: Bariq abbas Obaid abbas Email: Bariq.abbas@uoanbar.edu.iq					
117. Course Objectives					
<ul style="list-style-type: none"> f. Introducing the importance of European history in the Renaissance. g. The student's knowledge of the factors and manifestations of this renaissance. h. The student's understanding of the religious reform movement and the geograph exploration movement. i. A study of the most important events that Europe witnessed in the seventeenth and eighteenth centuries. 					
118. Teaching and Learning Strategies					
Strategy		This course includes many basic topics related to the history of Europe in the Renaissance, which help the student to acquire broad knowledge in this field, and help him discuss, analyze, and arrive at the historical truth and express his opinion on it in all impartiality and objectivity.			
119. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/9/2023	2	How to teach the subject	Factors of the European Renaissance	theoretical	Tests and discussion
17/9/2023	2	How to teach the subject	Manifestations of the European Renaissance	theoretical	Tests and discussion
24/9/2023	2	How to teach the subject	Italy is the cradle of the European Renaissance	theoretical	Tests and discussion

1/10/2023	2	How to teach the subject	Religious Reform Movement	theoretical	Tests and discussion
8/10/2023	2	How to teach the subject	European exploration movement	theoretical	Tests and discussion
15/10/2023	2	How to teach the subject	Holy Roman Empire	theoretical	Tests and discussion
22/10/2023	2	How to teach the subject	Decline of Spain and Portugal in the seventeenth century	theoretical	Tests and discussion
29/10/2023	2	How to teach the subject	France in the era of Louis XIV	theoretical	Tests and discussion
5/11/2023	2	How to teach the subject	France in the era of Louis XV	theoretical	Tests and discussion
12/11/2023	2	How to teach the subject	England during the reign of the House of Stuart and the House of Hanover	theoretical	Tests and discussion
19/11/2023	2	How to teach the subject	Russia during the reign of Peter the Great	theoretical	Tests and discussion
26/11/2023	2	How to teach the subject	Russia during the reign of Catherine II	theoretical	Tests and discussion

3/12/2023	2	How to teach the subject	The emergence of Prussia	theoretical	Tests and discussion
10/12/2023	2	How to teach the subject	Sweden in the seventeenth century	theoretical	Tests and discussion
17/12/2023	2	How to teach the subject	Franco-English rivalry in the Indian Ocean	theoretical	Tests and discussion

120. 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

121. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Muhammad Muzaffar Al-Adhami, Modern History of Europe; Carleton Hayes, Modern European History (1789-1914).
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

122. Course Name:	History of Europe in the Middle Ages
123. Course Code:	EHD112
124. Semester / Year:	the second / 2024
125. Description Preparation Date:	19/4/ 2024
126. Available Attendance Forms:	theoretical

127. Number of Credit Hours (Total) / Number of Units (Total)					
2/2					
128. Course administrator's name (mention all, if more than one name)					
Name: Bariq abbas Obaid abbas Email: Bariq.abbas@uoanbar.edu.iq					
129. Course Objectives					
<p>j. Introducing the importance of the history of Europe in the Middle Ages.</p> <p>k. The student's knowledge of the reasons that led to the fall of the Roman Empire.</p> <p>l. Explain the decline of the Roman Empire and its invasions.</p> <p>m. The student's knowledge of the events that helped in the emergence of Christianity</p> <p>n. Learn about the emirates, kingdoms, tribes, and the most important revolutions and movements that occurred against the Roman Empire.</p>					
130. Teaching and Learning Strategies					
Strategy	This course includes many basic topics related to the history of Europe in the Middle Ages, which help the student acquire broad knowledge in this field, helping him discuss, analyze, and arrive at the historical truth and express his opinion on it in a neutral and objective manner.				
131. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
21/1/2024	2	How to teach the subject	The beginning of the emergence of the Roman Empire	theoretical	Tests and discussion
4/2/2024	2	How to teach the subject	Fall of the Roman Empire	theoretical	Tests and discussion
11/2/2024	2	How to teach the subject	Feudal era	theoretical	Tests and discussion
18/2/2024	2	How to teach the subject	Manifestations of the decline of the Roman	theoretical	Tests and discussion

			Empire and invasions		
25/2/2024	2	How to teach the subject	The emergence and spread of Christianity	theoretical	Tests and discussion
3/3/2024	2	How to teach the subject	Emirates, kingdoms and tribes	theoretical	Tests and discussion
17/3/2024	2	How to teach the subject	European civilization in the Middle Ages	theoretical	Tests and discussion
24/3/2024	2	How to teach the subject	Political life	theoretical	Tests and discussion
31/3/2024	2	How to teach the subject	Economic life	theoretical	Tests and discussion
7/4/2024	2	How to teach the subject	Cultural life	theoretical	Tests and discussion
14/4/2024	2	How to teach the subject	Social life	theoretical	Tests and discussion
21/4/2024	2	How to teach the subject	France and the Hundred Years' Wars	theoretical	Tests and discussion
28/4/2024	2	How to teach the subject	England's emergence until the Great Era	theoretical	Tests and discussion
5/5/2024	2	How to teach the subject	Germany and the Holy Roman Empire	theoretical	Tests and discussion
12/5/2024	2	How to teach the subject	Crusades	theoretical	Tests and discussion

132. 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	
133. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Abdul Amir Muhammad Amin and Muhammad Tawfiq Hussein, European History in the Middle Ages; Carleton Hayes, European History in the Middle Ages.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

134. Course Name:
Educational research methods
135. Course Code:
EHD302
136. Semester / Year:
the first / 2023
137. Description Preparation Date:
19/4/ 2024
138. Available Attendance Forms:
theoretical
139. Number of Credit Hours (Total) / Number of Units (Total)
2/2

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

Name: Bariq abbas Obaid abbas
 Email: Bariq.abbas@uoanbar.edu.iq

141. Course Objectives

- o. Introducing the importance of the educational research method.
- p. The student understands the implications it has about the concept of science, its goals and characteristics.
- q. The student's knowledge of the concept of educational research, its types, tools, and the ethical considerations that the student must understand.
- r. Studying the most important steps that must be followed in the educational research methodology, taking into account the variables that may occur.

142. Teaching and Learning Strategies

Strategy	This course includes many basic topics related to the subject educational research methodology, which help the student to acquire extensive knowledge in this field, and help him discuss, analyze, and arrive at the historical truth and express his opinion on it in a neutral and objective manner.
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143. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/9/2023	2	How to teach the subject	The concept of science (definition, goals and characteristics)	theoretical	Tests and discussion
17/9/2023	2	How to teach the subject	The concept of educational research	theoretical	Tests and discussion
24/9/2023	2	How to teach the subject	(His goals, steps, characteristics, and attributes)	theoretical	Tests and discussion
1/10/2023	2	How to teach the subject	Ethical considerations in educational research	theoretical	Tests and discussion

8/10/2023	2	How to teach the subject	Types of educational research	theoretical	Tests and discussion
15/10/2023	2	How to teach the subject	Steps for preparing educational research	theoretical	Tests and discussion
22/10/2023	2	How to teach the subject	Research problem	theoretical	Tests and discussion
29/10/2023	2	How to teach the subject	preparation of research plan	theoretical	Tests and discussion
5/11/2023	2	How to teach the subject	preparation of research report	theoretical	Tests and discussion
12/11/2023	2	How to teach the subject	Search variables	theoretical	Tests and discussion
19/11/2023	2	How to teach the subject	Samples in educational research	theoretical	Tests and discussion
26/11/2023	2	How to teach the subject	Educational research tools	theoretical	Tests and discussion
3/12/2023	2	How to teach the subject	(Questionnaire, interview, observation and test)	theoretical	Tests and discussion
10/12/2023	2	How to teach the subject	Types of curricula	theoretical	Tests and discussion
17/12/2023	2	How to teach the subject	(historical descriptive empirical)	theoretical	Tests and discussion
144. 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

145. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Rahim Kazem Bedi et al., Educational Research Methods; Bashir Saleh Al-Rashidi, educational research methods.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

146. Course Name:	
Modern and contemporary history of Asia	
147. Course Code:	
EHD213	
148. Semester / Year:	
the first/ 2023	
149. Description Preparation Date:	
19/4/ 2024	
150. Available Attendance Forms:	
theoretical	
151. Number of Credit Hours (Total) / Number of Units (Total)	
٢/٢	
152. Course administrator's name (mention all, if more than one name)	
Name: Neamah Ismael jasim khamis Email: Neama.asmail@uoanbar.edu.iq	
153. Course Objectives	
<ul style="list-style-type: none"> • Introducing the importance of modern and contemporary Asian history. • Knowledge of the history of China, Japan, Korea, Vietnam, Central Asia and the Indian subcontinent. • Explaining how these countries experienced many stages of competition and 	

conflict among themselves.

- Explaining the reality of the conflict and competition that occurred between European countries and the United States of America About Asian countries.
- The student understood how Asian countries led a long struggle and made great sacrifices in order to get rid of it From Western hegemony and control over her country.

154. Teaching and Learning Strategies

Strategy	This course includes many basic topics related to the modern and contemporary history of Asia, which help the student acquire broad knowledge in this field, and help him analyze historical events and express his opinion about them in a neutral and objective manner.
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155. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/ 9/ 2023	2	How to teach the subject	A historical overview of the roots of Chinese civilization	theoretical	Tests and discussion
17/9/ 2023	2	How to teach the subject	European competition over China and the Chinese nationalist movement	theoretical	Tests and discussion
24/9/ 2023	2	How to teach the subject	Founding of the People's Republic of China	theoretical	Tests and discussion
1/10/2023	2	How to teach the subject	Japan's imperial system of government and expansionist policy	theoretical	Tests and discussion

8/10/ 2023	2	How to teach the subject	American occupation of Japan	theoretical	Tests and discussion
15/10/2023	2	How to teach the subject	Middle Asia	theoretical	Tests and discussion
22/10/2023	2	How to teach the subject	Korea under Chinese rule	theoretical	Tests and discussion
29/10/ 2023	2	How to teach the subject	Sino–Japanese–American rivalry over Korea	theoretical	Tests and discussion
5/11/ 2023	2	How to teach the subject	Korean National Movement	theoretical	Tests and discussion
12/11/2023	2	How to teach the subject	The Korean War 1950–1953	theoretical	Tests and discussion
19/11/ 2023	2	How to teach the subject	French control of Vietnam	theoretical	Tests and discussion
26/11/ 2023	2	How to teach the subject	Vietnamese National Movement	theoretical	Tests and discussion
3/12/ 2023	2	How to teach the subject	The American–Vietnamese War	theoretical	Tests and discussion
10/12/2023	2	How to teach the subject	Indian subcontinent	theoretical	Tests and discussion
17/12/ 2023	2	How to teach the subject	Indian National Movement	theoretical	Tests and discussion
156. 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

157. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Raafat Ghoneimi Al-Sheikh and other Modern and Contemporary History Asia; Abdul Latif Al-Sabbagh, Modern and Contemporary History of Asia.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

158. Course Name:	Contemporary history of Iran
159. Course Code:	EHD313
160. Semester / Year:	the first/ 2023
161. Description Preparation Date:	19/4/ 2024
162. Available Attendance Forms:	theoretical
163. Number of Credit Hours (Total) / Number of Units (Total)	٢/٢
164. Course administrator's name (mention all, if more than one name)	Name: Neamah Ismael jasim khamis Email: Neama.asmail@uoanbar.edu.iq
165. Course Objectives	<p>s. Introducing the importance of contemporary Iranian history.</p> <p>t. Knowing the history of Iran during the Safavid rule, which extended between the years 1501–1736.</p>

- u. Explaining the period of rule of Nader Shah and Karim Khan Zand, 1736–1779, and the Ottoman–Persian conflict that ensued.
- v. Explaining the truth about the circumstances that contributed to the establishment of the Qajar rule, which extended between the years 1796–1925.
- w. The student understood the events that contributed to the establishment of the Pahlavi era, which lasted between the years 1925–1979, and the most important features of that era at the internal and external levels.

166. Teaching and Learning Strategies

Strategy	This course includes many basic topics related to the contemporary history of Iran, which help the student acquire broad knowledge in the field, and help him discuss and analyze historical events and express his opinion about them in a neutral and objective manner.
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167. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/ 9/ 2023	2	How to teach the subject	Safavid era 1501–1722	theoretical	Tests and discussion
17/9/ 2023	2	How to teach the subject	Afghan occupation of Iran 1722–1729	theoretical	Tests and discussion
24/9/ 2023	2	How to teach the subject	Iran during the reign of Nader Shah 1736–1747	theoretical	Tests and discussion
1/10/2023	2	How to teach the subject	Iran during the reign of Karim Khan Zand 1750–1779	theoretical	Tests and discussion
8/10/ 2023	2	How to teach the subject	The struggle for power and the establishment of Qajar rule	theoretical	Tests and discussion

15/10/2023	2	How to teach the subject	Qajar era 1796–1925	theoretical	Tests and discussion
22/10/2023	2	How to teach the subject	Reza Shah Pahlavi era 1926–1941	theoretical	Tests and discussion
29/10/ 2023	2	How to teach the subject	Domestic politics during the reign of Reza Shah Pahlavi	theoretical	Tests and discussion
5/11/ 2023	2	How to teach the subject	Foreign policy during the era of Reza Shah Pahlavi	theoretical	Tests and discussion
12/11/2023	2	How to teach the subject	The era of Muhammad Reza Shah Pahlavi 1941–1979	theoretical	Tests and discussion
19/11/ 2023	2	How to teach the subject	Internal conditions during the British–Russian occupation 1941–1946	theoretical	Tests and discussion
26/11/ 2023	2	How to teach the subject	Internal political developments between 1947–1953	theoretical	Tests and discussion
3/12/ 2023	2	How to teach the subject	Nationalization of Iranian oil	theoretical	Tests and discussion
10/12/2023	2	How to teach the subject	Iran between the fall of Mossadegh and the fall of the	theoretical	Tests and discussion

			Shah 1953–1979		
17/12/ 2023	2	How to teach the subject	Foreign relations during the reign of Muhammad Reza Shah Pahlavi	theoretical	Tests and discussion
168. 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					
169. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Ibrahim Khalil Ahmed and Khalil Murad, Iran and Turkey, a study modern and contemporary history; Kar Mazhar Ahmed, Studies in the Modern and Contemporary History of Iran.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

170. Course Name:
Contemporary history of Türkiye
171. Course Code:
EHD415
172. Semester / Year:
the first/ 2023
173. Description Preparation Date:
19/4/ 2024
174. Available Attendance Forms:
theoretical
175. Number of Credit Hours (Total) / Number of Units (Total)
۲/۲

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

Name: Neamah Ismael jasim khamis
 Email: Neama.asmail@uoanbar.edu.iq

177. Course Objectives

- x. Introducing the importance of Türkiye's contemporary history.
- y. Knowing the history of the Ottoman Empire until its fall during World War I.
- z. Explaining the circumstances that helped bring about the most important event in history of Türkiye, namely the establishment of the Turkish Republic under leadership Mustafa Kemal Atatürk.
- aa. The student understood the situation in Türkiye during World War II 1939–1945.
- bb. Explaining the truth about the developments that contributed to three military coups in Türkiye in the years 1960 and 1971 And 1980.
- cc. Explaining the events and developments that followed those coups, ending with arrival of Turkut Ozol to the presidency of Türkiye.

178. Teaching and Learning Strategies

Strategy	Explaining the events and developments that followed those coups, ending with the arrival of Turkut Ozol to the presidency of Türkiye.
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179. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/ 9/ 2023	2	How to teach the subject	The fall of the Ottoman Empire	theoretical	Tests and discussion
17/9/ 2023	2	How to teach the subject	Turkey during World War I 1914–1918	theoretical	Tests and discussion
24/9/ 2023	2	How to teach the subject	the establishment of the Turkish Republic	theoretical	Tests and discussion

1/10/2023	2	How to teach the subject	Turkey during World War II 1939–1945	theoretical	Tests and discussion
8/10/ 2023	2	How to teach the subject	internal political developments in Turkey 1945–1960	theoretical	Tests and discussion
15/10/2023	2	How to teach the subject	Turkey during the period of Democratic Party rule 1950–1960	theoretical	Tests and discussion
22/10/2023	2	How to teach the subject	the military coup of 1960	theoretical	Tests and discussion
29/10/ 2023	2	How to teach the subject	Party life in Turkey 1960–1971	theoretical	Tests and discussion
5/11/ 2023	2	How to teach the subject	the military coup of 1971	theoretical	Tests and discussion
12/11/2023	2	How to teach the subject	the military coup of 1980	theoretical	Tests and discussion
19/11/ 2023	2	How to teach the subject	Turkey’s foreign relations after World War II	theoretical	Tests and discussion
26/11/ 2023	2	How to teach the subject	the new party law of 1983	theoretical	Tests and discussion
3/12/ 2023	2	How to teach the subject	political life in Turkey until 1991	theoretical	Tests and discussion
10/12/2023	2	How to teach the subject	Turkey during the presidency of Turkut Ozal	theoretical	Tests and discussion

17/12/ 2023	2	How to teach the subject	Turkut Ozal's foreign policy	theoretical	Tests and discussion
180. 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					
181. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Ibrahim Khalil Ahmed and Khalil Murad, Iran and Turkey, a study modern and contemporary history; Ibrahim Khalil Ahmed and others, Contemporary Türkiye.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

182. Course Name:
Historical research method
183. Course Code:
EHD226
184. Semester / Year:
the second / 2024
185. Description Preparation Date:
19/4/ 2024
186. Available Attendance Forms:
theoretical
187. Number of Credit Hours (Total) / Number of Units (Total)
3/3
188. Course administrator's name (mention all, if more than one name)

Name: Neamah Ismael jasim khamis
 Email: Neama.asmail@uoanbar.edu.iq

189. Course Objectives

- dd. Introducing the importance of the historical research method.
- ee. The student knows the stages of research preparation, starting with choosing the topic, preparing the plan, and registering the topic.
- ff. Teaching the student the correct methodological method that helps him in the process of collecting scientific sources.
- gg. Explaining the research divisions to the student in all their details.
- hh. The student understands the correct methodological method that helps him in process of writing and discussing the research.

190. Teaching and Learning Strategies

Strategy	This course includes many basic topics related to the historical research method, which help the student acquire broad knowledge in this field, help him discuss and analyze historical sources, arrive at the historical truth and express his opinion on it with complete impartiality and objectivity.
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191. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
21/1/2024	3	How to teach the subject	Definitions of history	theoretical	Tests and discussion
4/2/2024	3	How to teach the subject	Benefits of historiography	theoretical	Tests and discussion
11/2/2024	3	How to teach the subject	Characteristics of the historian	theoretical	Tests and discussion
18/2/2024	3	How to teach the subject	Allied sciences	theoretical	Tests and discussion

25/2/2024	3	How to teach the subject	Create historical research	theoretical	Tests and discussion
3/3/2024	3	How to teach the subject	Historical formulation and historical presentation	theoretical	Tests and discussion
17/3/2024	3	How to teach the subject	Historical research method among the Arabs	theoretical	Tests and discussion
24/3/2024	3	How to teach the subject	Characteristics of historical research	theoretical	Tests and discussion
31/3/2024	3	How to teach the subject	Objectivity and methodology in writing historical research	theoretical	Tests and discussion
7/4/2024	3	How to teach the subject	The researcher and his scientific characteristics	theoretical	Tests and discussion
14/4/2024	3	How to teach the subject	How to use sources and references in research	theoretical	Tests and discussion
21/4/2024	3	How to teach the subject	Stages of research preparation	theoretical	Tests and discussion
28/4/2024	3	How to teach the subject	Search sections	theoretical	Tests and discussion
5/5/2024	3	How to teach the subject	Office week	theoretical	Tests and discussion

12/5/2024	3	How to teach the subject	How to analyze and conclude historical information	theoretical	Tests and discussion
192. 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					
193. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Abdel Wahed Thanoun Taha, Principles of Historical Research; Hassan Othman, Historical Research Methodology.		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

Course Description Form

194. Course Name:
History of modern Arab countries
195. Course Code:
EHD211
196. Semester / Year:
the first/ 2023
197. Description Preparation Date:
19/4/ 2024
198. Available Attendance Forms:
theoretical
199. Number of Credit Hours (Total) / Number of Units (Total)

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

Name: Haneen Rafa Odeh Hammadi
Email: Hanin.rafea@uoanbar.edu.iq

201. Course Objectives

- ii. For the student to learn about the history of his Arab country during that era of history
- jj. The student should know the importance of the strategic location of the Arab countries which made them the focus of the ambitions of European powers
- kk. The student should know how weak the Ottoman Empire had become and how unable it had become to respond to the European attacks on the Arab countries.
- ll. For the student to become familiar with the most important European powers and their ambitions in the Arab countries
- mm. For the student to understand the circumstances that helped bring the Arab countries under foreign occupation.
- nn. The student gets to know the most important national movements that emerged to resist foreign occupation.
- oo. For the student to become familiar with the most important renewal movements in Arab countries.

202. Teaching and Learning Strategies

Strategy	This course includes many basic topics related to the history of modern Arabic, which help the student to acquire extensive knowledge in this field, and help him discuss and analyze historical events and express his opinion about them in a neutral and objective manner.
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203. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10/ 9/ 2023	2	How to teach the subject	The Ottoman administration of the Arab countries	theoretical	Tests and discussion

17/9/ 2023	2	How to teach the subject	Ottoman control and its administrative arrangements in the Levant	theoretical	Tests and discussion
24/9/ 2023	2	How to teach the subject	Ottoman control over Egypt and its administrative arrangements	theoretical	Tests and discussion
1/10/2023	2	How to teach the subject	Ottoman control of the Hijaz	theoretical	Tests and discussion
8/10/ 2023	2	How to teach the subject	Ottoman control of Yemen	theoretical	Tests and discussion
15/10/2023	2	How to teach the subject	Conditions in Yemen before the second Ottoman presence 1872–1911	theoretical	Tests and discussion
22/10/2023	2	How to teach the subject	Ottoman control over Iraq and its administrative arrangements	theoretical	Tests and discussion
29/10/ 2023	2	How to teach the subject	Ottoman control of the Arabian Gulf	theoretical	Tests and discussion
5/11/ 2023	2	How to teach the subject	Ottoman control over the countries of the Maghreb	theoretical	Tests and discussion
12/11/2023	2	How to teach the subject	The Spanish conquest of	theoretical	Tests and discussion

			Algeria, Tripoli and Tunisia		
19/11/ 2023	2	How to teach the subject	The Anglo–French conflict in the eighteenth century and the French campaign against Egypt in 1798	theoretical	Tests and discussion
26/11/ 2023	2	How to teach the subject	French occupation of Algeria 1830	theoretical	Tests and discussion
3/12/ 2023	2	How to teach the subject	British occupation of Egypt 1882	theoretical	Tests and discussion
10/12/2023	2	How to teach the subject	British occupation of Sudan 1899	theoretical	Tests and discussion
17/12/ 2023	2	How to teach the subject	European powers in the Arabian Gulf	theoretical	Tests and discussion

204. 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

205. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Ibrahim Khalil Ahmed, History of the Modern Arab World And contemporary.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

206. Course Name:	
Contemporary history of the Arab countries	
207. Course Code:	
EHD225	
208. Semester / Year:	
the second / 2024	
209. Description Preparation Date:	
19/4/ 2024	
210. Available Attendance Forms:	
theoretical	
211. Number of Credit Hours (Total) / Number of Units (Total)	
2/2	
212. Course administrator's name (mention all, if more than one name)	
Name: Haneen Rafa Odeh Hammadi Email: Hanin.rafea@uoanbar.edu.iq	
213. Course Objectives	
<ul style="list-style-type: none"> a. Introducing the importance of the history of contemporary Arab countries. b. Informing the student about the history of the Arab countries during that era of history c. The student should know the importance of the strategic location of the Arab countries which made them the focus of the ambitions of European powers. d. Informing the student about the most important European powers and their ambitions towards the Arab countries. e. The student should understand the circumstances that helped bring the Arab countries under foreign occupation. f. Explaining the reality of the national movements that emerged to resist foreign occupation g. For the student to become familiar with the most important renewal movements in the Arab countries. 	
214. Teaching and Learning Strategies	
Strategy	This course includes many basic topics related to the history of contemporary Arab countries, which help the student to acquire extensive knowledge in this field, and help him discuss, analyze, and arrive at the historical truth and express his opinion on it with complete impartiality and objectivity.

215. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
21/1/2024	2	How to teach the subject	The conditions of the Arab countries under Ottoman control until the beginning of the twentieth century	theoretical	Tests and discussion
4/2/2024	2	How to teach the subject	The Arab political movement after 1908	theoretical	Tests and discussion
11/2/2024	2	How to teach the subject	The outbreak of World War I and its impact on the Arab countries 1914–1918	theoretical	Tests and discussion
18/2/2024	2	How to teach the subject	Sharif Hussein's Revolution in 1916 (The Great Arab Revolt)	theoretical	Tests and discussion
25/2/2024	2	How to teach the subject	The First General Syrian Conference	theoretical	Tests and discussion
3/3/2024	2	How to teach the subject	The British occupation of Iraq in 1914–1918	theoretical	Tests and discussion
17/3/2024	2	How to teach the subject	The Twentieth Revolution 1920	theoretical	Tests and discussion

24/3/2024	2	How to teach the subject	Conditions in Syria until 1920	theoretical	Tests and discussion
31/3/2024	2	How to teach the subject	The policy of the French Mandate and the provocation of the process in Syria and Lebanon	theoretical	Tests and discussion
7/4/2024	2	How to teach the subject	The Great Syrian National Revolution 1925–1928	theoretical	Tests and discussion
14/4/2024	2	How to teach the subject	Political developments in Lebanon 1920–1946	theoretical	Tests and discussion
21/4/2024	2	How to teach the subject	Reasons and circumstances for the emergence of the Emirate of Jordan	theoretical	Tests and discussion
28/4/2024	2	How to teach the subject	Conditions in Yemen between 1914–1962	theoretical	Tests and discussion
5/5/2024	2	How to teach the subject	The 1948 revolution and the fall of Imam Yahya	theoretical	Tests and discussion
12/5/2024	2	How to teach the subject	The rule of Imam Ahmed 1948–1962	theoretical	Tests and discussion
216. 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

217. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Ibrahim Khalil Ahmed, The History of the Modern and Contemporary Arab World Jassim Muhammad Hassan Al-Adul and others, History of the Contemporary Arab World.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

218. Course Name:	
Sustainable Development	
219. Course Code:	
EHD 223	
220. Semester / Year	
: first/ 2024	
221. Description Preparation Date	
: 16/10/2024	
222. Available Attendance Forms:	
theoretical	
223. Number of Credit Hours (Total) / Number of Units (Total)	
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks 30	
224. Course administrator's name (mention all, if more than one name)	
Name: husam abraham hamd	
Email: husaam.ibrahem@uoanbar.edu.iq	
225. Course Objectives	
<ul style="list-style-type: none"> a. The importance of the history of Iraq in the period preceding the Mongol occupation. 	

- B. Knowing the types of countries that ruled Iraq in the period preceding the Ottoman occupation.
- C. Explaining the negatives and positives that the occupier brought to Iraq.
- Dr.. Understanding the importance of the transformations reflected in the Safavid–Ottoman conflict over Iraq.
- e. Reflection of the Ottoman organizations and their role in Iraq.
- And . The importance of Iraq to European countries.
- g. European ambitions and their privileges within the Ottoman Empire, including Iraq.

226. Teaching and Learning Strategies

This course includes many basic topics that enter into the modern history of Iraq and focuses on basic objectives during the periods that preceded the Ottoman occupation of Iraq. It aims to clarify Ottoman policy and the nature of its dealings with the Iraqi tribes that played an effective role in some areas.

227. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
11 / 9 / 2023	2	How to teach the subject	The general conditions in Iraq during the Ilkhanid era	theoretical	Tests discussion
18 / 9 / 2023	2	How to teach the subject	Countries that succeeded in ruling Iraq	theoretical	Tests discussion
25 / 9 / 2023	2	How to teach the subject	After the Ilkhanid rule	theoretical	Tests discussion
3/10/2023	2	How to teach the subject	The first Safavid occupation of Iraq	theoretical	Tests discussion
10 / 10 / 2023	2	How to teach the subject	Ottoman expansion towards Iraq 1517	theoretical	Tests discussion
17/10/2023	2	How to teach the subject	The Ottoman occupation of the rest of Iraq	theoretical	Tests discussion
24/10/2023	2	How to teach the subject	The Ottoman–Safavid conflict	theoretical	Tests discussion
31 / 10 / 2023	2	How to teach the subject	The state of Hasani Pasha and Ali Pasha	theoretical	Tests discussion
7 / 11 / 2023	2	How to teach the subject	First monthly expedition	theoretical	Tests discussion
14/11/2023	2	How to teach the subject	Mamluk rule in Iraq	theoretical	Tests discussion

21 / 11 / 2023	2	How to teach the subject	The mandate of Reda Pasha and return centralization	theoretical	Tests discussion
28 / 11 / 2023	2	How to teach the subject	Ottoman reform movement	theoretical	Tests discussion
5 / 12 / 2023	2	How to teach the subject	The reign of Medhat Pasha in Iraq	theoretical	Tests discussion
12/12/2023	2	How to teach the subject	European competition in Iraq	theoretical	Tests discussion

228. 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

229. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Four centuries of modern Iraqi history / Stephen Humphrey
Main references (sources)	History of Iraq in the Ottoman era / Ali Shaker Ali
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

230. Course Name:	Arab Islamic civilization
231. Course Code:	EHD 411
232. Semester / Year	: first / 2023
233. Description Preparation Date:	14/10/2023
234. Available Attendance Forms:	theoretical
235. Number of Credit Hours (Total) / Number of Units (Total)	2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30
236. Course administrator's name (mention all, if more than one name)	Name: Mudhir Abed Ali

Email: drmudhiralgugafi@uoanbar.edu.iq

237. Course Objectives

- Introducing students to the most important achievements of Arab and Islamic civilization during the centuries in which the Arabs ruled, and whose stretch extended from China in the east to Andalusia, and identifying the most prominent of these achievements and studying them.

238. Teaching and Learning Strategies

We discussed the concept of civilization in Islamic history books, identifying its most prominent characteristics and components, what is the appropriate environment in which it arises, and its most prominent systems, including a political system such as the caliphate, writing, the ministry, the veil, the army, and its elements.

239. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10 / 9 / 2024	2	How to teach the subject	The concept of civilization	theoretical	Tests discussion
17 / 9 / 2024	2	How to teach the subject	Elements of Arab Islamic civilization	theoretical	Tests discussion
24 / 9 / 2024	2	How to teach the subject	Characteristics of Arab-Islamic civilization	theoretical	Tests discussion
1/10/2024	2	How to teach the subject	political system	theoretical	Tests discussion
8 / 10 / 2024	2	How to teach the subject	Caliphate - Ministry	theoretical	Tests discussion
15/10/2024	2	How to teach the subject	Writing - Hijab	theoretical	Tests discussion
22/10/2024	2	How to teach the subject	Administrative system	theoretical	Tests discussion
29 / 10 / 2024	2	How to teach the subject	Judiciary - office	theoretical	Tests discussion
5 / 11 / 2024	2	How to teach the subject	Consideration of grievances - Hisbah Police	theoretical	Tests discussion
12/11/2024	2	How to teach the subject	Military system	theoretical	Tests discussion

19 / 11 / 2024	2	How to teach the subject	The army and its members	theoretical	Tests discussion
26 / 11 / 2024	2	How to teach the subject	Islamic Navy	theoretical	Tests discussion
3 / 12 / 2024	2	How to teach the subject	The concept of civilization	theoretical	Tests discussion
10/12/2024	2	How to teach the subject	Elements of Arab Islamic civilization	theoretical	Tests discussion

240. 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

241. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Islamic Civilization - Ibrahim Salman Karawi
Main references (sources)	Islamic systems - Omar Fawzi
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

242. Course Name:	History of the Abbasid Empire 132-334 AH
243. Course Code:	EHD 311
244. Semester / Year:	first / 2023
245. Description Preparation Date:	14/10/2023
246. Available Attendance Forms:	theoretical
247. Number of Credit Hours (Total) / Number of Units (Total)	2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 weeks = 30
248. Course administrator's name (mention all, if more than one name)	

Name: Mudhir Abed Ali
 Email: drnudhiralgugafi@uoanbar.edu.iq

249. Course Objectives

- Introducing students to the Abbasid state and its beginnings since the collapse of the Umayyad state in the year 132 AH and the Abbasids assuming control and assuming the legislative and executive powers in Iraq until the end of the historical era of the first semester, which is the year 334 AH

250. Teaching and Learning Strategies

We discussed the beginnings of the Abbasid call, the places of its emergence and stages, then the victory of the Abbasid army over the Umayyad army, the declaration of the caliphate, and the most prominent caliphs of the Abbasids during the designated time period. Then we discussed the most prominent ideas and intellectual movements that appeared in the Abbasid state, then the conflicts over the seat of the caliphate between the sons of the Abbasid house, and the most prominent opposition movements from the Kharijites, Qarmatians, and Zanj.

251. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10 / 2 / 2024	3	How to teach the subject	The Abbasid call and its most prominent places and stages	theoretical	Tests discussion
17 / 2 / 2024	3	How to teach the subject	The victory of the Abbasid army over the Umayyad army and the declaration of the Abbasid Caliphate	theoretical	Tests discussion
24 / 2 / 2024	3	How to teach the subject	The general conditions of the Abbasid Caliphate in the caliphates of Abu Abbas al-Saffah and Abu Jaafar al-Mansur	theoretical	Tests discussion
1/3/2024	3	How to teach the subject	Internal conditions and the most prominent movements	theoretical	Tests discussion

			opposing the Abbasid Caliphate		
8 / 3 / 2024	3	How to teach the subject	Intellectual movements opposing the Abbasid Caliphate, Shu'bi – heretics	theoretical	Tests discussion
15/3/2024	3	How to teach the subject	The intervention of the harem in politics during the caliphate of the Mahdi, Al-Hadi and Al-Rashid	theoretical	Tests discussion
22/3/2024	3	How to teach the subject	The mandate of the Covenant and the conflict between Al-Amir and Al-Mamun	theoretical	Tests discussion
29 / 3 / 2024	3	How to teach the subject	The policy of retirement and the position of the Abbasid caliphs towards it	theoretical	Tests discussion
5 / 4 / 2024	3	How to teach the subject	Turkish intervention in the institution of the Abbasid Caliphate	theoretical	Tests discussion
12/4/2024	3	How to teach the subject	Abbasid-Byzantine relations during the first Abbasid era	theoretical	Tests discussion
19 / 4 / 2024	3	How to teach the subject	The establishment of the Islamic Emirates under the Abbasid Caliphate	theoretical	Tests discussion
26 / 4 / 2024	3	How to teach the subject	Movements opposing the Abbasid Caliphate, Kharijites -	theoretical	Tests discussion

			Qarmatians - Zaidi movement		
3 / 5 / 2024	3	How to teach the subject	The Abbasid caliphate and its most prominent places and stages	theoretical	Tests discussion
10/5/2024	3	How to teach the subject	The victory of the Abbasid army over the Umayyad army and the declaration of the Abbasid Caliphate	theoretical	Tests discussion

252. 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

253. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Abbasid Empire 132-316 AH by Tariq Fathi Sultan
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

254. Course Name:	History of the Abbasid Empire 334-656 AH
255. Course Code:	EHD 316
256. Semester / Year:	Second / 2024
257. Description Preparation Date:	14/4/2024
258. Available Attendance Forms:	theoretical
259. Number of Credit Hours (Total) / Number of Units (Total)	

2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 week
30

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

Name: Mudhir Abed Ali
Email: drmudhiralgugafi@uoanbar.edu.iq

261. Course Objectives

- Introducing students to the second era of the Abbasid state, which begins the year 334 and when the Abbasid men took over the reins and assumed legislative and executive powers in Iraq until the fall of the Abbasid Caliph at the hands of al-Mukhl and their entry into the city of Baghdad in the year 656 AH.

262. Teaching and Learning Strategies

We discussed the country of Daylam, the emergence of the Buyids, the establishment of their state, the position of the Abbasid Caliphate towards them, then the fall of the state, the emergence of the Seljuk state on the political stage, the occupation of Baghdad, then the Crusades and their most prominent campaigns, then the emergence of the Mongols and their occupation of the countries of the Islamic East until the fall of Baghdad at their hands in the year 656 AH.

263. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10 / 2 / 2024	3	How to teach the subject	The country of Daylam and its relationship with the Islamic Caliphate	theoretical	Tests discussion
17 / 2 / 2024	3	How to teach the subject	The emergence of the Buyids and the establishment of their state	theoretical	Tests discussion
24 / 2 / 2024	3	How to teach the subject	Buyid occupation of Iraq	theoretical	Tests discussion
1/3/2024	3	How to teach the subject	The role of the Buyids in obliterating the Islamic personality	theoretical	Tests discussion
8 / 3 / 2024	3	How to teach the subject	The position of the Abbasid Caliphate and the people towards the Buyid occupation	theoretical	Tests discussion

15/3/2024	3	How to teach the subject	The weakness and dissolution of Buyid influence	theoretical	Tests discussion
22/3/2024	3	How to teach the subject	The country of Turkestan and its relationship with the Abbasid Caliphate	theoretical	Tests discussion
29 / 3 / 2024	3	How to teach the subject	(The emergence of the Seljuks)	theoretical	Tests discussion
5 / 4 / 2024	3	How to teach the subject	Establishment of the Seljuk state	theoretical	Tests discussion
12/4/2024	3	How to teach the subject	Seljuk occupation of Baghdad	theoretical	Tests discussion
19 / 4 / 2024	3	How to teach the subject	The era of the power of the great sultans	theoretical	Tests discussion
26 / 4 / 2024	3	How to teach the subject	The Seljuks and their relationship with the Abbasid caliphs	theoretical	Tests discussion
3 / 5 / 2024	3	How to teach the subject	The country of Daylam and its relationship with the Islamic Caliphate	theoretical	Tests discussion
10/5/2024	3	How to teach the subject	The emergence of the Buyids and the establishment of their state	theoretical	Tests discussion

264. 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

265. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Abbasid State 334-656 A.D. by Tariq Fathi Sultan
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

266. Course Name:					
The Umayyad state 41-132 AH					
267. Course Code:					
EHD 222					
268. Semester / Year:					
Second / 2024					
269. Description Preparation Date:					
14/4/2024					
270. Available Attendance Forms:					
theoretical					
271. Number of Credit Hours (Total) / Number of Units (Total)					
2 Each level Number of study hours (total) 2 hours level / 3 = 2 hours * 15 week 30					
272. Course administrator's name (mention all, if more than one name)					
Name: Mudhir Abed Ali Email: drmudhiralgugafi@uoanbar.edu.iq					
273. Course Objectives					
<ul style="list-style-type: none"> Introducing students to the history of the Umayyad state since it assumed power after the end of the Rightly Guided Caliphate and following its path until its collapse in the year 132 AH at the hands of the Abbasid state. 					
274. Teaching and Learning Strategies					
In it, we discussed the transfer of the caliphate to the men of the Umayyad state represented by its first caliph, who was Muawiyah bin Abi Sufyan. Then the caliphate passed to those who took over the reins after it ended with the last of its caliphs, who was Marwan bin Muhammad, and the fall of the Umayyad caliphate in the Levant					
275. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
10 / 2 / 2024	2	How to teach the subject	The caliphate of Muawiyah bin Abi Sufyan 41-132 AH and the establishment of the Umayyad state	theoretical	Tests discussion

17 / 2 / 2024	2	How to teach the subject	Muawiyah's political methodology	theoretical	Tests discussion
24 / 2 / 2024	2	How to teach the subject	The most important internal political events during his reign	theoretical	Tests discussion
1/3/2024	2	How to teach the subject	Muawiyah's foreign and administrative policy	theoretical	Tests discussion
8 / 3 / 2024	2	How to teach the subject	The succession Yazid bin Muawiyah and most prominent internal events during his reign	theoretical	Tests discussion
15/3/2024	2	How to teach the subject	The succession Marwan bin Al Hakam and the transfer of power to the Marwanid branch	theoretical	Tests discussion
22/3/2024	2	How to teach the subject	Political events during his reign	theoretical	Tests discussion
29 / 3 / 2024	2	How to teach the subject	The succession Abdul Malik bin Marwan and the internal political events during his reign	theoretical	Tests discussion
5 / 4 / 2024	2	How to teach the subject	Abdul Malik bin Marwan's foreign and administrative policy	theoretical	Tests discussion
12/4/2024	2	How to teach the subject	The succession Al-Waleed bin Abdul-Malik and his foreign policy	theoretical	Tests discussion
19 / 4 / 2024	2	How to teach the subject	The succession Suleiman bin Abdul Malik and his foreign policy	theoretical	Tests discussion
26 / 4 / 2024	2	How to teach the subject	The succession Omar bin Abdul Aziz and his general policy	theoretical	Tests discussion
3 / 5 / 2024	2	How to teach the subject	The caliphate of Muawiyah bin Abi Sufyan 41-	theoretical	Tests discussion

			AH and the establishment of the Umayyad state		
10/5/2024	2	How to teach the subject	Muawiyah's political methodology	theoretical	Tests discussion

276. 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

277. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Umayyad State Muhammad Suhail Tikualsh
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

