

Ministry of Higher Education and Scientific Research  
Scientific supervision and evaluation device  
Department of Quality Assurance and Academic Accreditation

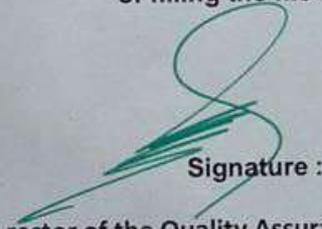
## Academic program description form for colleges ٢٠٢٢-٢٠٢١ For the academic year

University: Anbar

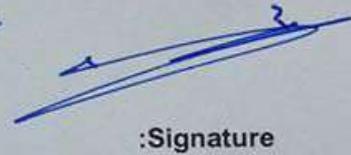
College/Institute: Education for Girls

Department: History Scientific

of filling the file Date 6/11/2022

  
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rector of the Quality Assurance and University Dean of the College, Assistant Dean for Scientific Affairs, Di  
Performance Division

Mr. Dr. Nasra Ahmid Jadoua: Prof. Firas Fadel Ali A. Dr.. Ahmed Abdel Sattar Shalal

2021/9/9 :Date

2021/9/9 :Date

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Director of Quality Assurance and University Performance

:the date



Ministry of Higher Education and Scientific Research  
Scientific supervision and evaluation device  
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# Academic program description form for colleges

## For the academic year ٢٠٢١-٢٠٢٢

University: Anbar

College/Institute: Education for Girls

Scientific Department: History

Date of filling the file: ٦/١/٢٠٢٢

Signature: Signature: Signature

Dean of the College, Assistant Dean for Scientific Affairs, Director of the Quality Assurance and University  
Performance Division

Mr. Dr. Nasra Ahmid Jadoua: Prof. Firas Fadel Ali A. Dr.. Ahmed Abdel Sattar Shalal

Date: ٩/٩/٢٠٢١ Date: ٩/٩/٢٠٢١ Date: ٩/٩/٢٠٢١

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Director of Quality Assurance and University Performance

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**Reviewing the performance of higher education institutions  
(( academic program review))**

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>Anbar University</b>	<b>Educational institution</b>
<b>College of Education for Girls/Department of History</b>	<b>Scientific department center/</b>
<b>Bachelor's</b>	<b>Name of the academic or professional program</b>
<b>Bachelor's degree in history</b>	<b>Name of the final certificate</b>
<b>quarterly</b>	<b>: Academic system Annual/courses/others</b>
<b>EABT</b>	<b>Accredited accreditation program</b>
<b>Nothing</b>	<b>Other external influences</b>
<b>٢٠٢١/٩/٩</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>Meeting the community's needs for cadres specialized in history - ١</b>	

**Preparing female teachers with a level of competence and ability to provide - ٢  
schools with the female history teachers they need**

**Training female researchers in history with qualifications to complete - ٣  
.higher levels of education (Master's - Doctorate)**

**، Providing graduate students with basic skills in history In different eras . ٤  
rules and drawings**

**Providing graduate students with the information required to prepare . ٥  
.teaching staff for Iraqi universities and institutes**

**program outcomes and teaching, learning and evaluation methods**

**Cognitive goals**

**A<sup>1</sup> - The student will have the ability to know and understand the basics of history**

**A<sup>2</sup> - The student's ability to understand historians' methods**

**A<sup>3</sup> - The student will have the ability to know the historical stages**

**A<sup>4</sup> - The student will have the ability to analyze historical narratives**

**A<sup>5</sup> - The student will have the ability to become familiar with modern means of illustration and teaching methods**

B - The program's skill objectives

B<sup>1</sup> - The student must be proficient in writing history in the form of research and articles

B<sup>2</sup> - That the student learns to inventory and compile various historical sources according to the historical research method

B<sup>3</sup> - Refine the student's skill in speaking and discussing in historical lectures and seminars

Teaching and learning methods

Theoretical lectures - 1

Research projects - 2

Evaluation methods

Monthly exams - ١

Daily exams - ٢

Writing reports - ٣

.C- Emotional and value goals

C<sup>١</sup>- Research the value of ideas

C<sup>٢</sup>- Supporting viewpoints

C<sup>٣</sup>- Changing behavior in light of the reorganization of values

Teaching and learning methods

Theoretical lectures - ١

Research projects - ٢

Evaluation methods

Monthly exams

Daily exams -२

Writing reports -३

D - General and qualifying transferable skills (other skills related to employability and personal  
.(development

D<sup>1</sup> - The student's ability to deliver lectures

D<sup>2</sup> - Training on the use of modern methods in education

D<sup>3</sup> -The ability to write research

Teaching and learning methods

.Monthly and quarterly written exams

.Rapid exams ▪

.Homework assignments ▪

.Writing scientific reports ▪

:Teaching and learning methods

. .Daily theoretical lectures ▪

.Graduation research for final stage students and its discussion ▪

Application in secondary schools for final stage students ▪

Evaluation methods

Monthly exams -١

Daily exams -٢

Writing reports -٢

Program structure

Chapter one						
the total	hours weekly			Units Approved	Course title	Course Code
	Laboratory	Applied	theory			
			٣	٣	History of ancient Iraq	HIST101
			٣	٣	History of the Arabs before Islam	HIST102
			٣	٣	History of the message era	HIST103
			٣	٣	History of the European Middle Ages	HIST104
			2	2	is The historical research method theoretical	HIST105
			٢	٢	human rights	UOA101
			٢	٢	Arabic	ARAB101
			٢	٢	Foundations of education	PSE109

			٢	٢	English	ENGI101
		<b>Chapter II</b>				
			٢	٢	The history of ancient Iraq from the end of the Babylonian era until the liberation of Iraq in the Islamic era	HIST106
			٢	٢	History of the Arabs before Islam Iraq and the Hijaz	HIST107
			٢	٢	History of the Rightly Guided Caliphate	HIST108
			٣	٢	The history of the European Middle Ages, the political and cultural aspects	HIST109
			٢	٢	The historical research method is practical	HIST110
		١	١	٢	Calculators	COMP 101
			٢	٢	Geography in general	GEOG 101
			٢	٢	and democracy Freedom	UOA1 02
			٢	٢	General psychology	PSE11 0
44		1	43	44	the total	

## **The second phase**

Chapter one						
the total	Weekly hours			Accred ited units	Course title	Course number
	Labo rator y	Appli ed	theor y			
			٣	٣	The ancient history of the Arab countries	HIST201
			٢	٢	History of Europe in the Renaissance	HIST202
			٢	٢	History of the Umayyad state	HIST203
			٢	٢	History of Arab civilization in Andalusia	HIST204
			٢	٢	Modern history of the Arab countries	HIST205
			٢	٢	History of ancient world civilizations	HIST206
			٢	٢	Geography of the Arab world	GEOG201
			٢	٢	Developmental psychology	PSYC202
Chapter II						
			٣	٣	The ancient history of the Arab countries	HIST207
			٢	٢	History of Europe in the Renaissance	HIST208
			٢	٢	History of the Umayyad state	HIST209
			٢	٢	History of the Arab civilization of Andalusia	HIST210
			٢	٢	Modern history of the Arab	HIST211

					<b>countries</b>	
			۲	۲	<b>History of ancient world civilizations</b>	HIST212
			۲	۲	<b>English</b>	ENGI201
			۲	۲	<b>Educational administration and secondary education</b>	PSYC201
<b>34</b>			<b>34</b>	<b>34</b>	<b>the total</b>	

**third level**

Chapter one						
the total	hours weekly			Accred ited units	Article title	_ Code Subject
	Labo rator y	Appli ed	theor y			
			٢	٢	Modern history of Iraq	HIST301
			٣	٣	Islamic civilization	HIST302
			٣	٣	History of the Abbasid state	HIST303
			٢	٢	History of Europe in the nineteenth century	HIST304
			٢	٢	Philosophy of history	HIST305
			٢	٢	History of Asia	HIST306
			٢	٢	Modernizing Islamic countries	HIST307
			٢	٢	Geography of Iraq	GEO3201
			٢	٢	Curricula and teaching methods	PSYC302
Chapter II						
			٢	٢	Modern history of Iraq	HIST308
			٣	٣	Islamic civilization	HIST309
			٣	٣	History of the Abbasid state	HIST310
			٢	٢	History of Europe in the nineteenth century	HIST311
			٢	٢	Philosophy of history	HIST312
			٢	٢	History of Asia	HIST313
			٢	٢	Modernizing Islamic countries	HIST314

			٢	٢	English	ENGI301
			٢	٢	Educational guidance and mental health	PSYC301
40			40	40	the total	

### stage fourth

the total	hours weekly			hours Approved	Course title	Course Code
	Laboratory	Applied	theory			
			٣	٣	Contemporary history of Iraq	HIST401
			٢	٢	History of the mini-states in the Levant	HIST402
			٣	٣	Contemporary history of the Arab countries	HIST403
			٣	٣	Contemporary world history	HIST404
			٢	٢	History of the Americas	HIST405
			٢	٢	English	ENGI401
			٢	٢	Measurement and evaluation	PSYC401
			٢	٢	watching	PSYC402
	<b>Chapter II</b>					
			٣	٣	Contemporary history of Iraq	HIST406
			٢	٢	History of Islamic states and emirates	HIST407
			٣	٣	Contemporary history of the Arab	HIST408

					<b>countries</b>	
			۳	۳	<b>Contemporary world history</b>	HIST409
			۲	۲	<b>History of the Americas</b>	HIST410
		۲		۲	<b>Applications</b>	PSYC403
		۲		۲	<b>Graduation Project</b>	HIST411
<b>36</b>		<b>4</b>	<b>32</b>	<b>36</b>	<b>the total</b>	

**Planning for personal development**

**Understanding and explaining the developmental processes of how students learn, grow, and develop**

**Developing students' abilities and talents and discovering them early**

**Admission standard (establishing regulations related to admission to the college  
(or institute**

**Approving admission conditions for students in accordance with the -  
regulations of the Ministry of Higher Education and Scientific Research  
.(Central Admission)**

**.To pass The written test and personal interview for the department -**

**Submit a medical examination-**

**High school average-**

**The most important sources of information about the program**

**.Market needs -**

**.Local trends of the governorate -**

**Academic studies and questionnaires -**

**Curriculum skills chart**

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

**Learning outcomes required from the programme**

General and qualifying transferable skills other skills related) to employability and personal (development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic  Or optional	Course Code	Course Name	Year/level
D <sup>4</sup>	D <sup>3</sup>	D <sup>2</sup>	D <sup>1</sup>	C <sup>4</sup>	C <sup>3</sup>	C <sup>2</sup>	C <sup>1</sup>	B <sup>4</sup>	B <sup>3</sup>	B <sup>2</sup>	B <sup>1</sup>	A <sup>4</sup>	A <sup>3</sup>	A <sup>2</sup>	A <sup>1</sup>				

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST101	History of ancient Iraq	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST102	History of the Arabs before Islam	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST103	History of the message era	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST104	History of the European Middle Ages	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST105	The historical research method is theoretical	The first

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	UOA101	human rights	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	ARAB101	Arabic	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSE109	Foundations of education	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	ENGI101	English	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST106	The history of ancient Iraq from the end of the Babylonian era until the liberation of Iraq in the Islamic era	The first

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST107	History of the Arabs before Islam, Iraq and the Hijaz	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST108	History of the Rightly Guided Caliphate	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST109	The history of the European Middle Ages the political and cultural aspects	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST110	The historical research method is practical	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	COMP101	Calculators	The first

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	GEOG101	Geography in general	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	UOA102	Freedom and democracy	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSE110	General psychology	The first
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST201	The ancient history of the Arab countries	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST202	History of Europe in the Renaissance	the second

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST203	History of the Umayyad state	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST204	History of Arab civilization in Andalusia	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST205	Modern history of the Arab countries	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST206	History of ancient world civilizations	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	GEOG201	Geography of the Arab world	the second

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC202	Developmental psychology	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST207	The ancient history of the Arab countries	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST209	History of the Umayyad state	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST210	History of the Arab civilization of Andalusia	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST211	Modern history of the Arab countries	the second

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST212	History of ancient world civilizations	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	ENGI201	English	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC201	Educational administration and secondary education	the second
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST301	Modern history of Iraq	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST302	Islamic civilization	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST303	History of the Abbasid state	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST304	History of Europe in the nineteenth century	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST305	Philosophy of history	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST306	History of Asia	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST307	Modernizing Islamic countries	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	GEO3201	Geography of Iraq	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC302	Curricula and teaching methods	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST308	Modern history of Iraq	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST309	Islamic civilization	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST310	History of the Abbasid state	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST311	History of Europe in the nineteenth century	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST312	Philosophy of history	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST313	History of Asia	Third

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST314	Modernizing Islamic countries	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	ENGI301	English	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC301	Educational guidance and mental health	Third
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST401	Contemporary history of Iraq	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST402	History of the mini-states in the Levant	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST403	Contemporary history of the Arab countries	Fourth

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST404	Contemporary world history	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST405	History of the Americas	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	ENGI401	English	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC401	Measurement and evaluation	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC402	watching	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST406	Contemporary history of Iraq	Fourth

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST407	History of Islamic states and emirates	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST408	Contemporary history of the Arab countries	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST409	Contemporary world history	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST410	History of the Americas	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	PSYC403	Applications	Fourth
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	HIST411	Graduation Project	Fourth

## Description of the academic program

This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>/ Anbar University / College of Education for Girls Department of History</b>	<b>Scientific department /center</b>
<b>History of Europe in the Middle Ages</b>	<b>Name of the academic or professional program</b>
<b>Bachelor's</b>	<b>Name of the final certificate</b>
<b>courses</b>	<b>: Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>٢٠٢١/٩/٩</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>That the student gets to know the most important civilizations that emerged on the -١ European continent and knows the extent of the importance of the European continent to .the world</b>	

**The student should know the reasons and factors that led to the emergence of these-۲ civilizations**

**That the student understands the extent of the influence of these civilizations on world -۳ history**

**To know the most important peoples who lived in Europe in the Middle Ages -۴**

**program outcomes and teaching, learning and evaluation methods**

**Cognitive goals**

**A۱ - Preparing the student psychologically to accept and become familiar with the academic material**

**A۲ - That the student knows the importance of the European continent**

**A۳ - The student should know the history of the emergence of Christianity in Europe**

**The student will be familiar with the history of the Holy Roman Empire -۴**

**The student should know the feudal system that prevailed in Europe and how the - ۵ - system of government developed there**

**B - The program 's skill objectives**

**B۱ - Introduce the student to the most important civilizations that appeared in Europe**

**B۲ - Creating a spirit of participation**

**B۳ - Asking questions to the largest possible number of students to determine the extent of their understanding of the scientific material**

**Teaching and learning methods**

**Create a spirit of discussion by asking questions and urging students to participate in answering and thinking**

**Evaluation methods**

**Conducting daily tests from time to time - ١**

**Conducting monthly tests - ٢**

**.C- Emotional and value goals**

**C١- The student's understanding of the scientific material**

**C٢- Review the political, social and religious developments that occurred in Europe**

**C٣- The student's knowledge of the most important basic foundations on which historical events were based**

**Teaching and learning methods**

**Follow the method of discussion with students, ask questions to students, and determine the extent of understanding of the scientific material**

**Evaluation methods**

**Conducting daily and monthly tests for students**

**D - General and qualifying transferable skills (other skills related to employability  
(and personal development**

**D<sup>1</sup> - Teaching the scientific subject in a smooth and simplified manner for students**

**D<sup>2</sup> - Managing the classroom competently**

**D<sup>3</sup> - Increasing the spirit of initiative and participation among students**

**Teaching and learning methods**

**Benefiting from discussions, interventions and dialogues on the subject of the  
course between students and the teacher**

**Evaluation methods**

**Conduct monthly and daily tests**

**Program structure : first semester**

**Credit hours**

**Course or course code**

<b>practical</b>	<b>theoretical</b>	<b>Name of the course or course</b>		<b>Educational level</b>
	<b>theoretical</b>	<b>The emergence of the Holy Roman Empire</b>		<b>the first</b>
	<b>theoretical</b>	<b>The emergence of Christianity and the position of the Roman Empire towards it</b>		<b>the first</b>
	<b>theoretical</b>	<b>The peoples who inhabited Europe in the Middle Ages</b>		<b>the first</b>
	<b>theoretical</b>	<b>Crusades</b>		<b>the first</b>
	<b>theoretical</b>	<b>Hundred Years' War</b>		
		<b>Carolingian Empire</b>		

<p>Planning for personal development</p>
<p>Teaching scientific material in a smooth and easy manner</p> <p>Class management competently</p> <p>Ask questions and discuss them with students</p>
<p>Admission standard (establishing regulations related to admission to the college or institute)</p>
<p>The most important sources of information about the program</p>

A book on the history of Europe in the Middle Ages by Abdul Amir Muhammad Amin and  
Muhammad Tawfiq Hussein

**Curriculum skills chart**

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

Learning outcomes required from the programme

General and qualifying transferable skills (other skills related to employability (and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D <sup>4</sup>	D <sup>3</sup>	D <sup>2</sup>	D <sup>1</sup>	C <sup>4</sup>	C <sup>3</sup>	C <sup>2</sup>	C <sup>1</sup>	B <sup>4</sup>	B <sup>3</sup>	B <sup>2</sup>	B <sup>1</sup>	A <sup>4</sup>	A <sup>3</sup>	A <sup>2</sup>	A <sup>1</sup>				
																	History of Europe in the Middle Ages		the first
																			the first
																			the first

																				<b>the third</b>

## Course description form

### Course description

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

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>Anbar University / College of Education for Girls / Department of History</b>	<b>Scientific department /center</b>
<b>History of Europe in the Middle Ages</b>	<b>Course name/code</b>
<b>Mandatory</b>	<b>Available attendance forms</b>
<b>History of Europe in the Middle Ages</b>	<b>Semester/year</b>
<b>hours ٣</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٩/٩</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>The student should know the importance of the continent and Europe in relation to the world</b>	
<b>To know the most important civilizations that emerged in Europe</b>	

**To know the most important peoples that inhabited Europe in the Middle Ages**

**Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

**A<sup>1</sup> - To know the importance of the European continent**

**A<sup>2</sup> - To know the history of the Holy Roman Empire**

**To know when Christianity appeared and how it spread in Europe -<sup>3</sup>**

**.B - The skills objectives of the course**

**B<sup>1</sup> - The student's ability to analyze events**

**B<sup>2</sup> - The student's ability to link historical events**

**B<sup>3</sup> - The student's ability to understand events**

**-B<sup>4</sup>**

**Teaching and learning methods**

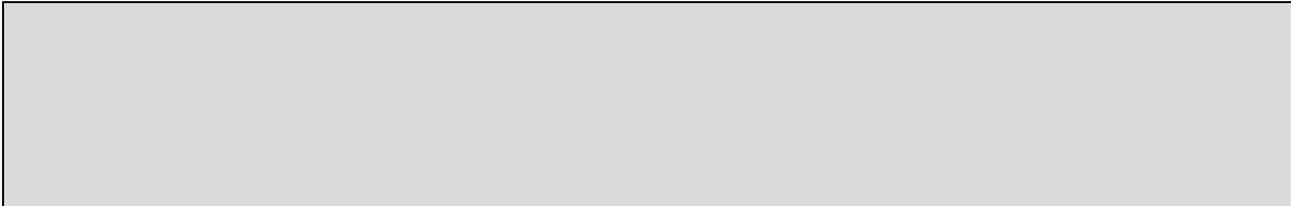
**Using maps of the continent of Europe**

**Use the blackboard to explain**

**Bring other sources related to the topic**

**Evaluation methods**

**Conducting monthly and daily tests**



**C- Emotional and value goals**

-C<sup>١</sup>

-C<sup>٢</sup>

-C<sup>٣</sup>

-C<sup>٤</sup>

**Teaching and learning methods**

**Follow the method of discussion with students**

**Evaluation methods**

**Monthly and daily tests for students**

**D - General and qualifying transferable skills (other skills related to employability and .(personal development**

-D<sup>١</sup>

-D<sup>٢</sup>

-D<sup>٣</sup>

-D<sup>٤</sup>

<b>Course structure: second semester</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Monthly and daily tests</b>	<b>Lecture and discussion</b>	<b>The rise of the Holy Roman Empire</b>		<b>hours ٣</b>	<b>the first</b>
		<b>Factors of the collapse and fall of the Roman Empire</b>			<b>the second</b>
		<b>The origin of the Teutonic peoples is the most important of the peoples that inhabited Europe</b>			
		<b>Norman conquest</b> <b>William the Conqueror</b>			<b>the third</b>
		<b>The development of the system of government in England</b>			<b>the fourth</b>
		<b>The Cape and the Hundred Years' War</b>			<b>Fifth</b>
		<b>The Crusades, their causes and the most important Crusades</b>			<b>VI</b>

<b>Infrastructure</b>	
<b>European History in the Middle Ages / Dr. Abdul Lamir Muhammad Amin and Muhammad Tawfiq Hussein</b>	<b>Required prescribed books - ١</b>
<b>History of Europe by Dr. Muhammad Muhammad Saleh</b>	<b>Main references (sources) - ٢</b>

<b>Course development plan</b>	
<p><b>Read books related to the topic and review the most important academic studies</b></p> <p><b>Bringing specialized professors from other universities to benefit from their scientific expertise</b></p>	
	<b>Recommended books and references ( ...scientific journals, reports )</b>
	<b>B - Electronic references, Internet ...sites</b>

### **Course description form**

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department/center</b>
<b>HLHS 102 / History of Ancient Iraq</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course / ٢٠٢١/٢٠٢٢</b>	<b>Semester/year</b>
<b>hours / ٩٠ hours ٣</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٩/٩</b>	<b>Date this description was prepared</b>

#### **Course objectives**

**Developing actual skills and abilities, by training and exercising the student on the principles of research, thinking, criticism, analysis, comparison, and conscious reading of history that affects his daily and behavioral life, benefiting from the historical lesson in achieving national and national awareness in light of a changing world full of events, changes, and developments. Looking at history and heritage from a renewed perspective that contributes to Serving contemporary life, considering history as a means to achieve a better understanding of contemporary relations between peoples in a way that serves the goals of cooperation for peace, freedom and progress, preparing a successful and competent history teacher who is proud of his homeland and his loyalty to his nation, its heritage and its civilization and who is able to understand the present, anticipate the future and reveal the requirements of changing social life**

#### **Course outcomes and teaching, learning and evaluation methods -٩**

##### **A- Cognitive objectives**

**For the student to learn about his history and heritage, to give him an incentive to be proud of his nation's history**

**The student can give an opinion regarding the events and developments that the world is going through through extensive reading**

**Creating a generation capable of utilizing the information gained and transforming it into ideas that reflect the student's intellectual and cultural awareness**

**Make the student able to remember information, repeat it, and draw lessons from it**

**Using several methods to determine the extent of the student's understanding of the academic material, including questions: discuss, explain, explain, and define**

**Studying in the four stages helps the student be able to give a future outlook on the events he is experiencing**

**.B - The skills objectives of the course**

**The graduate student can prepare question formulations that utilize all of the student's studies in the academic stages**

**Working to provide the student with skills through which he can apply what he has studied**

**The curriculum studied by the student develops the power of observation, deduction reasoning and understanding**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**Homework by giving him questions to search for in books, whether from libraries or the Internet**

<p style="text-align: center;"><b>C- Emotional and value goals</b></p> <p style="text-align: center;"><b>Solve problems related to intellectual issues</b></p> <p style="text-align: center;"><b>Collecting and analyzing data and statistics</b></p> <p style="text-align: center;"><b>Objective, critical thinking and creative thinking</b></p>
<b>Teaching and learning methods</b>
<p style="text-align: center;"><b>Giving lectures and linking them to the behavior of scientists</b></p> <p style="text-align: center;"><b>Preparing reports for scholars' curricula</b></p>
<b>Evaluation methods</b>
<p style="text-align: center;"><b>Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams</b></p>
<p><b>D - Transferable general and qualifying skills (other skills related to employability and personal development</b></p> <p style="text-align: center;"><b>Preparing an educated generation that aims to serve society positively</b></p> <p style="text-align: center;"><b>Apply what the student has learned on the ground</b></p> <p><b>Building and developing the student's personality so that he can interact with the society in which he lives and be an active and influential element</b></p>

**Course Structure: History of Ancient Iraq (First Semester) - ١٠**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/course or subject</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Daily exam	theoretical	According to the decision	The influence of the geographical environment * on the emergence of the civilizations of .Mesopotamia (Iraq)	٣	the first
Daily exam	theoretical	According to the decision	The societal composition of the civilizations of * .Mesopotamia (Iraq)	٣	the second
Monthly exam	theoretical	According to the decision	The covenant similar to the Bible and its * features	٣	the third
Daily exam	theoretical	According to the decision	The era of the dawn of dynasties and our* sources of information about the history of Iraq	٣	the fourth
Daily exam	theoretical	According to the decision	The political development of Mesopotamia * .(Iraq). And the emergence of the city-state	٣	Fifth
Daily exam	theoretical	According to the decision	The Sumerians and the most important theories* that were said about them	٣	VI
Monthly exam	theoretical	According to the decision	Cuneiform writing and its development, and * written numbers	٣	Seventh
Daily exam	theoretical	According to the decision	The Akkadian Empire and its most important* cultural characteristics	٣	VIII

Daily exam	theoretical	According to the decision	The Kutians and the most important cultural* characteristics	۳	Ninth
Monthly exam	theoretical	According to the decision	The Third Empire of Ur and its most important * cultural characteristics	۳	The tenth
Daily exam	theoretical	According to the decision	Old Babylonian Testament (Amorites)*	۳	eleventh
Daily exam	theoretical	According to the decision	The era of Hammurabi*	۳	twelveth
Daily exam	theoretical	According to the decision	The cultural achievements of the Amorites*	۳	Thirteenth
Daily exam	theoretical	According to the decision	The Kassites... Babylonia after the Kassite era *	۳	fourteenth
Monthly exam	theoretical	According to the decision	The most important cultural characteristics of * the Kassite era in ancient Iraq	۳	Fifteenth

<p align="center"><b>For the ancient history of Iraq</b></p>	<p align="center"><b>Required prescribed books -١</b></p>
<p><b>:Introduction to the History of Ancient Civilizations -١ Taha Baqir, Part ١</b></p> <p><b>The History of Ancient Civilizations: Ahmed Malik Al- -٢ Fatayan and Amer Suleiman, Part ١</b></p> <p><b>Encyclopedia of ancient and modern civilizations and-٣ the history of nations: Mahmoud Shaker, Part ١</b></p>	<p align="center"><b>Main references (sources) -٢</b></p>
<p><b>Websites about some research related to the course in - .specialized and peer-reviewed scientific journals</b></p>	<p align="center"><b>Recommended books and references (scientific (...:journals, reports</b></p>
<p align="center"><b>Comprehensive library</b></p>	<p align="center"><b>...B - Electronic references, Internet sites</b></p>

<p align="center"><b>Course development plan</b></p>
<p align="center"><b>Adopting the issue of electronic lectures</b></p>

## Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department/center</b>
<b>HLHS 102 / History of Ancient Iraq</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course / ٢٠٢١/٢٠٢٢</b>	<b>Semester/year</b>
<b>hours/٩٠٣</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٩/٩</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<p><b>Developing actual skills and abilities, by training and exercising the student on the principles of research, thinking, criticism, analysis, comparison, and conscious reading of history that affects his daily and behavioral life, benefiting from the historical lesson in achieving national and national awareness in light of a changing world full of events, variables, and developments. Looking at history and heritage from a renewed perspective that contributes to Serving contemporary life, considering history as a means to achieve a better understanding of contemporary relations between peoples in a way that serves the goals of cooperation for peace, freedom and progress, preparing a successful and competent history</b></p>	

**teacher who is proud of his homeland and his loyalty to his nation, its heritage and its civilization and who is able to understand the present, anticipate the future and reveal the requirements of changing social life**

**Course outcomes and teaching, learning and evaluation methods -<sup>9</sup>**

**A- Cognitive objectives**

**For the student to learn about his history and heritage, to give him an incentive to be proud of his nation's history**

**The student can give an opinion regarding the events and developments that the world is going through through extensive reading**

**Creating a generation capable of utilizing the information gained and transforming it into ideas that reflect the student's intellectual and cultural awareness**

**Make the student able to remember information, repeat it, and draw lessons from it**

**Using several methods to determine the extent of the student's understanding of the academic material, including questions: discuss, explain, explain, and define**

**Studying in the four stages helps the student be able to give a future outlook on the events he is experiencing**

**.B - The skills objectives of the course**

**The graduate student can prepare question formulations that utilize all of the student's studies in the academic stages**

**Working to provide the student with skills through which he can apply what he has studied**

**The curriculum studied by the student develops the power of observation, deduction reasoning and understanding**

**Teaching and learning methods**

**Giving the lecture**

<b>Discussion method</b>
<b>Evaluation methods</b>
<b>Monthly exams</b> <b>Daily activity</b> <b>Homework by giving him questions to search for in books, whether from libraries or the Internet</b>
<b>C- Emotional and value goals</b> <b>Solve problems related to intellectual issues</b> <b>Collecting and analyzing data and statistics</b> <b>Objective, critical thinking and creative thinking</b>
<b>Teaching and learning methods</b>
<b>Giving lectures and linking them to the behavior of scientists</b> <b>Preparing reports for scholars' curricula</b>
<b>Evaluation methods</b>
<b>Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams</b>

**D - Transferable general and qualifying skills (other skills related to employability  
.(and personal development**

**Preparing an educated generation that aims to serve society positively**

**Apply what the student has learned on the ground**

**Building and developing the student's personality so that he can interact with the  
society in which he lives and be an active and influential element**

**Course Structure: History of Ancient Iraq ( Second Semester )-١٠**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/course or subject</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The Assyrians and the roles that * passed through Assyria</b>	<b>٣</b>	<b>the first</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The Assyrian commercial* settlements in Asia Minor, the dynasty of Shamshi-Adad I, and the Neo-Assyrian era</b>	<b>٣</b>	<b>the second</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The First Assyrian Empire *</b>	<b>٣</b>	<b>the third</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The Second Assyrian Empire *</b>	<b>٣</b>	<b>the fourth</b>

Daily exam	theoretical	According to the decision	Sargonian dynasty *	۳	Fifth
Daily exam	theoretical	According to the decision	The fall of the Assyrian state *	۳	VI
Monthly exam	theoretical	According to the decision	Cultural characteristics of the Assyrian Empire *	۳	Seventh
Daily exam	theoretical	According to the decision	The establishment of the New Babylonian state *	۳	VIII
Daily exam	theoretical	According to the decision	Fall of Babylon *	۳	Ninth

Monthly exam	theoretical	According to the decision	A summary of the cultural * characteristics of the modern Babylonian state	٣	The tenth
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### Course description form

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

Anbar University / College of Education for Girls	Educational institution
date	Scientific department /center
Democracy	Course name/code
electronic	Available attendance forms
Courses/K٣	Semester/year
٣٠	Number of study hours (total)
٢٠٢٢ - ٢٠٢١	Date this description was prepared

<b>Course objectives</b>
<b>The student understands the concept of democracy</b>
<b>Knowing his rights, freedom, and duties in society -٢</b>
<b>That the student understands what the limits of legal freedom are -٣</b>
<b>That the student understands that he has rights and freedoms acquired since childhood</b>
<b>Preparing qualified graduates to delve deeper into the study of human -٥ rights and public freedoms</b>
<b>Empowering the student to pursue scientific and academic research-٦</b>
<b>Developing students' creative thinking skills -٧</b>

<b>Course outcomes and teaching, learning and evaluation methods</b>
<b>A- Cognitive objectives</b>
<b>A١- That the student recognizes the importance of democracy</b>
<b>A٢- That the student learns about the types and characteristics of democracy and public freedoms</b>
<b>A٣- That the student understands the historical development of democracy and public freedoms</b>
<b>A٤- For the student to learn about the development of democracy and freedoms among ancient civilizations</b>
<b>A٥- That the student gets to know the most important freedoms affirmed by the Islamic religion</b>

**A<sup>٦</sup>- Enhancing the student's abilities to innovate and improvise**

**.B - The skills objectives of the course**

**B<sup>١</sup> - Developing the student's skills to speak freely**

**B<sup>٢</sup> - Providing the student with communication skills and using learning techniques effectively**

**B<sup>٣</sup> - Speed of completion and accuracy of what the student is assigned**

**-B<sup>٤</sup>**

**Teaching and learning methods**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Discussion and conversation during the lecture**

**Evaluation methods**

**Conducting daily tests from time to time and monthly tests**

**Assigning students to research and reports related to the topic**

**Evaluation through curricular and extracurricular activities/discussions/attendance/comments**

**C- Emotional and value goals**

**C<sup>١</sup>- The ability to convey information in a simplified manner enables the student to know the concept of democracy**

**C<sup>٢</sup>- Promoting the student's freedom of expression**

**C<sup>٣</sup>- The desire to work after graduation in the field of specialization**

**C<sup>٤</sup>- Enhancing the student's self-confidence, abilities, and specialization**

### **Teaching and learning methods**

**Write important notes related to the lecture**

**Continuous guidance of students by the professor during the lecture**

**Electronic communication through direct delivery of the lecture**

### **Evaluation methods**

**Evaluation of the student by the professor through discussions during the / lecture and continuing the session / written exams / daily tests and reports  
final exams**

**D - General and qualifying transferable skills (other skills related to  
. (employability and personal development**

**D<sup>١</sup>- Teaching the student to develop and develop creative thinking skills in his  
specialty**

**D<sup>٢</sup>- Teaching the student the skills of writing research within his specialty**

**D<sup>٣</sup>- Developing the student's scientific skills in how to present his legitimate  
rights**

**D<sup>٤</sup>- Developing the student's mental abilities**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Testing through discussion and exam</b>	<b>lecture</b>	<b>Definition, characteristics and types of democracy and public freedoms</b>		<b>٢</b>	<b>the first</b>
<b>like that</b>	<b>lecture</b>	<b>Freedom in both negative and positive aspects</b>		<b>٢</b>	<b>the second</b>
<b>like that</b>	<b>lecture</b>	<b>Forms of freedom</b>		<b>٢</b>	<b>the third</b>
<b>like that</b>	<b>lecture</b>	<b>Social freedom</b>		<b>٢</b>	<b>the fourth</b>
<b>like that</b>	<b>lecture</b>	<b>Scientific freedom</b>		<b>٢</b>	<b>Fifth</b>
<b>like that</b>	<b>lecture</b>	<b>Types of intellectual freedoms</b>		<b>٢</b>	<b>VI</b>
<b>like that</b>	<b>lecture</b>	<b>The historical development of democracy and public freedoms</b>		<b>٢</b>	<b>Seventh</b>
<b>like that</b>	<b>like that</b>	<b>Democracy and public freedoms in the Middle Ages</b>		<b>٢</b>	<b>VIII</b>
<b>like that</b>	<b>like that</b>	<b>Scientific freedom</b>		<b>٢</b>	<b>Ninth</b>
<b>like that</b>	<b>like that</b>	<b>Democracy and public freedoms in the modern era</b>		<b>٢</b>	<b>The tenth</b>
<b>like that</b>	<b>like that</b>	<b>Basic guarantees for the success of public freedoms</b>		<b>٢</b>	<b>eleventh</b>

like that	like that	Social guarantees		۲	twelveth
like that	like that	Legal guarantees		۲	Thirteenth
like that	like that	The legal system of public freedoms		۲	fourteenth

<b>Infrastructure</b>	
<b>Human rights, democracy and public freedoms</b>	<b>Required prescribed books - ۱</b>
<b>See sources on human rights and public freedoms</b>	<b>Main references (sources) - ۲</b>
<b>View scientific journals and reports issued by the International Human Rights Organization</b>	<b>Recommended books and references ( scientific journals ( ...reports</b>
<b>Urging students to look at websites and websites</b>	<b>•B - Electronic references ...Internet sites</b>

<b>Course development plan</b>
<b>Proposals for developing and updating the curriculum are submitted to the department's scientific committee every academic year</b>

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## Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department /center</b>
<b>History of the Arabs before Islam</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course / ٢٠٢١/٢٠٢٢</b>	<b>Semester/year</b>
<b>hours / ١٥٧ hours ٣</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٩/٩</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	

- .A. That the student understands the concept of ignorance**
- B. That the student understands the countries that existed in Yemen before Islam**
- .C. That the student knows the political life of the Arabs before Islam**
- .D. That the student knows the religions of the Arabs in pre-Islamic times**

**Course outcomes and teaching, learning and evaluation methods - ٩**

**That the student knows the geography of the Arabian Peninsula ١**

**To know what ignorance means ٢**

**That the student knows the concept of governance in pre-Islamic times ٣**

**For the student to know the most important countries that established in Yemen ٤**

**The student should mention the idols of pre-Islamic times ٥**

**.B - The skills objectives of the course**

**The student has the ability to diagnose problems and how to deal with them ١**

**The student has the ability to recognize the defects of ignorance ٢**

**The student has the ability to analyze and conclude ٣**

**The student has the ability to understand the conditions of pre-Islamic times ٤**

**The student now has the ability to use the standards of pre-Islamic society ٥**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**Homework by giving him questions to search for in books, whether from libraries or the Internet**

**C- Emotional and value goals**

**C<sup>١</sup>- Let the student know that he has the highest thesis**

**C<sup>٢</sup>- Making the student know that he is learning the most honorable science**

**C<sup>٣</sup>- Make the student know the importance of history and its impact on building society**

**Teaching and learning methods**

**Giving lectures and linking them to the behavior of scientists**

**Preparing reports for scholars' curricula**

<b>Evaluation methods</b>
<b>Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams</b>
<b>D - General and qualifying transferable skills (other skills related to .(employability and personal development</b> <b>D\ - Preparing an educated generation that aims to serve society positively</b> <b>Dʹ - Applying what the student has learned on the ground</b>

<b>Course structure : first semester</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Sources for studying Arab history</b>	<b>٣</b>	<b>the first</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Classes of Arabs</b>	<b>٣</b>	<b>the second</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Semites</b>	<b>٣</b>	<b>the third</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The designated state</b>	<b>٣</b>	<b>the fourth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Countries that established in Iraq</b>	<b>٣</b>	<b>Fifth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Political religious and social life in Mecca</b>	<b>٣</b>	<b>VI</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Political life in the Arabian Peninsula before Islam</b>	<b>٣</b>	<b>Seventh</b>
		<b>According to the decision</b>	<b>Al-Manathira</b>	<b>٣</b>	<b>VIII</b>
		<b>According to the decision</b>	<b>The Ghassanids</b>	<b>٣</b>	

		<b>According to the decision</b>		٣	
<b>Infrastructure</b>					
<b>Rashid Al-Jumaili, History of the Arab State Before Islam</b>			<b>Required prescribed books -١</b>		
<b>Hashem Yahya Al-Mallah. The mediator in the history of the Arabs before Islam</b>			<b>Main references (sources) -٢</b>		
<b>Saleh Al-Ali. Lectures on Arab history</b>			<b>Recommended books and references ( scientific journals ( ...reports</b>		
<b>Comprehensive library</b>			<b>٤B - Electronic references ...Internet sites</b>		

<b>Course development plan</b>
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### **Course description form**

<p><b>This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the .learning opportunities available. It must be linked to the program description</b></p>
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<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
<b>Biography of the Prophet</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course / ٢٠٢١/٢٠٢٢</b>	<b>Semester/year</b>
<b>hours / ١٢٠ hours ٢</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٩/٩</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>before the prophetic ﷺ That the student knows the life of the Messenger - ١ mission</b>	
<b>That the student realizes the importance of the Prophet's life, which he - ٢ spent as his wet nurse</b>	
<b>That the student separates his life in the desert and in Mecca - ٣</b>	
<b>in which the ﷺ That the student knows the most prominent actions - ٤ Messenger participated</b>	
<b>The student learned about the role of his uncle Abu Talib in confronting the- ٥ infidels</b>	
<b>The student learns about the most prominent achievements made by the- ٦ Prophet when he migrated to Medina</b>	
<b>The student gets to know the most prominent polytheists who carried out the- ٧ Islamic call</b>	


**Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

- A<sup>1</sup> - That the student understands the reasons for the importance of the prophetic call and the rejection of idolatry**
- A<sup>2</sup> - That the student gets to know more details of the life of the Messenger before and after the mission**
- A<sup>3</sup> - That the student realizes the periods through which he went through the secret stage to the public stage after the call**
- A<sup>4</sup> - That the student understands the Prophet's migration and the actions carried out by the Messenger in order to establish the civil state**

**.B - The skills objectives of the course**

- B<sup>1</sup> - The student's ability to analyze historical narratives and give preference to one over the other**
- B<sup>2</sup> - The student's ability to compare the Arabian Peninsula and their lives before and after the call**
- B<sup>3</sup> - The student's ability to absorb and understand events**

**Teaching and learning methods**

**Using YouTube clips on data shows to learn about historical events-<sup>1</sup>**

**Using the historical atlas to show some historical images -٢**

**Use the blackboard to explain-٣**

### **Evaluation methods**

**Conduct daily tests -١**

**Conducting monthly tests -٢**

### **C- Emotional and value goals**

**C١- Benefiting from historical experiences and linking them to the present**

**C٢- The ability to link historical events between one country and another**

**C٣- The goal is to acquire the largest number of historical information**

**C ٤- Trying to apply some historical experiences to the current reality**

### **Teaching and learning methods**

**Using YouTube clips on data shows to learn about historical events-١**

**Using the historical atlas to show some historical images -٢**

**Use the blackboard to explain-٣**

**Evaluation methods**

**Conduct daily tests - ١**

**Conducting monthly tests - ٢**

**D - General and qualifying transferable skills (other skills related to  
.(employability and personal development**

**D١ - Improving the quality of science and learning**

**D٢ - Creating a generation of highly skilled female students to prepare future  
generations**

**D٣ - Emphasis on education**

**D٤ - Quality of learning and teaching**

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

<b>Monthly and daily tests</b>		<b>Migration to Medina</b>		<b>۳</b>	<b>The tenth</b>
<b>Monthly and daily tests</b>		<b>Building the Islamic community in Medina and the most important works of the Messenger</b>		<b>۳</b>	<b>eleventh</b>
<b>Monthly and daily tests</b>		<b>The Prophet's conquests</b>		<b>۳</b>	<b>twelveth</b>
<b>Monthly and daily tests</b>		<b>The Great Battle of Badr</b>		<b>۳</b>	<b>Thirteenth</b>
<b>Monthly and daily tests</b>		<b>The Messenger's position on the Jews of Medina</b>		<b>۳</b>	<b>fourteenth</b>
<b>Monthly and daily tests</b>		<b>The conquest of Mecca, the call of the kings to Islam, the farewell pilgrimage and the pledge of allegiance to the Almighty</b>		<b>۳</b>	<b>Fifteenth</b>
<b>Infrastructure</b>					
<b>The Biography of the Prophet and the Rightly Guided Caliphate/Hashim Yahya Al-Mallah</b>			<b>Required prescribed books - ۱</b>		
<b>The Great Classes/Ibn Saad</b>			<b>Main references (sources) - ۲</b>		

<b>Sealed Nectar</b>	<b>Recommended books and references (...scientific journals, reports)</b>
<b>History News Network History.com</b>	<b>B - Electronic references, Internet ...sites</b>

<b>Course development plan</b>
<p>Emphasis on displaying YouTube clips related to Abbasid history to consolidate the material in the student's mind</p> <p>Benefiting from the expertise of external professors and inviting them to give lectures</p>

## **Course description form**

**Reviewing the performance of higher education institutions ( ( academic program review ) )**

**For the required Briefly this The decision a description He provides Learning And outputs The decision features most important Achieve it requester from Expected**

**Maximum Benefit Achieve may be He was if About what Proven  
from And it must. Available Learning Opportunities from  
a description And between Between them Connectivity  
. the program**

Ministry of Higher Education and Scientific Research	Educational institution . <sup>١</sup>
College of Education for Girls	University . <sup>٢</sup> department/center
History of the ancient Arab world	Course name/code . <sup>٣</sup>
	Programs in which it is . <sup>٤</sup> included
	Available attendance forms . <sup>٥</sup>
٢٠٢١-٢٠٢٠	Semester/year . <sup>٦</sup>
three hours	Number of study hours . <sup>٧</sup> (total)
	Date this description was . <sup>٨</sup> prepared
: Course objectives . <sup>٩</sup>	
That the student gets to know the most prominent ancient civilizations - <sup>١</sup> that arose in the Arab world	
For the student to become acquainted with the most prominent effects - <sup>٢</sup> left by civilizations in the Arab world	
The student should know the extent of the impact of these civilizations- <sup>٣</sup> on the entire world	
That pride in the civilization of his country should be firmly established - <sup>٤</sup> in the student's mind	


Learning outcomes, teaching, learning and assessment methods . ١٠
<p style="text-align: right;">Knowledge and understanding - ١</p> <p>That the student recognizes the importance of the civilizations of the - ١ Arab world</p> <p>That the student understands the impact of these civilizations - ٢</p> <p>Instilling pride in the student in the civilization of his ancestors - ٣</p>
<p style="text-align: right;">Subject-specific skills - ١</p> <p>The student's ability to view and become familiar with Arab- ١ civilizations</p> <p>The student's ability to know the influence of each civilization on the- ٢ other</p>
Teaching and learning methods
<p style="text-align: right;">Use the blackboard to explain - ١</p> <p>Using a data show device to display the most prominent archaeological - ٢ landmarks</p>
Evaluation methods
<p style="text-align: center;">Conducting daily tests from time to time - ١</p> <p style="text-align: center;">Conducting monthly tests - ٢</p>
C- Thinking skills
Teaching and learning methods

Evaluation methods
D - General and transferable skills (other skills related to employability and .(personal development

Evaluation method	Teaching method	Name of the unit/course or subject	Required learning outcomes	hours	the week
		EGYPTIAN Civilization Sources of the history of Egyptian civilization		٣	the first
		prehistoric age		٣	the second
		The Old Kingdom and the Age of the Pyramids		٣	the third
		An era of chaos and decay		٣	the fourth
		The Middle Kingdom and the Hyksos occupation of Egypt		٣	Fifth
		Late eras		٣	VI
		The Arab peoples and their entry into the Levant		٣	Seventh
		The Canaanite nations and their most important states and achievements		٣	VIII
		The Aramaic peoples, their states and their achievements		٣	Ninth
		Late eras in the Levant		٣	The tenth
		The period of Persian colonization, the period of Alexander the Great		٣	eleventh
		Formation of the city-state of Athens		٣	twelveth
		History of Rome prehistoric age		٣	Thirteenth

		Rome during the reign of kings Imperial era		۳	fourteenth
		Carthage civilization		۳	Fifteenth

admissions .۱۳	
	Prerequisites
I wish I could reduce the number of female students	The smallest number of students
	The largest number of students
The book of ancient civilizations was written by F. Dyakov / Skovalev	
	Special requirements
	Social services (including, for example, guest lectures vocational training, and field studies)

## Course description

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
<b>History of Andalusia</b>	<b>Name of the academic or professional program</b>
<b>Bachelor's</b>	<b>Name of the final certificate</b>
<b>courses</b>	<b>: Academic system</b> <b>Annual/courses/others</b>
<b>The program approved by the sectoral body/Ministry of Higher Education and Scientific Research</b>	<b>Accredited accreditation program</b>
<b>Standards of higher education institutions similar to the university and the college's mission and goals/scientific research related to the department's specialization/libraries/the Internet</b>	<b>Other external influences</b>
<b>٢٠٢١/١/١٠</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>That the student gets to know the countries of Andalusia geographically, politically – ١ and socially before the Islamic conquest</b>	
<b>For the student to know the stages of the conquest of Andalusia and how it was – ٢ controlled</b>	
<b>That the student learns about the history of Muslims and the events that took place – ٣ during their rule of Andalusia</b>	
<b>That the student recognizes the extent of Arab and Islamic influence in the region and – ٤ Europe</b>	

The student will know how Andalusia was separated from the Muslim state in the –٥  
East

Empowering the student with the ability to conduct academic scientific research –٦

students' creative thinking skills Developing –٧

### Required program outcomes and teaching, learning and evaluation methods

#### Cognitive goals

- A١- Identifying the conditions of the Iberian Peninsula
- A٢- The nature of the country's political and societal situation
- A٣- Motives for the conquest of Andalusia and its stages
- A٤- The conditions of Andalusia under Islamic rule
- A٥- The conditions of the country in the era of the emirate
- A٦- Conditions of the country in the era of the Caliphate

#### B - The program's skill objectives

- B١ - The ability to diagnose historical problems
- B٢ - Extrapolating historical events to draw lessons from them
- B٣ - Getting to know the Islamic Arab-Muslim rule of Andalusia

#### Teaching and learning methods

- Use the whiteboard
- Use historical maps
- Bring sources related to the study
- Discussion and conversation during the lecture

**Evaluation methods**

**Daily tests (tests) from time to time -<sup>١</sup>**

**Conducting oral exams -<sup>٢</sup>**

**Conducting monthly tests -<sup>٣</sup>**

**Conducting end-of-course tests**

**.C- Emotional and value goals**

**C<sup>١</sup>- Developing interest in studying history**

**C<sup>٢</sup>- Developing interest in the history of the Islamic nation**

**C<sup>٣</sup>- Enhancing the student's self-confidence, abilities, and specialization**

**C<sup>٤</sup>- The desire to work after graduation in the field of specialization**

**Teaching and learning methods**

**Write important notes related to the lecture-<sup>١</sup>**

**Continuous guidance of students by the professor during the lecture -<sup>٢</sup>**

**Electronic communication through direct delivery of the lecture and bringing sources-<sup>٣</sup>  
related to the study**

**Evaluation methods**

**Evaluation of the student by the professor through discussions during the lecture and  
continuing the session / written exam / daily test and reports / final exams**

**D - General and qualifying transferable skills ( other skills related to employability and . (personal development**

**D\ - Teaching the student to develop and develop creative thinking skills in his specialty**

**Dʁ - Teaching the student the skills of writing research within his specialty**

**Dʁ - Developing the student's scientific skills in his field of specialization**

**D€ - Developing the student's mental abilities**

**Teaching and learning methods**

**Training courses**

**Internal seminars**

**Encouragement to visit libraries and library websites in order to prepare lectures and assigned research**

**Evaluation methods**

**Self-evaluation of the student by the professor through discussions during the lecture .continuity of work, monthly exams, daily tests, reports, research, and final exams**

**Program structure**

<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Educational level</b>
<b>practical</b>	<b>theoretical</b>			
	<b>hours/at ʁ , a rate of ʁ</b>	<b>History of Andalusia</b>	<b>EWH2102</b>	<b>the second</b>

	<b>hours per week</b>			

**Planning for personal development**

**Planning is done by using the vocabulary of the scientific subject and dividing it by the number of hours and the number of weeks, at a rate of fifteen weeks**

**Admission standard (establishing regulations related to admission to the college (or institute**

**According to the central admission controls specified by the Ministry of Higher Education and Scientific Research**

**The most important sources of information about the program**

**Accreditation program for the College of Education for Girls**

**International information network and the Internet**

**The sectoral body for deans**

**Curriculum skills chart**

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

Learning outcomes required from the programme

General and qualifying transferable skills other skills related to) employability and (personal development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level	
Dε	Dϣ	Dϣ	D\	Cε	Cϣ	Cϣ	C\	Bε	Bϣ	Bϣ	B\	Aε	Aϣ	Aϣ	A\					
correct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	Basic	History of Andalusia	EWH2102	the second	


## Course description form

### Course description

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

<b>Anbar University/College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department/center</b>
<b>History of AndalusiaEWH2102</b>	<b>Course name/code</b>
<b>Communication via the Internet (electronic class)</b>	<b>Available attendance forms</b>
<b>First course / ٢٠٢٠-٢٠٢١</b>	<b>Semester/year</b>
<b>(hours per week ٢) ٣٠</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/١/١٠</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>For the student to become familiar with the conditions of the country in the era of the -١ Taifa kings</b>	
<b>For the student to become familiar with the conditions of the country in the Almoravid -٢ and Almohad eras</b>	
<b>That the student learns about the history of Muslims and the events that took place -٣ during their rule of Andalusia</b>	
<b>That the student recognizes the extent of Arab and Islamic influence in the region and -٤ Europe</b>	

**For the student to become familiar with the conditions of Muslims during the era of the -<sup>٥</sup>  
Kings of Granada**

**Empowering the student with the ability to conduct academic scientific research -<sup>٦</sup>**

**Developing students' creative thinking skills -<sup>٧</sup>**

**Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

**A<sup>١</sup>- Identifying the conditions of the Iberian Peninsula**

**A<sup>٢</sup>- The nature of the country's political and societal situation**

**A<sup>٣</sup>- Around the country in the Almoravids era**

**A<sup>٤</sup>- The conditions of Andalusia under Islamic rule**

**A<sup>٥</sup>- The conditions of the country in the Almohads**

**A<sup>٦</sup>- The conditions of the country during the era of the Kingdom of Granada**

**.B - The skills objectives of the course**

**B<sup>١</sup> - The ability to diagnose historical problems**

**B<sup>٢</sup> - Extrapolating historical events to draw lessons from them**

**B<sup>٣</sup> - Getting to know the Islamic Arab-Muslim rule of Andalusia**

**Teaching and learning methods**

**Use the whiteboard**

**Use historical maps**

**Bring sources related to the study**

**Discussion and conversation during the lecture**

**Evaluation methods**

**Daily tests (coz) from time to time**

**Conducting oral exams**

**Conduct monthly tests**

**Conducting end-of-course tests**

**Assigning students to research and reports related to the subject**

**Evaluation through curricular and extracurricular activities/discussions/comments**

**C- Emotional and value goals**

**C<sup>1</sup>- Developing interest in studying history**

**C<sup>2</sup>- Developing interest in the history of the Islamic nation**

**C<sup>3</sup>- Enhancing the student's self-confidence, abilities, and specialization**

**C<sup>4</sup>- The desire to work after graduation in the field of specialization**

**Teaching and learning methods**

**Write important notes related to the lecture**

**Continuous guidance of students by the professor during the lecture**

**Electronic communication through direct delivery of the lecture**

**Evaluation methods**

**Evaluation of the student by the professor through discussions during the lecture and continuing the session / written exam / daily test and reports / final exams**

**D - Transferable general and qualifying skills (other skills related to employability and .(personal development**

**D<sup>1</sup> - Teaching the student to develop and develop creative thinking skills in his specialty**

**D<sup>2</sup> - Teaching the student the skills of writing research within his specialty**

**D<sup>3</sup> - Developing the student's scientific skills in his field of specialization**

**D<sup>4</sup> - Developing the student's mental abilities**

**Course structure: First semester**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
oral test	Lecture and discussion	Location and name of the Iberian Peninsula		٢	١
oral test	Lecture and discussion	Conditions of the Iberian Peninsula before the Islamic conquest		٢	٢
oral test	Lecture and discussion	Motives of the Islamic conquest		٢	٣
oral test	Lecture and discussion	Opening preliminaries		٢	٤
oral test	Lecture and discussion	Stages of the Islamic conquest		٢	٥
oral test	Lecture and discussion	The beginning of the era of governors		٢	٦
oral test	Lecture and discussion	Conditions of the country in the era of governors		٢	٧
oral test	Lecture and discussion	The Battle of Martyrs' Court and its impact on		٢	٨

		<b>the Islamic advance beyond the Bartat Mountains</b>			
<b>oral test</b>	<b>Lecture and discussion</b>	<b>Conditions of the country in the late era of the governors</b>		<b>٢</b>	<b>٩</b>
<b>oral test</b>	<b>Lecture and discussion</b>	<b>Abdul Rahman al-Dakhel entered Andalusia and declared the Umayyad Emirate</b>		<b>٢</b>	<b>١٠</b>
<b>oral test</b>	<b>Lecture and discussion</b>	<b>The reign of Prince Hisham</b>		<b>٢</b>	<b>١١</b>
<b>oral test</b>	<b>Lecture and discussion</b>	<b>The era of the ruling prince</b>		<b>٢</b>	<b>١٢</b>
<b>oral test</b>	<b>Lecture and discussion</b>	<b>The era of Prince Abdul Rahman II</b>		<b>٢</b>	<b>١٣</b>
<b>oral test</b>	<b>Lecture and discussion</b>	<b>The era of Prince Muhammad</b>		<b>٢</b>	<b>١٤</b>
<b>oral test</b>	<b>Lecture and discussion</b>	<b>The era of Prince and Caliph Abdul Rahman III</b>		<b>٢</b>	<b>١٥</b>

### **Infrastructure**

<b>The Islamic State in Andalusia, Muhammad Abdallah Annan</b> <b>‘The history of Andalusia from conquest to fall Abdul Rahman Al-Hajji</b>	<b>Required prescribed books -١</b>
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<b>History of Muslims in Andalusia, Taqoush</b>	
<b>Quoted from News of the People of Andalusia by Ibn Hayyan Al-Qurtubi</b> <b>The Moroccan statement in the news of Andalusia and Morocco by Ibn Adhari</b> <b>Briefing on Granada news by Ibn al-Khatib</b> <b>Media works by Ibn al-Khatib</b>	<b>Main references (sources) - ٢</b>
<b>Review scientific journals and reports issued by publishing houses in the field of specialization</b>	<b>Recommended books and references ( scientific journals ( ...reports</b>
<b>Urging students to look at websites and websites</b>	<b>٤B - Electronic references ...Internet sites</b>

<b>Course development plan</b>
<b>Proposals for developing and updating the curriculum are submitted to the department's scientific committee every academic year</b>

**Curriculum skills chart**

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

Learning outcomes required from the programme

General and qualifying transferable skills other skills related to) employability and (personal development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level	
Dε	Dϣ	Dϣ	D\	Cε	Cϣ	Cϣ	C\	Bε	Bϣ	Bϣ	B\	Aε	Aϣ	Aϣ	A\					
correct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	co rre ct	Basic	History of Andalusia	EWH2102	the second	


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## Course description form

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

<b>Anbar University/College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department center/</b>
<b>History of AndalusiaEWH2102</b>	<b>Course name/code</b>
<b>Communication via the Internet (electronic class)</b>	<b>Available attendance forms</b>
<b>Second course / ٢٠٢٠-٢٠٢١</b>	<b>Semester/year</b>
<b>(hours per week ٢) ٣٠</b>	<b>Number of study hours (total)</b>
<b>٢٠٢٢/٣١/٣</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	

That the student gets to know the country of Andalusia geographically, politically and socially before the Islamic conquest –١
For the student to know the stages of the conquest of Andalusia and how it was controlled –٢
That the student learns about the history of Muslims and the events that took place during their rule of Andalusia –٣
That the student recognizes the extent of Arab and Islamic influence in the region and Europe –٤
For the student to know how Andalusia was separated from the Muslim state in the East –٥
Empowering the student with the ability to conduct academic scientific research –٦
Developing students' creative thinking skills –٧

<b>Course outcomes and teaching, learning and evaluation methods</b>
<b>A- Cognitive objectives</b>
<b>A١- Identifying the conditions of the Iberian Peninsula</b>
<b>A٢- The nature of the country's political and societal situation</b>
<b>A٣- Motives for the conquest of Andalusia and its stages</b>
<b>A٤- The conditions of Andalusia under Islamic rule</b>
<b>A٥- The conditions of the country in the era of the emirate</b>

**A<sup>1</sup>- Conditions of the country during the era of the Caliphate**

**.B - The skills objectives of the course**

**B<sup>1</sup> - The ability to diagnose historical problems**

**B<sup>2</sup> - Extrapolating historical events to draw lessons from them**

**B<sup>3</sup> - Getting to know the Islamic Arab-Muslim rule of Andalusia**

**Teaching and learning methods**

**Use the whiteboard**

**Use historical maps**

**Bring sources related to the study**

**Discussion and conversation during the lecture**

**Evaluation methods**

**Daily tests (coz) from time to time**

**Conducting oral exams**

**Conduct monthly tests**

**Conducting end-of-course tests**

**Assigning students to research and reports related to the subject**

**Evaluation through curricular and extracurricular activities/discussions/comments**

**C- Emotional and value goals**

**C<sup>١</sup>- Developing interest in studying history**

**C<sup>٢</sup>- Developing interest in the history of the Islamic nation**

**C<sup>٣</sup>- Enhancing the student's self-confidence, abilities, and specialization**

**C<sup>٤</sup>- The desire to work after graduation in the field of specialization**

**Teaching and learning methods**

**Write important notes related to the lecture**

**Continuous guidance of students by the professor during the lecture**

**Electronic communication through direct delivery of the lecture**

**Evaluation methods**

**Evaluation of the student by the professor through discussions during the lecture and continuing the session / written exam / daily test and reports / final exams**

**D - General and qualifying transferable skills (other skills related to  
.(employability and personal development**

**D<sup>1</sup> - Teaching the student to develop and develop creative thinking  
skills in his specialty**

**D<sup>2</sup> - Teaching the student the skills of writing research within his  
specialty**

**D<sup>3</sup> - Developing the student's scientific skills in his field of  
specialization**

**D<sup>4</sup> - Developing the student's mental abilities**

<b>Course structure</b>					
<b>Evaluati on method</b>	<b>Teachin g method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
oral test	Lecture and discussion	<b>The era of great strife and the fall of the veil</b>		٢	١
oral test	Lecture and discussion	<b>The struggle between the Mahdi and the Musta'in over the caliphate</b>		٢	٢
oral test	Lecture and discussion	<b>The conflict between Al- Musta'in and Hisham Al- Muayyad</b>		٢	٣
oral test	Lecture and discussion	<b>The period of rule of the Hamudid dynasty</b>		٢	٤
oral test	Lecture and discussion	<b>The last days of the Caliphate</b>		٢	٥
oral test	Lecture and discussion	<b>The last days of the Caliphate and the reasons for its fall</b>		٢	٦

oral test	Lecture and discussion	The situation in Andalusia among the Taifa Kings		۲	۷
oral test	Lecture and discussion	The state of Beni Jahor in Cordoba		۲	۸
oral test	Lecture and discussion	The state of Beni Abbad in Seville		۲	۹
oral test	Lecture and discussion	The state of Bani Dhul-Nun in Toledo		۲	۱۰
oral test	Lecture and discussion	The Beni Ziri state in Granada and Malaga		۲	۱۱
oral test	Lecture and discussion	The state of the Banu al-Aftas in Ptolemy		۲	۱۲
oral test	Lecture and discussion	Andalusia in the Almoravid era		۲	۱۳
oral test	Lecture and discussion	Andalusia in the Almohad era		۲	۱۴
oral test	Lecture and discussion	The Kingdom of Granada from its origins to its fall		۲	۱۵

**Infrastructure**

**The Islamic State in Andalusia, Muhammad Abdallah Annan**

**Required prescribed books - ۱**

<p><b>‘The history of Andalusia from conquest to fall Abdul Rahman Al-Hajji</b></p> <p><b>History of Muslims in Andalusia, Taqoush</b></p>	
<p><b>Quoted from News of the People of Andalusia by Ibn Hayyan Al-Qurtubi</b></p> <p><b>The Moroccan statement in the news of Andalusia and Morocco by Ibn Adhari</b></p> <p><b>Briefing on Granada news by Ibn al-Khatib</b></p> <p><b>Media works by Ibn al-Khatib</b></p>	<p><b>Main references (sources) - ٢</b></p>
<p><b>Review scientific journals and reports issued by publishing houses in the field of specialization</b></p>	<p><b>Recommended books and ‘references ( scientific journals ( ...‘reports</b></p>
<p><b>Urging students to look at websites and websites</b></p>	<p><b>‘B - Electronic references ..Internet sites</b></p>

<p><b>Course development plan</b></p>
<p><b>Proposals for developing and updating the curriculum are submitted to the department’s scientific committee every academic year</b></p>

## **Description of the academic program**

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department/center</b>
	<b>Name of the academic or professional program</b>
<b>BSC</b>	<b>Name of the final certificate</b>
<b>Other</b>	<b>:Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>6/14/2021</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>For the student to understand the history of the Arab world during the period of Ottoman rule</b>	

**.To know the importance of the strategic location of the Arab countries  
.which made them the focus of the ambitions of European powers**

**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**

**The student gets to know the most important European powers and their  
.ambitions in the Arab countries**

**The student should understand the circumstances that helped bring the Arab  
.countries under foreign occupation**

**The student gets to know the most important national movements that  
.emerged to resist foreign occupation**

**For the student to become familiar with the most important renewal  
.movements in the Arab countries**

**Required program outcomes and teaching, learning and evaluation methods**

**Cognitive goals**

**That the student understands the backwardness and stagnation caused by -١  
.the occupation in scientific and practical life**

**That the student understands the importance of knowing the history of the -٢  
.Arab countries**

**.That the student gets to know the national forces for change -٣**

**The student will understand how the national forces were able to gain their -٤  
.independence and defend the freedom of their country and peoples**

**B - The program's skill objectives**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Conduct daily tests from time to time**

**.Conducting monthly tests**

**.C- Emotional and value goals**

**C<sup>1</sup>- The goal is education and learning**

**C<sup>2</sup>-The ability to link the past to the present**

**C<sup>3</sup>- Benefiting from other experiences**

**C<sup>4</sup>- Trying to apply it to our reality**

**Teaching and learning methods**

**Use maps to find out updated locations -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

### **Evaluation methods**

**Conducting daily tests from time to time -١**

**.Conducting monthly tests -٢**

**D - General and qualifying transferable skills (other skills related to  
.(employability and personal development**

**D١- Preparing female learners capable of teaching generations**

**D٢- Linking events to each other**

**D٣- Learning and imposing events**

**D٤- Quality of learning and teaching**

### **Teaching and learning methods**

**Using maps to know the locations of countries -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

<b>Evaluation methods</b>				
<b>Conducting daily tests from time to time    -١</b> <b>.Conducting monthly tests    -٢</b>				
<b>Program structure</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Education al level</b>
<b>practical</b>	<b>theoretical</b>			
	<b>2</b>	<b>History of the modern Arab .countries</b>		<b>The second phase</b>
	<b>2</b>	<b>History of modern Arab countries</b>		<b>The second phase</b>
	<b>2</b>	<b>History of the modern Arab countries</b>		<b>The second phase</b>
	<b>2</b>	<b>History of the modern Arab countries</b>		<b>The second phase</b>
	<b>2</b>	<b>History of modern Arab countries</b>		<b>The second phase</b>
	<b>2</b>	<b>History of modern Arab countries</b>		<b>The second phase</b>

**Planning for personal development**

**Increasing learning hours within the framework of contemporary modernizing countries**

**Admission standard (establishing regulations related to admission to the college (or institute**

**Obtaining a preparatory certificate in its scientific and literary streams to enter .the college and then the department**

**The most important sources of information about the program**

**the in Arabi Motherland History:- Ahmed Khalil Ibrahim doctor  
1516-1916. Ottoman covenant**

**1798-1939. Renaissance squeeze out in Arabi Thought: Hourani Albert**

**And its Its upbringing Sanusi Movement: Dajani Believe me Ahmed  
. Ten Ninth Century in growth**

**Covenant Early in And Sudan Egypt:- Al-Rafii merciful slave  
. Occupation**

**. the talk Arabs History: Al-Ghunaimi Raafat Sheikh-<sup>o</sup>**

### Curriculum skills chart

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

Learning outcomes required from the programme

General and qualifying transferable skills other skills related) to employability and personal (development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D <sup>ξ</sup>	D <sup>ϣ</sup>	D <sup>ϣ</sup>	D <sup>ϣ</sup>	C <sup>ξ</sup>	C <sup>ϣ</sup>	C <sup>ϣ</sup>	C <sup>ϣ</sup>	B <sup>ξ</sup>	B <sup>ϣ</sup>	B <sup>ϣ</sup>	B <sup>ϣ</sup>	A <sup>ξ</sup>	A <sup>ϣ</sup>	A <sup>ϣ</sup>	A <sup>ϣ</sup>				
	/					/						/					Basic	History of the modern Arab countries	Fourth


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## Course description form

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

<b>Anbar University - College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department/center</b>
<b>History of the modern Arab countries</b>	<b>Course name/code</b>
<b>In-person - electronic</b>	<b>Available attendance forms</b>
<b>2020-2021</b>	<b>Semester/year</b>
<b>hours ٣٠</b>	<b>Number of study hours (total)</b>
<b>6/14/2021</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>For the student to understand the history of the Arab world during the period of Ottoman rule</b>	
<b>To know the importance of the strategic location of the Arab countries, which made them the focus of the ambitions of European powers</b>	

**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**

**The student gets to know the most important European powers and their .ambitions in the Arab countries**

**The student should understand the circumstances that helped bring the Arab .countries under foreign occupation**

**The student gets to know the most important national movements that emerged .to resist foreign occupation**

**For the student to become familiar with the most important renewal .movements in the Arab countries**

### **Course outcomes and teaching, learning and evaluation methods**

#### **A- Cognitive objectives**

**That the student understands the backwardness and stagnation caused by -١  
.the occupation in scientific and practical life**

**That the student understands the importance of knowing the history of the -٢  
.Arab countries**

**.That the student gets to know the national forces for change -٣**

**The student will understand how the national forces were able to gain their -٤  
independence and defend the freedom of their country and peoples**

#### **.B - The skills objectives of the course**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

<b>Teaching and learning methods</b>
<p><b>Use maps to find out the locations of countries</b></p> <p><b>Use the blackboard to explain</b></p> <p><b>Bring sources related to the topic</b></p>
<b>Evaluation methods</b>
<p><b>Conduct daily tests from time to time</b></p> <p><b>.Conducting monthly tests</b></p>
<p><b>C- Emotional and value goals</b></p> <p><b>C<sup>1</sup>- The goal is education and education</b></p> <p><b>C<sup>2</sup>-The ability to link the past to the present</b></p> <p><b>C<sup>3</sup>- Benefiting from other experiences</b></p> <p><b>C<sup>4</sup>- Trying to apply it to our reality</b></p>
<b>Teaching and learning methods</b>
<p><b>Using maps to know the locations of countries      -<sup>1</sup></b></p> <p><b>Use the blackboard to explain      -<sup>2</sup></b></p> <p><b>Bringing sources related to the topic      -<sup>3</sup></b></p>
<b>Evaluation methods</b>

**Conducting daily tests from time to time - ١**

**Conducting monthly tests - ٢**

**D - Transferable general and qualifying skills (other skills related to  
.(employability and personal development**

**D١- Preparing female learners capable of teaching generations**

**D٢- Linking events to each other**

**D٣- Learning and imposing events**

**D٤- Quality of learning and teaching**

**Course structure**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century Egypt and Sudan</b>		<b>2</b>	<b>the first</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century Egypt and Sudan</b>		<b>2</b>	<b>the second</b>

<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>the third</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century the Gulf and the Arabian .Peninsula</b>		<b>2</b>	<b>the fourth</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century the Arab Maghreb</b>		<b>2</b>	<b>Fifth</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century the Arab Maghreb</b>		<b>2</b>	<b>VI</b>
<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: the Spanish and Portuguese .competition</b>		<b>2</b>	<b>Seventh</b>

<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: the Spanish and Portuguese .competition</b>		<b>2</b>	<b>VIII</b>
<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: the Spanish and Portuguese .competition</b>		<b>2</b>	<b>Ninth</b>
<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: European powers in the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>The tenth</b>
<b>Daily and monthly tests</b>		<b>Competition between regional and international</b>		<b>2</b>	<b>eleveth</b>

		<b>powers over the Arab countries from the seventeenth century until the nineteenth century: European powers in the Gulf and the Arabian Peninsula</b>			
<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: European powers in the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>twelveth</b>
<b>Daily and monthly tests</b>		<b>British and French strategy in the Gulf and the Arab region</b>		<b>2</b>	<b>Thirteenth</b>
<b>Daily and monthly tests</b>		<b>British and French strategy in the Gulf and the Arab region</b>		<b>2</b>	<b>fourteenth</b>
<b>Daily and monthly tests</b>		<b>British and French strategy in the Gulf and the Arab region</b>		<b>2</b>	<b>Fifteenth</b>

<b>Infrastructure</b>
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<p><b>Dr. Ibrahim Khalil Ahmed : - History of the Arab .World in the Ottoman Era 1516-1916</b></p>	<p><b>The required prescribed books - 1</b></p>
<p><b>Albert Hourani : Arab Thought in the Renaissance .1939-1798</b></p> <p><b>Ahmed Sidqi Al-Dajani : The Senussi movement, its . origins and growth in the nineteenth century</b></p> <p><b>Abdul Rahman Al-Rafi'i : Egypt and Sudan in the . early era of occupation</b></p> <p><b>. Sheikh Raafat Al-Ghunaimi : Modern Arab History</b></p>	<p><b>Main references ( sources ) - 2</b></p>
<p><b>Farouk Othman Ibadah : Aden and British policy -1 .in the Red Sea 1839-1918</b></p> <p><b>Anwar El-Guindy : The awakening of Arab -2 .thought , the period between the wars , Cairo , 1972</b></p> <p><b>Sati' Al-Husri : The Arab Countries and the -3 .Ottoman Empire , Beirut 1961</b></p>	<p><b>Recommended books and references (..., scientific journals , reports )</b></p>
<p><b>Multiple sites related to the history of modern Arab countries</b></p>	<p><b>B - Electronic references , Internet ... sites</b></p>

<p><b>Course development plan</b></p>
<p><b>Increase sources on the history of modern Arab countries in the department's library</b></p> <p><b>Some professors from other universities should be brought in to give lectures to the department's female students</b></p>

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## Description of the academic program

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department/center</b>
	<b>Name of the academic or professional program</b>
<b>BSC</b>	<b>Name of the final certificate</b>
<b>Other</b>	<b>:Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>6/14/2021</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	

<b>The student will understand the history of the Arab countries during the period from the .seventeenth century until the nineteenth century</b>
<b>For the student to learn about the most important challenges that faced the Arab . countries during that period</b>
<b>The student should know the most important national movements that emerged in that . period</b>
<b>For the student to understand the developments that occurred in the Arab countries . during that period</b>
<b>. For the student to know the results of colonial exploitation of Arab countries</b>
<b>For the student to learn about the beginnings of the national movement and its .achievements</b>
<b>.Identify the results achieved by the national movement</b>

<b>Required program outcomes and teaching, learning and evaluation methods</b>
<b>Cognitive goals</b>
<b>That the student gets to know the details and events that the Arab countries witnessed -١</b>
<b>That the student understands the importance of knowing the strategic location of the Arab countries -٢</b>
<b>For the student to become familiar with the national forces for change -٣</b>
<b>For the student to understand how countries gained independence from colonial -٤ exploitation</b>
<b>B - The program's skill objectives</b>
<b>The student's ability to analyze events</b>
<b>The student's ability to link events</b>

<b>The student's ability to understand events</b>
<b>Teaching and learning methods</b>
<p><b>Use maps to find out the locations of countries</b></p> <p><b>Use the blackboard to explain</b></p> <p><b>Bring sources related to the topic</b></p>
<b>Evaluation methods</b>
<p><b>Conduct daily tests from time to time</b></p> <p><b>.Conducting monthly tests</b></p>
<p><b>.C- Emotional and value goals</b></p> <p><b>C<sup>١</sup>- The goal is education and learning</b></p> <p><b>C<sup>٢</sup>-The ability to link the past to the present</b></p> <p><b>C<sup>٣</sup>- Benefiting from other experiences</b></p> <p><b>C<sup>٤</sup>- Trying to apply it to our reality</b></p>
<b>Teaching and learning methods</b>
<p><b>Use maps to find out updated locations      -١</b></p> <p><b>Use the blackboard to explain      -٢</b></p> <p><b>Bringing sources related to the topic      -٣</b></p>

<b>Evaluation methods</b>	
<b>Conducting daily tests from time to time</b>	-١
<b>.Conducting monthly tests</b>	-٢

<b>D - General and qualifying transferable skills (other skills related to employability and .(personal development</b>	
<b>D١- Preparing female learners capable of teaching generations</b>	
<b>D٢- Linking events to each other</b>	
<b>D٣- Learning and imposing events</b>	
<b>D٤- Quality of learning and teaching</b>	
<b>Teaching and learning methods</b>	
<b>Using maps to know the locations of countries</b>	-١
<b>Use the blackboard to explain</b>	-٢
<b>Bringing sources related to the topic</b>	-٣
<b>Evaluation methods</b>	
<b>Conducting daily tests from time to time</b>	-١
<b>.Conducting monthly tests</b>	-٢
<b>Program structure</b>	

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	History of the modern Arab .countries		The second phase
	2	History of modern Arab countries		The second phase
	2	History of the modern Arab countries		The second phase
	2	History of the modern Arab countries		The second phase
	2	History of modern Arab countries		The second phase
	2	History of modern Arab countries		The second phase

Planning for personal development
Increasing learning hours within the framework of contemporary modernizing countries
Admission standard (establishing regulations related to admission to the college or institute)
Obtaining a preparatory certificate in its scientific and literary streams to enter the college .and then the department

**The most important sources of information about the program**

**Ottoman the covenant in Arabi Motherland History:- Ahmed Khalil Ibrahim doctor  
1516-1916.**

**1798-1939. Renaissance squeeze out in Arabi Thought: Hourani Albert**

**in And its growth Its upbringing Sanusi Movement: Dajani Believe me Ahmed  
. Ten Ninth Century**

**. Occupation Covenant Early in And Sudan Egypt:- Al-Rafii merciful slave**

**. the talk Arabs History: Al-Ghunaimi Raafat Sheikh-°**

**Curriculum skills chart**

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

Learning outcomes required from the programme

General and qualifying transferable skills other skills related) to employability and personal (development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level		
																				D <sub>4</sub>	D <sub>3</sub>
	/					/					/							Basic	History of the modern		Fourth



## Course description form

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

<b>Anbar University - College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department / center</b>
<b>History of the modern Arab countries</b>	<b>name / code</b>
<b>In-person - electronic</b>	<b>Available attendance forms</b>
<b>2020-2021</b>	<b>Semester / year</b>
<b>hours 30</b>	<b>Number of study hours ( total )</b>
<b>6/14/2021</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>The student will understand the history of the Arab countries during the period from the seventeenth century until the nineteenth century</b>	
<b>For the student to learn about the most important challenges that faced the Arab countries during that period</b>	
<b>The student should know the most important national movements that emerged in that period</b>	

**For the student to understand the developments that occurred in the Arab countries during that period**

**For the student to know the results of colonial exploitation of Arab countries**

**For the student to learn about the beginnings of the national movement and its achievements**

**Identify the results achieved by the national movement**

**Course outcomes and teaching, learning and evaluation methods**

**A - Cognitive objectives**

**That the student gets to know the details and events that the Arab countries witnessed -1**

**That the student understands the importance of knowing the strategic location of the Arab countries -2**

**For the student to become familiar with the national forces for change -3**

**For the student to understand how countries gained independence from colonial exploitation -4**

**. B - The skills objectives of the course**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Conduct daily tests from time to time**

**. Conducting monthly tests**

**C - Emotional and value-based goals**

**C 1- The goal is education and learning**

**C 2- The ability to link the past to the present**

**C 3- Benefiting from other experiences**

**C 4- Trying to apply it to our reality**

**Teaching and learning methods**

**Using maps to know the locations of countries -1**

**Use the blackboard to explain -2**

**Bringing sources related to the topic -3**

**Evaluation methods**

**Conducting daily tests from time to time -1**

**Conducting monthly tests -2**

**D - Transferable general and qualifying skills ( other skills related to employability and  
.( personal development**

**D<sup>1</sup> - Qualifying female learners capable of teaching generations**

**D<sup>2</sup> - Linking events to each other**

**D<sup>3</sup> - Learning and imposing events**  
**D<sup>4</sup> - Quality of learning and teaching**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century Egypt and Sudan</b>		<b>2</b>	<b>the first</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>the second</b>
<b>Daily and monthly tests</b>		<b>The Ottoman administration in the Arab countries during the :sixteenth century the Arab Maghreb</b>		<b>2</b>	<b>the third</b>
<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: the Spanish and</b>		<b>2</b>	<b>the fourth</b>

		<b>Portuguese .competition</b>			
<b>Daily and monthly tests</b>		<b>Competition between regional and international powers over the Arab countries from the seventeenth century until the nineteenth century: European powers in the Gulf and the Arabian .Peninsula</b>		<b>2</b>	<b>Fifth</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement for change in the Arab countries during the nineteenth century: the Arab Maghreb</b>		<b>2</b>	<b>VI</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement for change in the Arab countries during the nineteenth century: the Arab Maghreb</b>		<b>2</b>	<b>Seventh</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement of change in the Arab countries during the nineteenth century: the Arab 'Levant, Egypt .and Sudan</b>		<b>2</b>	<b>VIII</b>

<b>Daily and monthly tests</b>		<b>Reform trends and the movement of change in the Arab countries during the nineteenth century: the Arab Levant, Egypt and Sudan</b>		<b>2</b>	<b>Ninth</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement of change in the Arab countries during the nineteenth century: the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>The tenth</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement of change in the Arab countries during the nineteenth century: the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>eleventh</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement of change in the Arab countries during the nineteenth century: the Gulf and the Arabian Peninsula</b>		<b>2</b>	<b>twelveth</b>
<b>Daily and monthly tests</b>		<b>Reform trends and the movement of change in the Arab countries during the nineteenth</b>		<b>2</b>	<b>Thirteenth</b>

		<b>century: the Gulf and the Arabian Peninsula</b>			
<b>Daily and monthly tests</b>		<b>The revolution of the unionists and the path of renewal in the Arab countries ١٩١٤-١٩٠٨</b>		<b>2</b>	<b>fourteenth</b>
<b>Daily and monthly tests</b>		<b>The revolution of the unionists and the path of renewal in the Arab countries ١٩١٤-١٩٠٨</b>		<b>2</b>	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>Dr. Ibrahim Khalil Ahmed: - History of the Arab World in the Ottoman Era ١٥١٦-١٩١٦</b>	<b>Required prescribed books -١</b>
<b>Albert Hourani: Arab Thought in the Renaissance ١٩٣٩-١٧٩٨</b>  <b>Ahmed Sidqi Al-Dajani: The Senussi movement, its origins and growth in the nineteenth century</b>  <b>Abdul Rahman Al-Rafi'i: Egypt and Sudan in the early era of occupation</b>  <b>.Sheikh Raafat Al-Ghunaimi: Modern Arab History</b>	<b>Main references (sources) -٢</b>
<b>Farouk Othman Ibadah: Aden and British policy -١ in the Red Sea ١٨٣٩-١٩١٨</b>  <b>Anwar El-Guindy: The awakening of Arab -٢ thought, the period between the wars, Cairo, ١٩٧٢</b>	<b>Recommended books and references (...scientific journals, reports)</b>

<b>Sati' Al-Husri: The Arab Countries and the -٧ .Ottoman Empire, Beirut ١٩٦١</b>	
<b>Multiple sites related to the history of modern Arab countries</b>	<b>B - Electronic references, Internet ...sites</b>

<b>Course development plan</b>
<p><b>Increase sources on the history of modern Arab countries in the department's library</b></p> <p><b>Some professors from other universities should be brought in to give lectures to the department's female students</b></p>

### **Course description form**

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department/center</b>

<b>History of the ancient world</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course /٢٠٢١ /٢٠٢٢</b>	<b>Semester/year</b>
<b>hours / ٩٠ hours ٣</b>	<b>Number of study hours (total)</b>
<b>١٢٠٢ /٦ /١</b>	<b>Date this description was prepared</b>

### **Course objectives**

**Developing actual skills and abilities, by training and exercising the student on the principles of research, thinking, criticism, analysis, comparison, and conscious reading of history that affects his daily and behavioral life, benefiting from the historical lesson in achieving national and national awareness in light of a changing world full of events, changes, and developments. Looking at history and heritage from a renewed perspective that contributes to Serving contemporary life, considering history as a means to achieve a better understanding of contemporary relations between peoples in a way that serves the goals of cooperation for peace, freedom and progress, preparing a successful and competent history teacher who is proud of his homeland and his loyalty to his nation, its heritage and its civilization and who is able to understand the present, anticipate the future and reveal the requirements of changing social life**

### **Course outcomes and teaching, learning and evaluation methods -٩**

#### **A- Cognitive objectives**

**For the student to learn about his history and heritage, to give him an incentive to be proud of his nation's history**

**The student can give an opinion regarding the events and developments that the world is going through through extensive reading**

**Creating a generation capable of utilizing the information gained and transforming it into ideas that reflect the student's intellectual and cultural awareness**

**Make the student able to remember information, repeat it, and draw lessons from it**

**Using several methods to determine the extent of the student's understanding of the academic material, including questions: discuss, explain, explain, and define**

**Studying in the four stages helps the student be able to give a future outlook on the events he is experiencing**

**.B - The skills objectives of the course**

**The graduate student can prepare question formulations that utilize all of the student's studies in the academic stages**

**Working to provide the student with skills through which he can apply what he has studied**

**The curriculum studied by the student develops the power of observation, deduction reasoning and understanding**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**Homework by giving him questions to search for in books, whether from libraries or the Internet**

**C- Emotional and value goals**

**Solve problems related to intellectual issues**

**Collecting and analyzing data and statistics**

**Objective, critical thinking and creative thinking**

**Teaching and learning methods**

**Giving lectures and linking them to the behavior of scientists**

**Preparing reports for scholars' curricula**

**Evaluation methods**

**Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams**

**D - Transferable general and qualifying skills (other skills related to employability  
.(and personal development**

**Preparing an educated generation that aims to serve society positively**

**Apply what the student has learned on the ground**

**Building and developing the student's personality so that he can interact with the society in which he lives and be an active and influential element**

**Course Structure: History of the Ancient World (First Semester)**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/course or subject</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The influence of the geographical * environment on the emergence of Greek civilizations</b>	<b>۳</b>	<b>the first</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Greece and prehistoric times *</b>	<b>۳</b>	<b>the second</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Migrations of Greek tribes to Greece *</b>	<b>۳</b>	<b>the third</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The Iliad epic and historical events *</b>	<b>۳</b>	<b>the fourth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The era of the Greek colonies *</b>	<b>۳</b>	<b>Fifth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Sparta and the Spartan society *</b>	<b>۳</b>	<b>VI</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Formation of the city-state in Athens *</b>	<b>۳</b>	<b>Seventh</b>

<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Solon and his reforms *</b>	<b>۳</b>	<b>VIII</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Dictatorship of tyrants and the * establishment of an ethnic empire</b>	<b>۳</b>	<b>Ninth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Greek-Persian Wars *</b>	<b>۳</b>	<b>The tenth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The ethnic empire, the victory of * democracy, and the fall of the ethnic empire</b>	<b>۳</b>	<b>eleventh</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Ancient history of Asia Minor (Hittites) *</b>	<b>۳</b>	<b>twelfth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Roman history (the geographical nature * of Italy and its impact on its cultural history)</b>	<b>۳</b>	<b>Thirteenth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Prehistoric times...and the emergence of * Rome</b>	<b>۳</b>	<b>fourteenth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Establishment of the republican system *</b>	<b>۳</b>	<b>Fifteenth</b>

<p align="center"><b>For the history of the ancient world</b></p>	<p align="center"><b>Required prescribed books</b></p>
<p><b>:Introduction to the History of Ancient Civilizations -\` Taha Baqir, Part \`</b></p> <p><b>The History of Ancient Civilizations: Ahmed Malik Al- -\` Fatayan and Amer Suleiman, Part \`</b></p> <p><b>Encyclopedia of ancient and modern civilizations and-\` the history of nations: Mahmoud Shaker, Part \`</b></p>	<p align="center"><b>Main references (sources) -\`</b></p>
<p><b>Greece :Adel Najm Abbou and Abdel Moneim Rashad and the Romans: A Study in History and Civilization</b></p> <p><b>Lotfi Abdel Wahab Yahya: Greece: An Introduction to .Civilized History</b></p> <p><b>Landmarks of the: Muhammad Abu Al-Mahasin Asfour Civilizations of the Ancient Near East</b></p> <p><b>Dr.. Qahtan Abdul Sattar Al-Hadithi and others: Studies in Sassanian and Byzantine history</b></p> <p><b>Websites about some research related to the course in - .specialized and peer-reviewed scientific journals</b></p>	<p align="center"><b>Recommended books and references (...scientific journals, reports)</b></p>
<p align="center"><b>Comprehensive library</b></p>	<p align="center"><b>B - Electronic references, Internet ...sites</b></p>

<p align="center"><b>Course development plan</b></p>
<p align="center"><b>Adopting the issue of electronic lectures</b></p>

## Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department/center</b>
<b>History of the ancient world / second stage</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>Second course / ٢٠٢١ / ٢٠٢٢</b>	<b>Semester/year</b>
<b>hours / ٩٠ hours ٣</b>	<b>Number of study hours (total)</b>
<b>١٢٠٢ / ٦ / ١</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>Developing actual skills and abilities, by training and exercising the student on the principles of research, thinking, criticism, analysis, comparison, and conscious reading of history that affects his daily and behavioral life, benefiting from the historical lesson in achieving</b>	

**national and national awareness in light of a changing world full of events, changes, and developments. Looking at history and heritage from a renewed perspective that contributes to Serving contemporary life, considering history as a means to achieve a better understanding of contemporary relations between peoples in a way that serves the goals of cooperation for peace, freedom and progress, preparing a successful and competent history teacher who is proud of his homeland and his loyalty to his nation, its heritage and its civilization and who is able to understand the present, anticipate the future and reveal the .requirements of changing social life**

**Course outcomes and teaching, learning and evaluation methods -<sup>9</sup>**

**A- Cognitive objectives**

**For the student to learn about his history and heritage, to give him an incentive to be proud of his nation's history**

**The student can give an opinion regarding the events and developments that the world is going through through extensive reading**

**Creating a generation capable of utilizing the information gained and transforming it into ideas that reflect the student's intellectual and cultural awareness**

**Make the student able to remember information, repeat it, and draw lessons from it**

**Using several methods to determine the extent of the student's understanding of the academic material, including questions: discuss, explain, explain, and define**

**Studying in the four stages helps the student be able to give a future outlook on the events he is experiencing**

**.B - The skills objectives of the course**

**The graduate student can prepare question formulations that utilize all of the student's studies in the academic stages**

**Working to provide the student with skills through which he can apply what he has studied**

**•The curriculum studied by the student develops the power of observation, deduction reasoning and understanding**

<b>Teaching and learning methods</b>
<p><b>Giving the lecture</b></p> <p><b>Discussion method</b></p>
<b>Evaluation methods</b>
<p><b>Monthly exams</b></p> <p><b>Daily activity</b></p> <p><b>Homework by giving him questions to search for in books, whether from libraries or the Internet</b></p>
<p><b>C- Emotional and value goals</b></p> <p><b>Solve problems related to intellectual issues</b></p> <p><b>Collecting and analyzing data and statistics</b></p> <p><b>Objective, critical thinking and creative thinking</b></p>
<b>Teaching and learning methods</b>
<p><b>Giving lectures and linking them to the behavior of scientists</b></p> <p><b>Preparing reports for scholars' curricula</b></p>

**Evaluation methods**

**Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams**

**D - Transferable general and qualifying skills (other skills related to employability .(and personal development**

**Preparing an educated generation that aims to serve society positively**

**Apply what the student has learned on the ground**

**Building and developing the student's personality so that he can interact with the society in which he lives and be an active and influential element**

**Course Structure: History of the Ancient World ( Second Semester)**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/course or subject</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Class struggle...the unification of * Italy...and Roman expansion</b>	<b>۳</b>	<b>the first</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The deterioration and fall of the * republican system</b>	<b>۳</b>	<b>the second</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Imperial era *</b>	<b>۳</b>	<b>the third</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Roman society... religion... system of * government... Roman law... architecture and arts</b>	<b>۳</b>	<b>the fourth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Sasanian history * The Median/Achaemenid/Parthian state</b>	<b>۳</b>	<b>Fifth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Sasanian Persians *</b>	<b>۳</b>	<b>VI</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The establishment of the Sasanian state *</b>	<b>۳</b>	<b>Seventh</b>

<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Era of prosperity *</b>	<b>۳</b>	<b>VIII</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Sasanian civilization *</b>	<b>۳</b>	<b>Ninth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Civilizations of the ancient world *</b>	<b>۳</b>	<b>The tenth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Indian civilization *</b>	<b>۳</b>	<b>eleventh</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>:Ancient Chinese civilization *</b>	<b>۳</b>	<b>twelfth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>:Aztec civilization *</b>	<b>۳</b>	<b>Thirteenth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>:Mayan civilization *</b>	<b>۳</b>	<b>fourteenth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>:Inca civilization *</b>	<b>۳</b>	<b>Fifteenth</b>

<p align="center"><b>For the history of the ancient world</b></p>	<p align="center"><b>Required prescribed books</b></p>
<p align="center"><b>Introduction to the History of Ancient -\ Civilization: Taha Baqir, Part \</b></p> <p align="center"><b>The History of Ancient Civilizations: Ahmed -\ Malik Al-Fatayan and Amer Suleiman, Part \</b></p> <p align="center"><b>Encyclopedia of ancient and modern civilizations-\ and the history of nations: Mahmoud Shaker, Part \</b></p>	<p align="center"><b>Main references (sources) -\</b></p>
<p align="center"><b>: Adel Najm Abbou and Abdel Moneim Rashad - Greece and the Romans: A Study in History and Civilization</b></p> <p align="center"><b>Lotfi Abdel Wahab Yahya : Greece: An Introduction . to Civilized History</b></p> <p align="center"><b>Landmarks: Muhammad Abu Al-Mahasin Asfour of the Civilizations of the Ancient Near East</b></p> <p align="center"><b>: Dr.. Qahtan Abdul Sattar Al-Hadithi and others Studies in Sassanian and Byzantine history</b></p> <p align="center"><b>Websites about some research related to the course in .specialized and peer-reviewed scientific journals</b></p>	<p align="center"><b>Recommended books and references (...scientific journals, reports)</b></p>
<p align="center"><b>Comprehensive library</b></p>	<p align="center"><b>...B - Electronic references, Internet sites</b></p>

<p align="center"><b>Course development plan</b></p>
<p align="center"><b>Adopting the issue of electronic lectures</b></p>

### Course description form

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

Anbar University / College of Education for Girls	Educational institution
the date	Scientific department /center
History of the Abbasid state	name / Course Code
Hall system	Available attendance forms
First course ٢٠٢١-٢٠٢٢	Semester/year- <sup>o</sup>
hour	Number of academic - <sup>٦</sup> hours (total)
٢٠٢٢/١/١٢	Date the description was - <sup>٧</sup> prepared

	<b>Course objectives</b>
<b>The student should know the history of the Abbasid state</b>	
<b>That the student realizes the importance of the history of the Abbasid state</b>	
<b>The student should separate the first Abbasid era from the second Abbasid era</b>	
<b>The student should know the most prominent caliphs of the golden age of the Abbasid Caliphate</b>	
<b>The student learned about the political role of women in the Abbasid Caliphate</b>	
<b>The student learns about the most prominent cultural achievements in the history of the Abbasid state</b>	
<b>The student learned about the most prominent movements opposing the Abbasid Caliphate</b>	
<b></b>	

<b>Required program outcomes and teaching, learning and evaluation methods</b>
<b>Cognitive goals</b>
<b>A<sup>1</sup>- That the student understands the reasons for the transfer of the caliphate from the Umayyads to the Abbasids</b>
<b>A<sup>2</sup>- That the student learns more details about the Abbasid caliphs and their achievements</b>
<b>A<sup>3</sup>- That the student understands the periods of weakness and strength in the Abbasid Caliphate</b>
<b>A<sup>4</sup>- That the student understands the assassinations and liquidations of the Abbasid caliphs</b>
<b>-A<sup>5</sup></b>
<b>-A<sup>6</sup></b>

**B - The program's skill objectives**

**B<sup>١</sup> - The student's ability to analyze historical narratives and give preference to one over the other**

**B<sup>٢</sup> - The student's ability to compare the Abbasid state and other contemporary countries**

**B<sup>٣</sup> - The student's ability to absorb and understand events**

**Teaching and learning methods**

**Using YouTube clips on data shows to learn about historical events-<sup>١</sup>**

**Using the historical atlas to show some historical images -<sup>٢</sup>**

**Use the blackboard to explain-<sup>٣</sup>**

**Evaluation methods**

**Conduct daily tests**

**Conducting monthly tests**

**.C- Emotional and value goals**

**C<sup>١</sup> - Benefiting from historical experiences and linking them to the present**

**C<sup>٢</sup> - The ability to link historical events between one country and another**

**C<sup>٣</sup> - The goal is to acquire the largest number of historical information**

**C<sup>٤</sup> - Trying to apply some historical experiences to the current reality**

**Teaching and learning methods**

**Evaluation methods**

**Conduct daily tests - ١**

**Conducting monthly tests - ٢**

**D - General and qualifying transferable skills (other skills related to employability and .(personal development**

**D١ - Improving the quality of science and learning**

**D٢ - Creating a generation of highly skilled female students to prepare future generations**

**D٣ - Emphasis on education**

**D٤ - Quality of learning and teaching**

**Teaching and learning methods**

**Using YouTube clips on data shows to learn about historical events-١**

**Using the historical atlas to show some historical images -٢**

**Use the blackboard to explain-٣**

<b>Evaluation methods</b>				
<b>Conduct daily tests</b> <b>Conducting monthly tests</b>				
<b>Program structure</b>				
Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	۳	<b>History of the Abbasid state</b>		<b>Third</b>
	۳	<b>History of the Abbasid state</b>		<b>Third</b>
	۳	<b>History of the Abbasid state</b>		<b>Third</b>
	۳	<b>History of the Abbasid state</b>		<b>Third</b>
	۳	<b>History of the Abbasid state</b>		<b>Third</b>
	۳	<b>History of the Abbasid state</b>		<b>Third</b>

**Planning for personal development**

**Admission standard (establishing regulations related to admission to the college or institute)**

**The most important sources of information about the program**

**The Abbasid State / Farouk Omar Fawzi**

**The Abbasid State / Muhammad Al-Khudari Bey**

**History of the Abbasid State / Muhammad Suhail Taqoush-٢**

### Curriculum skills chart

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

Learning outcomes required from the programme

General and qualifying transferable skills (other skills related) to employability and personal (development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D <sub>4</sub>	D <sub>3</sub>	D <sub>2</sub>	D <sub>1</sub>	C <sub>4</sub>	C <sub>3</sub>	C <sub>2</sub>	C <sub>1</sub>	B <sub>4</sub>	B <sub>3</sub>	B <sub>2</sub>	B <sub>1</sub>	A <sub>4</sub>	A <sub>3</sub>	A <sub>2</sub>	A <sub>1</sub>				


## Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
<b>History of the Abbasid state</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>second course ٢٠٢٢-٢٠٢١</b>	<b>Semester/year</b>
<b>hours ٤٠</b>	<b>Number of study hours (total)</b>
<b>٢٠٢٢/١/١٢</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>That the student knows the history of the Abbasid state -١</b>	
<b>That the student realizes the importance of the history of the Abbasid state -٢</b>	
<b>The student should separate the first Abbasid era from the second Abbasid era-٣</b>	
<b>That the student knows the most prominent caliphs of the golden age of the Abbasid -٤ Caliphate</b>	

**The student learns about the political role of women in the Abbasid Caliphate-٥**

**The student learns about the most prominent cultural achievements in the history of the-٦  
Abbasid state**

**The student gets to know the most prominent movements opposing the Abbasid Caliphate-٧**

**Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

**A١- That the student understands the reasons for the transfer of the caliphate from the  
Umayyads to the Abbasids**

**A٢- That the student learns more details about the Abbasid caliphs and their achievements**

**A٣- That the student understands the periods of weakness and strength in the Abbasid  
Caliphate**

**A٤- That the student understands the assassinations and liquidations of the Abbasid caliphs**

**.B - The skills objectives of the course**

**B١ - The student's ability to analyze historical narratives and give preference to one over the  
other**

**B٢ - The student's ability to compare the Abbasid state and other contemporary countries**

**B٣ - The student's ability to absorb and understand events**

**Teaching and learning methods**

**Using YouTube clips on data shows to learn about historical events-١**

**Using the historical atlas to show some historical images -٢**

**Use the blackboard to explain-٣**

**Evaluation methods**

**Conduct daily tests -١**

**Conducting monthly tests -٢**

**C- Emotional and value goals**

**C١- Benefiting from historical experiences and linking them to the present**

**C٢-The ability to link historical events between one country and another**

**C٣-The goal is to acquire the largest number of historical information**

**C٤- Trying to apply some historical experiences to the current reality**

**Teaching and learning methods**

**Using YouTube clips on data shows to learn about historical events-١**

**Using the historical atlas to show some historical images -۲**

**Use the blackboard to explain-۳**

**Evaluation methods**

**Conduct daily tests -۱**

**Conducting monthly tests -۲**

**D - Transferable general and qualifying skills (other skills related to employability and  
.(personal development**

**D۱- Improving the quality of science and learning**

**D۲- Creating a generation of highly skilled female students to prepare future generations**

**D۳- Emphasis on education**

**D۴- Quality of learning and teaching**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Monthly and daily tests</b>		<b>The origin of the Abbasid call</b>		<b>٣</b>	<b>the first</b>
<b>Monthly and daily tests</b>		<b>‘The Abbasid call ‘its organization and its Arab nature</b>		<b>٣</b>	<b>the second</b>
<b>Monthly and daily tests</b>		<b>Abu Muslim Al-Khorasani</b>		<b>٣</b>	<b>the third</b>
<b>Monthly and daily tests</b>		<b>Rhubarb</b>		<b>٣</b>	<b>the fourth</b>
<b>Monthly and daily tests</b>		<b>The revolution of the pure soul</b>		<b>٣</b>	<b>Fifth</b>
<b>Monthly and daily tests</b>		<b>Sinbad, the masked man</b>		<b>٣</b>	<b>VI</b>
<b>Monthly and daily tests</b>		<b>Building Baghdad</b>		<b>٣</b>	<b>Seventh</b>
<b>Monthly and daily tests</b>		<b>The problem of the Crown Prince</b>		<b>٣</b>	<b>VIII</b>

<b>Monthly and daily tests</b>		<b>The Nakba of Baramkeh</b>		<b>٣</b>	<b>Ninth</b>
<b>Monthly and daily tests</b>		<b>Kharijite movements</b>		<b>٣</b>	<b>The tenth</b>
<b>Monthly and daily tests</b>		<b>Samarra building</b>		<b>٣</b>	<b>eleventh</b>
<b>Monthly and daily tests</b>		<b>The emergence of the Mu'tazilites and the creation of the Qur'an</b>		<b>٣</b>	<b>twelveth</b>
<b>Monthly and daily tests</b>		<b>Buyid rule in Iraq</b>		<b>٣</b>	<b>Thirteenth</b>
<b>Monthly and daily tests</b>		<b>Seljuk rule in Iraq</b>		<b>٣</b>	<b>fourteenth</b>
<b>Monthly and daily tests</b>		<b>The emergence of the Mongols and the end of Abbasid rule</b>		<b>٣</b>	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>Book of the History of the Abbasid State / by Al-Salabi</b>  <b>The book of the first and second Abbasid era / by Shawqi Dhaif</b>	<b>Required prescribed books - ١</b>
<b>Full of history Ibn ether</b>  <b>History of the Apostles and Kings / by Al-Tabari</b>	<b>Main references (sources) - ٢</b>

<b>Architecture in the Abbasid era</b>	<b>Recommended books and references ( ...scientific journals, reports )</b>
<b>History News Network History.com</b>	<b>B - Electronic references, Internet ...sites</b>

<b>Course development plan</b>
<b>Emphasis on displaying YouTube clips related to Abbasid history to consolidate the material in the student's mind</b>
<b>Benefiting from the expertise of external professors and inviting them to give lectures</b>

### **Description of the academic program**

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>Anbar University/College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department /center</b>
<b>Modern and contemporary history of Asia</b>	<b>Name of the academic or professional program</b>
<b>Master's</b>	<b>Name of the final certificate</b>
<b>courses</b>	<b>: Academic system Annual/courses/others</b>

	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
२०२१/१३/९	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>That the student gets to know the most important civilizations that emerged on the -१ continent of Asia and knows the extent of the importance of the continent of Asia to the .world</b>	
<b>The student should know the reasons and factors that led to the emergence of these-२ civilizations</b>	
<b>That the student understands the extent of the influence of these civilizations and -३ countries on world history</b>	
<b>To know the important economic role that these countries played in the world economy -४</b>	

<b>program outcomes and teaching, learning and evaluation methods</b>
<b>Cognitive goals</b>
<b>A १- Preparing the student psychologically to accept and become familiar with the academic material</b>
<b>A २- That the student knows how important the Asian continent is to the world, as it is the largest continent in the world</b>
<b>‘A ३- That the student knows the most important religious beliefs that emerged in India China and other countries</b>
<b>A ४- The student should know the role these countries played in the First and Second World Wars</b>

**A<sup>o</sup> - The student should know the problems that these countries faced after World War II**

**A<sup>1</sup> - The student should be informed about the economic renaissance that occurred in Japan**

**B - The program 's skill objectives**

**B<sup>1</sup> - Introduce the student to the most important civilizations that emerged in Asia**

**B<sup>2</sup> - Creating a spirit of participation**

**B<sup>3</sup> - Asking questions to the largest possible number of students to determine the extent of their understanding of the scientific material**

**Teaching and learning methods**

**Create a spirit of discussion by asking questions and urging students to participate in answering and thinking**

**Evaluation methods**

**Conducting daily tests from time to time -<sup>1</sup>**

**Conducting monthly tests -<sup>2</sup>**

**.C- Emotional and value goals**

**C<sup>1</sup> - The student's understanding of the scientific material**

**C<sup>2</sup> - Learn about the most important religions and religious beliefs in Asia**

**C<sup>۳</sup> - The student's knowledge of the most important basic foundations on which historical events were based**

**Teaching and learning methods**

**Follow the method of discussion with students, ask questions to students, and determine the extent of understanding of the scientific material**

**Evaluation methods**

**Conducting daily and monthly tests for students**

**D - General and qualifying transferable skills (other skills related to employability and .(personal development**

**D<sup>۱</sup> - Teaching the scientific subject in a smooth and simplified manner for students**

**D<sup>۲</sup> - Managing the classroom competently**

**D<sup>۳</sup> - Increasing the spirit of initiative and participation among students**

**Teaching and learning methods**

**Benefiting from discussions, interventions and dialogues on the subject of the course between students and the teacher**

<b>Evaluation methods</b>				
<b>Conduct monthly and daily tests</b>				
<b>Program structure</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Educational level</b>
<b>practical</b>	<b>theoretical</b>			
	<b>theoretical</b>	<b>Modern and contemporary history of Asia</b>		<b>the third</b>
	<b>theoretical</b>	<b>History of China</b>		<b>the third</b>
	<b>theoretical</b>	<b>History of Japan</b>		<b>the third</b>
	<b>theoretical</b>	<b>History of Korea</b>		<b>the third</b>
	<b>theoretical</b>	<b>History of India</b>		<b>the third</b>

<b>Planning for personal development</b>
<b>Teaching scientific material in a smooth and easy manner</b>
<b>Class management competently</b>
<b>Ask questions and discuss them with students</b>

**Admission standard (establishing regulations related to admission to the college or institute)**

**The most important sources of information about the program**

**Modern History of Asia book by Dr. Nouri Abdel Hamid Al-Ani**

**Modern and Contemporary History of Asia by Dr. Muntaha Talib Salman**

**Curriculum skills chart**

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

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related) to employability and personal (development				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D <sub>4</sub>	D <sub>3</sub>	D <sub>2</sub>	D <sub>1</sub>	C <sub>4</sub>	C <sub>3</sub>	C <sub>2</sub>	C <sub>1</sub>	B <sub>4</sub>	B <sub>3</sub>	B <sub>2</sub>	B <sub>1</sub>	A <sub>4</sub>	A <sub>3</sub>	A <sub>2</sub>	A <sub>1</sub>				
																		Asian history	the third



## Course description form

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

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>/ Anbar University / College of Education for Girls Department of History</b>	<b>Scientific department /center</b>
<b>Asian history</b>	<b>Course name/code</b>
<b>Mandatory</b>	<b>Available attendance forms</b>
<b>Modern and contemporary history of Asia</b>	<b>Semester/year</b>
<b>Two hours</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/١٣/٦</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>The student should know the importance of the Asian continent to the world</b>	
<b>To know the most important civilizations that emerged in Southeast Asia</b>	
<b>The student should know the most important religious beliefs that emerged in Asia</b>	
<b>The student should know the role played by the countries of Southeast Asia in the First and Second World Wars</b>	

**To know the most important problems facing Asian countries**

**Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

**A<sup>1</sup> - To know the importance of the continent of Asia, as it is the largest continent in the world**

**A<sup>2</sup> - To know the most important religious beliefs in Southeast Asia**

**A<sup>3</sup> - To know the problems faced by Asian countries**

**A<sup>4</sup> - To know the most important liberation movements that took place in Asia**

**-A<sup>o</sup>**

**-A<sup>1</sup>**

**.B - The skills objectives of the course**

**B<sup>1</sup> - The student's ability to analyze events**

**B<sup>2</sup> - The student's ability to link historical events**

**B<sup>3</sup> - The student's ability to understand events**

**-B<sup>4</sup>**

**Teaching and learning methods**

**Use maps of the continent of Asia**

**Use the blackboard to explain**

**Bring other sources related to the topic**

**Evaluation methods**

**Conducting monthly and daily tests**

**C- Emotional and value goals**

-C<sup>١</sup>

-C<sup>٢</sup>

-C<sup>٣</sup>

-C<sup>٤</sup>

**Teaching and learning methods**

**Follow the method of discussion with students**

**Evaluation methods**

**Monthly and daily tests for students**

**D - Transferable general and qualifying skills (other skills related to employability and  
.(personal development**

-D<sup>١</sup>

-D<sup>٢</sup>

-D२

-D३

**Course structure**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Monthly and daily tests</b>	<b>Lecture and discussion</b>	<b>History of India</b>		<b>Two hours</b>	<b>the first</b>
		<b>Mughal rule of India</b>			<b>the second</b>
		<b>The arrival of Europeans in India</b>			
		<b>Rule of the English East India Company</b>			<b>the third</b>
		<b>India's role in the First and Second World Wars</b>			<b>the fourth</b>
		<b>Problems faced by India after partition</b>			<b>Fifth</b>
		<b>India's role in the Non-Aligned Movement</b>			<b>VI</b>

**Infrastructure**

**.Modern and contemporary history of Asia / Dr Muntaha Talib Salman**

**Required prescribed books - 1**

<b>Modern History of East Asia / Dr. Ismail Yaghi</b>	<b>Main references (sources) - ٢</b>
	<b>Recommended books and references ( ...scientific journals, reports )</b>
	<b>B - Electronic references, Internet ...sites</b>

**Course development plan**

### **Course description form**

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

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>College of Education for Girls</b>	<b>Scientific department /center</b>
<b>Islamic civilization/Islamic thought</b>	<b>Course name/code</b>
	<b>Available attendance forms</b>
<b>Chapter One / Islamic Thought</b>	<b>Semester/year</b>
<b>hours a week ٣</b>	<b>Number of study hours (total)</b>

٢٠٢٢/٨/١

Date this description was prepared

**Course objectives**

**For the student to understand the concept of Islamic civilization**

**Identify the components of Islamic civilization**

**The student should know civilization, language and terminology**

**To familiarize the student with the impact of Arab civilization on other civilizations**

**For the student to become familiar with the most important transmission sciences, their origins and development**

**That the student becomes familiar with the most important mental sciences, their origins and development**

**For the student to understand the concept of Islamic civilization**

**Identify the components of Islamic civilization**

**The student should know civilization, language and terminology**

**To familiarize the student with the impact of Arab civilization on other civilizations**

**For the student to become familiar with the most important transmission sciences, their origins and development**

**Course outcomes and teaching, learning and evaluation methods**

**:Knowledge and understanding**

**The student gets to know the characteristics of Islamic civilization**

**For the student to understand the impact of civilization on other civilizations**

**For the student to become familiar with the classification of sciences and knowledge in Islam**

**For the student to understand how rational sciences and translational sciences appeared**

**:Subject-specific skills**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**:Knowledge and understanding**

**The student gets to know the characteristics of Islamic civilization**

**For the student to understand the impact of civilization on other civilizations**

**For the student to become familiar with the classification of sciences and knowledge in Islam**

**For the student to understand how rational sciences and translational sciences appeared**

**:Subject-specific skills**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use the blackboard to explain**

**Bringing the main sources related to the subject of study to increase students' knowledge**

**Using maps to know the locations of cities, details of battles, and army movements**

**Showing historical introductory films related to the topic - ٤**

**Evaluation methods**

**Conduct daily tests from time to time**

**.Conducting monthly tests - ٢**

**D - Transferable general and qualifying skills (other skills related to employability and  
.(personal development**

**-D ١**

**-D ٢**

**-D ٣**

**-D ٤**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>the first</b>	<b>Lecture and discussion</b>	<b>Elements of Arab-Islamic civilization</b>		<b>٣</b>	<b>the first</b>
<b>the second</b>		<b>Characteristics of Arab-Islamic civilization</b>		<b>٣</b>	<b>the second</b>
<b>the third</b>		<b>Civilization is a language terminology, and civil civilization</b>		<b>٣</b>	<b>the third</b>
<b>the fourth</b>		<b>Translational sciences/history</b>		<b>٣</b>	<b>the fourth</b>
<b>Fifth</b>		<b>Arabic</b>		<b>٣</b>	<b>Fifth</b>
<b>VI</b>		<b>Jurisprudence and Hadith science</b>		<b>٣</b>	<b>VI</b>
<b>Seventh</b>		<b>Geographic travel literature</b>		<b>٣</b>	<b>Seventh</b>
<b>VIII</b>		<b>Mental sciences/medicine</b>		<b>٣</b>	<b>VIII</b>
<b>Ninth</b>		<b>Engineering</b>		<b>٣</b>	<b>Ninth</b>
<b>The tenth</b>		<b>Mathematics and algebra</b>		<b>٣</b>	<b>The tenth</b>
<b>eleventh</b>		<b>Chemistry</b>		<b>٣</b>	<b>eleventh</b>
<b>twelveth</b>		<b>Physics</b>		<b>٣</b>	<b>twelveth</b>
<b>Thirteenth</b>		<b>Zoology</b>		<b>٣</b>	<b>Thirteenth h</b>

<b>fourteenth</b>		<b>Botany</b>		<b>٣</b>	<b>fourteenth</b>
<b>Fifteenth</b>		<b>astronomy</b>		<b>٣</b>	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>Studies in the history of Islamic thought/Khalil Ibrahim Al-Samarrai</b>	<b>Required prescribed books - ١</b>
<b>Al-Tabari / History of the Apostles and Kings</b> <b>Ibn al-Atheer / Al-Kamil in history</b> <b>Ibn Kathir / The Beginning and the End</b> <b>Golden/History of Islam</b>	<b>Main references (sources) - ٢</b>
<b>Omar Farroukh/The History of Science among the Arabs</b> <b>Omar Reda Kahhala/Pure Sciences</b> <b>Abu Zaid Shalabi/Islamic civilization and Islamic thought</b>	<b>Recommended books and references ( scientific journals ( ...reports</b>
<b>Wikipedia</b>	<b>٤B - Electronic references .Internet sites</b>

<b>Course development plan</b>
<p><b>A number of professors should be summoned to give lectures and cultural exchange between Iraqi and Arab universities, seeking to provide sources on the history of Arab-Islamic thought , especially foreign ones, and translating them and carrying out joint .research between universities</b></p>

## Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department / center</b>
<b>Modernization in Islamic countries ( Turkey 0 Iran )</b>	<b>name / code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course /202102022</b>	<b>Semester / year</b>
<b>hours /120 hours 2</b>	<b>Number of study hours ( total )</b>

**1-9-2021**

**Date this description was prepared**

**Course objectives**

**The course aims to push the university student to know the stages that Islamic countries went through, including conflict between European powers, the sabotage that those powers left behind, and the backwardness and chaos they left behind after they left those Islamic countries, which resulted in a state of conflict between local powers and the arrival of one of those powers to power and the extent of Its influence on winning over its people through the . many reforms it carried out in order to advance their country**

**Course outcomes and teaching, learning and evaluation methods -9**

**A - Cognitive objectives**

**A<sup>1</sup>- Introducing the modernization material**

**A<sup>2</sup>- That the student knows the importance of change for peoples towards development and progress in various areas of life**

**A<sup>3</sup>- The student should know the importance of the people in bringing about change**

**. B - The skills objectives of the course**

**B<sup>1</sup> - That the student learns the backwardness and deterioration caused by the occupation of those countries in various aspects of his life**

**B<sup>2</sup> - That the student knows how to refer to sources related to the updating subject**

**B<sup>3</sup> - Student discussion and dialogue**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**Homework by giving him questions to search for in books, whether from libraries or the Internet**

**C - Emotional and value-based goals**

**. C 1- The goal of learning the history of the Arab countries**

**C 2- The ability to link the past to the present**

**C 3- Benefiting from other experiences**

**C 4- Trying to apply it to our reality**

**Teaching and learning methods**

**Using maps to know the locations of battles -1**

**Use the blackboard to explain -2**

**Bringing sources related to the topic -3**

**Evaluation methods**

**Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams**

**D - Transferable general and qualifying skills ( other skills related to employability and  
.( personal development**

**D\ - Preparing an educated generation that aims to serve society positively**

**D 2- Applying what the student has learned on the ground**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Reform trends before the declaration of the modern Turkish state</b>	<b>2</b>	<b>the first</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>The Ottoman Empire, the First World War and its aftermath</b>	<b>2</b>	<b>the second</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Elections to the Grand National Council and the Constitution of ۱۹۲۴</b>	<b>2</b>	<b>the third</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Musta Kemal's measures to modernize Türkiye</b>	<b>2</b>	<b>the fourth</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Türkiye's neutrality during World War II</b>	<b>2</b>	<b>Fifth</b>

<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Establishment of the multi-party system ۱۹۴۶-۱۹۵۰</b>	<b>2</b>	<b>VI</b>
<b>Monthly exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Reform trends in Iran</b>	<b>2</b>	<b>Seventh</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Mosaddegh movement and the nationalization of Iranian oil</b>	<b>2</b>	<b>VIII</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Attempts at modernization during the reign of Muhammad Reza Shah</b>	<b>2</b>	<b>Ninth</b>
<b>Daily exam</b>	<b>theoretical</b>	<b>According to the decision</b>	<b>Parliamentary life during the era of the Islamic Republic of Iran ۱۹۷۹</b>	<b>2</b>	<b>The tenth</b>

<b>Infrastructure</b>	
<b>Modernization of Islamic countries</b>	<b>Required prescribed books - ۱</b>
	<b>Main references (sources) - ۲</b>
	<b>Recommended books and references (...scientific journals, reports)</b>
<b>Nour Electronic Library</b>	<b>B - Electronic references, Internet ...sites</b>

**Course development plan**

**Reducing the curriculum It fits with the time period of the first course in terms of the details of the subtopics**

## **Course description form**

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department /center</b>
<b>History of modern Iraq</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course )٢٠٢١-٢٠٢٢(</b>	<b>Semester/year</b>
<b>hours ٤</b>	<b>Number of study hours (total)</b>
	<b>Date this description was prepared</b>
<b>Course objectives</b>	

**Knowing the modern history of Iraq and its exposure to several different types of occupation represented by the Ottoman, Jalayir, and Safavid occupation, and learning about the most important historical events of that period. Shedding light on the causes of the colonial occupation over Iraq and the extent of its impact on subsequent events . How was the administration organized in Iraq? And learning about the role of Arab people and tribes in resisting different types of occupation. The development of Ottoman - Arab relations and .knowledge of the treaties concluded between the Safavid state and the Ottoman state**

**Course outcomes and teaching, learning and evaluation methods -٩**

**A- Cognitive objectives**

**A١- Preparing the student psychologically to accept the academic material, become familiar with it, and learn about the most important and prominent events in the modern history of .Iraq**

**.A٢- That the student learns about the policy of the occupiers and its impact on Iraq**

**A٣- That the student knows the importance of Iraq's history and the most important peoples .that occupied it**

**.B - The skills objectives of the course**

**B١ - Introducing the student as much as possible about the political events in Iraq, creating a spirit of participation, and asking the students a number of questions to determine the extent .of their understanding of the topic**

**B٢ - That the student knows how to refer to historical sources to find out the most important .events that Iraq went through**

**B٣ - Student discussion and dialogue**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**Homework by giving him questions to search for in books, whether from libraries or the Internet**

**Surprising questions asked during the lecture that show the extent of the student's comprehension and understanding of the material**

**C- Emotional and value goals**

**.C<sup>1</sup>- Make the student know the history of Iraq before World War I**

**.C<sup>2</sup>- Make the student know that he is learning about the history of his country**

**C<sup>3</sup>- Making the student know the importance of the history of Iraq and the most important peoples who fought to occupy it**

**Teaching and learning methods**

**Create a spirit of participation by asking questions and urging students to participate in answering and thinking**

**Encouraging students to study and focusing on the academic subject, and accepting any information that is in the interest of the students and is related to the academic subject**

**Then try to encourage them to think and ask questions. Trying to explain the scientific material and presenting it in a smooth and friendly manner, then trying to encourage them to think and ask questions**

**Evaluation methods**

**Written exams, behavior monitoring, and how to conclude through monthly and daily exams**

**D - Transferable general and qualifying skills (other skills related to employability and  
.personal development**

**.Planning to teach the scientific subject in a smooth and desirable manner**

**Increasing the students' spirit of initiative, thinking, and participation through continuous  
.follow-up**

**.Class management competently**

**.Raising topics consistent with the scientific material**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Lecture and monthly exam	a lecture	Modern history of Iraq	The fall of Baghdad, the capital of the Abbasid Caliphate, ١٢٥٨ AD	٤	the first
Lecture and monthly exam	a lecture	Modern history of Iraq	The Ilkhanid state and the situation in Iraq during the Ilkhanid era	٤	the second
Lecture and monthly exam	a lecture	Modern history of Iraq	Ilkhanid princes	٤	the third
Lecture and monthly exam	a lecture	Modern history of Iraq	The emergence of the Ottoman Empire and the Safavid state and the trend towards Iraq and the Arab world	٤	the fourth
Lecture and monthly exam	a lecture	Modern history of Iraq	Safavid-Ottoman conflict	٤	Fifth
Lecture and monthly exam	a lecture	Modern history of Iraq	General conditions in Iraq for the period ١٦٢٣-١٧٠٤	٤	VI
Lecture and monthly exam	a lecture	Modern history of Iraq	Ottoman reforms in Iraq during the reign of Medhat .Pasha	٤	Seventh

<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>Aq Qwenlu tribe</b>	<b>ﺉ</b>	<b>VIII</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>Qaraqwenlu tribe</b>	<b>ﺉ</b>	<b>Ninth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>Iraq during the first Ottoman occupation</b>	<b>ﺉ</b>	<b>The tenth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>Reasons for the fall of the Ottoman Empire</b>	<b>ﺉ</b>	<b>eleventh</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>Reasons for the rapid change in governors</b>	<b>ﺉ</b>	<b>twelveth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>Ottoman reforms and regulations</b>	<b>ﺉ</b>	<b>Thirteenth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>European competition over Iraq</b>	<b>ﺉ</b>	<b>fourteenth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>Modern history of Iraq</b>	<b>International competition in the Arabian Gulf region</b>	<b>ﺉ</b>	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>A book on the history of modern Iraq</b> <b>By Dr. Enas Saadi Abdullah, The History of Modern Iraq</b> ١٩١٨-١٢٥٨	<b>Required prescribed books – ١</b>
<b>A book on the history of modern Iraq</b> <b>By Dr. Enas Saadi Abdullah, The History of Modern Iraq</b> ١٩١٨-١٢٥٨	<b>Main references (sources) – ٢</b>
<b>A book on the history of modern Iraq</b> <b>By Dr. Enas Saadi Abdullah, The History of Modern Iraq</b> ١٩١٨-١٢٥٨	<b>Recommended books and references (scientific journals (...reports</b>
<b>Wikipedia, the free encyclopedia</b>	<b>.B – Electronic references ...Internet sites</b>

<b>Course development plan</b>
<b>Adopting the issue of electronic lectures</b>

## **Course description form**

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

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
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<b>College of Education for Girls</b>	<b>Scientific department/center</b>
<b>Islamic civilization/systems</b>	<b>Course name/code</b>
	<b>Available attendance forms</b>
<b>Chapter Two / Islamic Systems</b>	<b>Semester/year</b>
<b>hours a week ٣</b>	<b>Number of study hours (total)</b>
<b>٢٠٢٢/٨/١</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>The student gets to know the social and economic life in the Arab Islamic country</b>	
<b>The student understands the concept of the political system-٣</b>	
<b>The student should know the most important administrative systems-٣</b>	
<b>That the student is familiar with the most important military systems, including the army -٤ and navy</b>	
<b>The student should know the most important financial and economic systems -٥</b>	
<b>For the student to understand the concept of Islamic civilization</b>	
<b>Identify the components of Islamic civilization</b>	
<b>The student should know civilization, language and terminology</b>	

**To familiarize the student with the impact of Arab civilization on other civilizations**

**For the student to become familiar with the most important transmission sciences, their origins and development**

**Course outcomes and teaching, learning and evaluation methods**

**:Knowledge and understanding**

**The student gets to know the characteristics of Islamic civilization**

**For the student to understand the impact of civilization on other civilizations**

**For the student to become familiar with the classification of sciences and knowledge in Islam**

**For the student to understand how rational sciences and translational sciences appeared**

**:Subject-specific skills**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**:Knowledge and understanding**

**The student gets to know the details of social life**

**The student should understand the economic conditions of the Arab Islamic country**

**The student should know the most important political systems**

**Identify the most important administrative systems**

**Identify the most important military systems**

**Identify the most important financial systems**

**Subject-specific skills**

**The student's ability to analyze events**

**The student's ability to link the events of that period with the present**  
**The student should compare the systems in that period and the present time**

**Teaching and learning methods**

**Use the blackboard to explain**  
**Bringing the main sources related to the subject of study to increase students' knowledge**  
**Using maps to know the locations of cities, details of battles, and army movements**  
**Showing historical introductory films related to the topic -٤**

**Evaluation methods**

**Conduct daily tests from time to time**  
**.Conducting monthly tests**

**D - Transferable general and qualifying skills (other skills related to employability and  
.personal development**

**-D١**

**-D٢**

**-D٣**

**-D٤**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>the first</b>	<b>Lecture and discussion</b>	<b>Components of Islamic society</b>		<b>۳</b>	<b>the first</b>
<b>the second</b>		<b>Nationalities and religions</b>		<b>۳</b>	<b>the second</b>
<b>the third</b>		<b>People of crafts and professions</b>		<b>۳</b>	<b>the third</b>
<b>the fourth</b>		<b>customs and traditions</b>		<b>۳</b>	<b>the fourth</b>
<b>Fifth</b>		<b>Food, drinks and clothing</b>		<b>۳</b>	<b>Fifth</b>
<b>VI</b>		<b>Economic life</b>		<b>۳</b>	<b>VI</b>
<b>Seventh</b>		<b>Political systems/succession</b>		<b>۳</b>	<b>Seventh</b>
<b>VIII</b>		<b>Ministry</b>		<b>۳</b>	<b>VIII</b>
<b>Ninth</b>		<b>The book and the veil</b>		<b>۳</b>	<b>Ninth</b>
<b>The tenth</b>		<b>Administrative system/judiciary and consideration of grievances</b>		<b>۳</b>	<b>The tenth</b>
<b>eleventh</b>		<b>Collections</b>		<b>۳</b>	<b>eleventh</b>
<b>twelveth</b>		<b>Hisba and the police</b>		<b>۳</b>	<b>twelveth</b>
<b>Thirteenth</b>		<b>Army and Navy</b>		<b>۳</b>	<b>Thirteenth</b>

<b>fourteenth</b>		<b>Financial and economic systems</b>		<b>٣</b>	<b>fourteenth</b>
<b>Fifteenth</b>		<b>Industry, commerce and agriculture</b>		<b>٣</b>	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>Naji Maarouf / The authenticity of Arab civilization</b>	<b>Required prescribed books - ١</b>
<b>Al-Tabari / History of the Apostles and Kings</b> <b>Ibn al-Atheer / Al-Kamil in History</b> <b>Ibn Kathir / The Beginning and the End</b> <b>Golden/History of Islam</b> <b>Maori/Provisions Sultan</b> <b>Abi Ya'la/The Royal Provisions</b>	<b>Main references (sources) - ٢</b>
<b>Islamic Systems / Hassan Ibrahim Hassan</b> <b>Islamic Systems/ Farouk Omar Fawzi</b> <b>Islamic Systems/Natur Beggar</b>	<b>Recommended books and references ( ...scientific journals, reports )</b>
<b>Wikipedia</b>	<b>B - Electronic references, Internet ..sites</b>

<b>Course development plan</b>
<p><b>A number of professors should be summoned to give lectures and cultural exchange between Iraqi and Arab universities, seeking to provide sources on the history of Arab-Islamic thought, especially foreign ones, and to translate them . Conducting joint research between universities</b></p>

## Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department /center</b>
<b>Graduation Project</b>	<b>Course name/code</b>
<b>electronic</b>	<b>Available attendance forms</b>
<b>Chapter one</b>	<b>Semester/year</b>
<b>Two hours a week</b>	<b>Number of study hours (total)</b>
<b>٢٠٢٢-٢٠٢١</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	

**That the student understands the concept of research - ١**

**Learn about the methods of recording research - ٢**

**That the student knows what are the methods of recording manuscripts and documents - ٣**

**The student understands how to write down sources and references for research - ٥**

**That the student becomes familiar with the methods of recording references in - ٦  
encyclopedias or the Encyclopedia**

**Course outcomes and teaching, learning and evaluation methods -٩**

**A- Cognitive objectives**

**For the student to recognize the importance of choosing research**

**That the student understands the research plan**

**The student will be familiar with the methods of documenting information in the margin**

**That the student understands how to record information -٤**

**.B - The skills objectives of the course**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events -٣**

**Teaching and learning methods**

**Use the blackboard to explain -١**  
**Bring sources related to the topic -٢**

**Evaluation methods**

**Conduct daily tests from time to time**  
**Conduct monthly tests**

**C- Emotional and value goals**

**C١- Let the student know that he has the highest thesis**  
**C٢- Making the student know that he is learning the most honorable science**

**Teaching and learning methods**

**Giving lectures**  
**Preparing reports on a number of research**

**Evaluation methods**

**Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams**

**D - General and qualifying transferable skills (other skills related to employability and .(personal development**

**D١- Preparing an educated generation that aims to serve society positively**  
**D٢- Applying what the student has learned on the ground**

**Course structure**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily and monthly tests</b>	<b>Lecture and discussion</b>	<b>What is the history</b>		<b>۲</b>	<b>the first</b>
		<b>Characteristics of the historian</b>		<b>۲</b>	<b>the second</b>
		<b>Historical blogging of ancient civilizations</b>		<b>۲</b>	<b>the third</b>
		<b>Choose a topic</b>		<b>۲</b>	<b>the fourth</b>
		<b>Search Plan</b>		<b>۲</b>	<b>Fifth</b>
		<b>Criticism of assets</b>		<b>۲</b>	<b>VI</b>
		<b>Reading and writing down information</b>		<b>۲</b>	<b>Seventh</b>
		<b>Research writing style</b>		<b>۲</b>	<b>VIII</b>
		<b>Document information in the margin</b>		<b>۲</b>	<b>Ninth</b>
		<b>The margin in which a book is referred to</b>		<b>۲</b>	<b>The tenth</b>
		<b>The margin in which a magazine is referred to</b>		<b>۲</b>	<b>eleventh</b>
		<b>The margin in which documents are referred to</b>		<b>۲</b>	<b>twelveth</b>

		<b>Search sections</b>		٢	<b>Thirteenth</b>
		<b>search contents</b>		٢	<b>fourteenth</b>
		<b>Conclusion</b>		٢	<b>Fifteenth</b>

### **Description of the academic program**

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
	<b>Name of the academic or professional program</b>
<b>BSC</b>	<b>Name of the final certificate</b>
<b>Other</b>	<b>: Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>٢٠٢١/٦/٢</b>	<b>Date the description was prepared</b>

**Objectives of the academic program**

**For the student to understand the beginnings of Iraq's history**

**Identify the events of the founding of the modern Iraqi state**

**For the student to know the importance of his country's history**

**For the student to understand the political developments that occurred in Iraq**

**For the student to know the results of the British exploitation of Iraq**

**The student will learn about the beginnings of the emergence of the national movement in Iraq**

**Identify the beginnings of the launch of political parties in Iraq**

**program outcomes and teaching, learning and evaluation methods**

**Cognitive goals**

**A<sup>1</sup> - That the student learns about the details and events of the establishment of the modern Iraqi state**

**That the student understands the importance of knowing the contemporary history of Iraq -A<sup>2</sup>**

**That the student gets to know the national forces for change -A<sup>3</sup>**

**A<sup>4</sup> - That the student understands how Iraq became independent**

**B - The program's skill objectives**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Conduct daily tests from time to time**

**.Conducting monthly tests**

**.C- Emotional and value goals**

**C<sup>١</sup>- The goal is education and learning**

**C<sup>٢</sup>- The ability to link the past to the present**

**C<sup>٣</sup>- Benefiting from other experiences**

**C<sup>٤</sup>- Trying to apply it to our reality**

**Teaching and learning methods**

**Use maps to find out updated locations -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

**Evaluation methods**

**Conducting daily tests from time to time -١**

**.Conducting monthly tests -٢**



**D - General and qualifying transferable skills (other skills related to employability and .(personal development**

**D١- Preparing female learners capable of teaching generations**

**D٢- Linking events to each other**

**D٣- Learning and imposing events**

**D٤- Quality of learning and teaching**

**Teaching and learning methods**

**Using maps to know the locations of countries -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

**Evaluation methods**

**Conducting daily tests from time to time -١**

**.Conducting monthly tests -٢**

**Program structure**

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	٣	Contemporary history of Iraq		The fourth stage

	٣	Contemporary history of Iraq		The fourth stage
	٣	Contemporary history of Iraq		The fourth stage
	٣	Contemporary history of Iraq		The fourth stage
	٣	Contemporary history of Iraq		The fourth stage
	٣	Contemporary history of Iraq		The fourth stage

<b>Planning for personal development</b>
<b>Increasing learning hours in contemporary Iraqi history</b>
<b>Admission standard (establishing regulations related to admission to the college or institute)</b>
<b>Obtaining a preparatory certificate in its scientific and literary streams to enter the college .and then the department</b>
<b>The most important sources of information about the program</b>
<b>Jaafar Abbas Hamidi, Contemporary History of Iraq</b>
<b>Ibrahim Khalil Ahmed and Jaafar Abbas Hamidi, Contemporary History of Iraq</b>

**Curriculum skills chart**

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

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related) to employability and personal (development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
	/					/					/				/	Basic	Contemporary history of Iraq		Fourth


## Course description form

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

<b>Anbar University - College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
<b>Contemporary history of Iraq</b>	<b>Course name/code</b>
<b>My presence</b>	<b>Available attendance forms</b>
<b>٢٠٢٢-٢٠٢١</b>	<b>Semester/year</b>
<b>hours ٣٠</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٦/٢</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>For the student to understand the beginnings of Iraq's history</b>	
<b>Identify the events of the founding of the modern Iraqi state</b>	
<b>For the student to know the importance of his country's history</b>	
<b>For the student to understand the political developments that occurred in Iraq</b>	
<b>For the student to know the results of the British exploitation of Iraq</b>	

**The student will learn about the beginnings of the emergence of the national movement in Iraq**

**Identify the beginnings of the launch of political parties in Iraq**

**Course outcomes and teaching, learning and evaluation methods**

**Cognitive goals**

**A<sup>1</sup>- That the student learns about the details and events of the establishment of the modern Iraqi state**

**That the student understands the importance of knowing the contemporary history of Iraq -A<sup>2</sup>**

**That the student gets to know the national forces for change -A<sup>3</sup>**

**A<sup>4</sup>- That the student understands how Iraq became independent**

**.B - The skills objectives of the course**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Conduct daily tests from time to time**

**.Conducting monthly tests**

<p><b>C- Emotional and value goals</b></p> <p><b>C<sup>١</sup>- The goal is education and learning</b></p> <p><b>C<sup>٢</sup>- The ability to link the past to the present</b></p> <p><b>C<sup>٣</sup>- Benefiting from other experiences</b></p> <p><b>C<sup>٤</sup>- Trying to apply it to our reality</b></p>
<p><b>Teaching and learning methods</b></p>
<p><b>Using maps to know the locations of countries      -١</b></p> <p><b>Use the blackboard to explain      -٢</b></p> <p><b>Bringing sources related to the topic      -٣</b></p>
<p><b>Evaluation methods</b></p>
<p><b>Conducting daily tests from time to time      -١</b></p> <p><b>Conducting monthly tests      -٢</b></p>
<p><b>D - General and qualifying transferable skills (other skills related to employability and .(personal development</b></p> <p><b>D<sup>١</sup>- Preparing female learners capable of teaching generations</b></p> <p><b>D<sup>٢</sup>- Linking events to each other</b></p> <p><b>D<sup>٣</sup>- Learning and imposing events</b></p>

**D<sup>4</sup> - Quality of learning and teaching**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily and monthly tests</b>		<b>The reasons for the British occupation of Iraq and the beginning of the national movement</b>		<b>٣</b>	<b>the first</b>
<b>Daily and monthly tests</b>		<b>The establishment of monarchy and the establishment of the modern Iraqi state</b>			<b>the second</b>
<b>Daily and monthly tests</b>		<b>The founding council and the formation of the constitution</b>			<b>the third</b>
<b>Daily and monthly tests</b>		<b>Iraqi-British treaties (١٩٢٢-١٩٢٧)</b>			<b>the fourth</b>
<b>Daily and monthly tests</b>		<b>Iraqi - British treaties (١٩٣٠-١٩٤٨)</b>			<b>Fifth</b>
<b>Daily and monthly tests</b>		<b>Internal political developments in Iraq ١٩٣٣-١٩٣٩</b>			<b>VI</b>

Daily and monthly tests		Secret and public parties in Iraq			Seventh
Daily and monthly tests		Economic developments in Iraq ١٩٢١-١٩٥٨			VIII
Daily and monthly tests		Iraq during World War II			Ninth
Daily and monthly tests		Internal political developments in Iraq ١٩٥٣-١٩٥٨			The tenth
Daily and monthly tests		Reconstruction Council			eleventh
Daily and monthly tests		The revolution of July ١٤, ١٩٥٨ in Iraq		٢	twelveth
Daily and monthly tests		Economic developments in Iraq ١٩٥٨-١٩٦٣		٢	Thirteenth
Daily and monthly tests		February ٨ Revolution in Iraq ١٩٦٣		٢	fourteenth
Daily and monthly tests		July ١٧ Revolution in Iraq in ١٩٦٨		٢	Fifteenth

<b>Infrastructure</b>					
<b>Jaafar Abbas Hamidi, Contemporary History of Iraq</b>			<b>Required prescribed books - ١</b>		
<b>١Ibrahim Khalil Ahmed and Jaafar Abbas Hamidi contemporary history of Iraq</b>  <b>Website concerned with updating</b>			<b>Main references (sources) - ٢</b>		
<b>Miss Bill messages -</b>  <b>Charles Tripp, Contemporary History of Iraq</b>  <b>Abdul Majeed Khaduri, History of Republican Iraq</b>			<b>Recommended books and references ( scientific journals ( ...١reports</b>		
<b>Multiple sites related to the contemporary history of Iraq</b>			<b>١B - Electronic references ...Internet sites</b>		

<b>Course development plan</b>	
<b>Increase sources on contemporary Iraqi history in the department's library</b>  <b>Some professors from other universities should be brought in to give lectures to the department's female students</b>	

### Description of the academic program

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities It is accompanied by a description of each course within the program**

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>Anbar University - College of Education for Girls</b>	<b>Scientific department/center</b>

	<b>Name of the academic or professional program</b>
	<b>Name of the final certificate</b>
<b>quarterly</b>	<b>:Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>٢٠٢١</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>The student should know the Islamic Emirates that appeared in the East</b>	
<b>The student gets to know the Emirates that appeared in the Indian subcontinent</b>	
<b>The student should know the reasons that led to the establishment of these emirates</b>	
<b>The student should know the most important achievements achieved by these Emirates</b>	
<b>‘The student should understand the nature of the region in which these emirates appeared whether it was in the Levant or in India, and the impact of that on the establishment of those .emirates</b>	
<b>Required program outcomes and teaching, learning and evaluation methods</b>	

**Cognitive goals**

**A<sup>1</sup> - To understand whether the emergence of these emirates was a factor of strength or weakness for the Abbasid Caliphate**

**A<sup>2</sup> - To become familiar with the administrative systems of those emirates**

**A<sup>3</sup> - To become familiar with economic systems**

**A<sup>4</sup> - To become familiar with urban aspects**

**A<sup>5</sup> - To learn about the relations of those emirates with the Abbasid Caliphate and with the forces that were contemporary with those emirates**

**A<sup>6</sup> - To learn about the most important military battles that these emirates fought in both the Levant and the Levant**

**B - The program's skill objectives**

**B<sup>1</sup> - The student's ability to analyze events**

**B<sup>2</sup> - The student's ability to link events**

**- B<sup>3</sup> - The student's ability to understand events**

**Teaching and learning methods**

**Using maps of the Levant countries -1**

**Use the blackboard to explain -2**

**. Bring sources related to the topic -3**

**Evaluation methods**

**Assigning students to write reports**

**Conduct daily tests from time to time**

**Conduct monthly tests**

**.C- Emotional and value goals**

**-C<sup>1</sup>**

**-C<sup>2</sup>**

**-C<sup>3</sup>**

**-C<sup>4</sup>**

**Teaching and learning methods**

**Evaluation methods**

**D - General and qualifying transferable skills (other skills related to employability and  
.(personal development**

**-D<sup>1</sup>**

**-D<sup>2</sup>**

**-D<sup>3</sup>**

**-D<sup>4</sup>**

<b>Teaching and learning methods</b>				
<b>Evaluation methods</b>				
<b>Program structure</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Educational level</b>
<b>practical</b>	<b>theoretical</b>			
	<b>2</b>	<b>History of the Islamic Emirates</b>		<b>Master's</b>

<b>Planning for personal development</b>	
<b>Admission standard (establishing regulations related to admission to the college or institute)</b>	
<b>The most important sources of information about the program</b>	



### Curriculum skills chart

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

Learning outcomes required from the programme

General and qualifying ) transferable skills other skills related to employability and personal development (				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year / level
D 4	D 3	D 2	D 1	C - 4	C - 3	C 2	C - 1	B 4	B 3	B 2	B 1	A - 4	A - 3	A - 2	A - 1				
									*			*							


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## Course description form

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

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>Anbar University - College of Education for Girls</b>	<b>Scientific department / center</b>
<b>History of the Islamic Emirates in the Levant</b>	<b>name / code</b>
	<b>Available attendance forms</b>
<b>The first course - Emirates Islamic in the Levant</b>	<b>Semester / year</b>
<b>Two hours a week</b>	<b>Number of study hours ( total )</b>
<b>2020-2021</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>For the student to become familiar with the Islamic Emirates that emerged in the East</b>	
<b>The student should know the reasons that led to the establishment of these emirates</b>	
<b>That the student understands the reasons for the most important achievements achieved by those emirates</b>	
<b>The student will know the reasons that led to the naturalization of the region, whether in the Levant or the Indian subcontinent, and its impact on the establishment of the Emirates</b>	


**Course outcomes and teaching, learning and evaluation methods**

**A - Cognitive objectives**

**A<sup>١</sup> - For the student to understand whether the emergence of these emirates was a factor of strength or weakness for the Abbasid Caliphate**

**A<sup>٢</sup> - To become familiar with the administrative systems of those emirates**

**A<sup>٣</sup> - To become familiar with economic systems**

**A<sup>٤</sup> - To become familiar with urban aspects**

**A<sup>5</sup> - To learn about the relations of those emirates with the Abbasid Caliphate and with the .forces that were contemporary with those emirates**

**A<sup>٦</sup> - To learn about the most important military battles that these emirates fought in the . Levant and the Indian subcontinent alike**

**. B - The skills objectives of the course**

**B<sup>١</sup> - The student's ability to analyze events**

**B<sup>٢</sup> - The student's ability to link events**

**B<sup>٣</sup> - The student's ability to understand events**

**Teaching and learning methods**

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**Use maps of the Levant countries**  
**Bringing sources related to the Levant countries**  
**Use the blackboard to explain**

**Evaluation methods**

**writing reports**  
**Conduct monthly tests**  
**Conduct daily tests**

**C - Emotional and value-based goals**

**- C<sup>1</sup>**

**- C<sup>2</sup>**

**- C<sup>3</sup>**

**- C<sup>4</sup>**

**Teaching and learning methods**

**Evaluation methods**

<p><b>D - Transferable general and qualifying skills ( other skills related to employability and .( personal development</b></p> <p><b>-D 1</b></p> <p><b>-D 2</b></p> <p><b>-D 3</b></p> <p><b>-D 4</b></p>
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<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
		<b>Geography of the Islamic Levant and the concept of the term Levant</b>		<b>2</b>	<b>the first</b>
		<b>The Tahiri emirate</b>		<b>2</b>	<b>the second the third</b>
		<b>The Saffarid Emirate</b>		<b>2</b>	<b>the fourth</b>
		<b>The Samanid Emirate's origins and formation</b>		<b>2</b>	<b>Fifth</b>

		<b>Cultural aspects of the Samanid Emirate</b>		<b>2</b>	<b>VI</b>
		<b>The Ghaznavid emirate's origins and formation</b>		<b>2</b>	<b>Seventh</b>
		<b>Cultural aspects of the Ghaznavid emirate</b>		<b>2</b>	<b>VIII</b>
		<b>The Ghurian emirate</b>		<b>2</b>	<b>Ninth</b>
		<b>The Khwarezmian Emirate</b>		<b>2</b>	<b>The tenth</b>
		<b>Mamluk Sultanate in India</b>		<b>2</b>	<b>eleventh</b>
		<b>Emirate of Al-Balban</b>		<b>2</b>	<b>twelveth</b>
		<b>The closed emirate</b>		<b>2</b>	<b>Thirteenth</b>
		<b>The Gulf Emirate</b>		<b>2</b>	<b>fourteenth</b>
		<b>Mughal Empire in India</b>		<b>2</b>	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>Lectures</b>	<b>The required prescribed books - 1</b>
<b>Al-Kamil fi al-Tarikh / Ibn al-Atheer</b> <b>History of Al-Bayhaqi / Al-Bayhaqi</b>	<b>Main references ( sources ) - 2</b>

<b>The Beginning and the End / Ibn Kathir</b> <b>Zain Al-Akhbar / Al-Karizdi</b>	
<b>The history of Islamic countries and the dictionary of ruling families / Ahmed Saeed Suleiman</b> <b>History of independence movements in the Abbasid Caliphate / Abdel Fattah Al-Sarnjawi</b>	<b>Recommended books and references (..., scientific journals , reports )</b>
<b>Wikipedia</b>	<b>B - Electronic references , Internet ... sites</b>

<b>Course development plan</b>
<b>A number of professors should be summoned to give lectures and cultural exchange between Iraqi and Arab universities, seeking to provide sources related to the history of the Levant .especially foreign ones, and translate them</b>

## **Description of the academic program**

<b>This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities</b> <b>It is accompanied by a description of each course within the program</b>
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<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>Anbar University - College of Education for Girls</b>	<b>Scientific department/center</b>

	<b>Name of the academic or professional program</b>
	<b>Name of the final certificate</b>
<b>Courses</b>	<b>:Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>2020-2021</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	
<b>The student should know the Islamic Emirates that appeared in the East</b>	
<b>To familiarize the student with the Emirates that appeared in the Arab Maghreb</b>	
<b>The student should know the reasons that led to the establishment of these emirates</b>	
<b>The student should know the most important achievements achieved by these Emirates</b>	
<b>‘The student should understand the nature of the region in which these emirates appeared whether it was in the East or the West, and the impact of that on the establishment of those .emirates</b>	
<b>Required program outcomes and teaching, learning and evaluation methods</b>	

**Cognitive goals**

**A<sup>1</sup> - To understand whether the emergence of these emirates was a factor of strength or weakness for the Abbasid Caliphate**

**A<sup>2</sup> - To become familiar with the administrative systems of those emirates**

**A<sup>3</sup> - To become familiar with economic systems**

**A<sup>4</sup> - To become familiar with urban aspects**

**A<sup>5</sup> - To learn about the relations of those emirates with the Abbasid Caliphate and with the forces that were contemporary with those emirates**

**A<sup>6</sup> - To learn about the most important military battles that these emirates fought in both the Levant and the Maghreb**

**B - The program's skill objectives**

**B<sup>1</sup> - The student's ability to analyze events**

**B<sup>2</sup> - The student's ability to link events**

**- B 3- The student's ability to understand events**

**Teaching and learning methods**

**Using maps for the countries of the Levant and Maghreb -1**

**Use the blackboard to explain -2**

**. Bring sources related to the topic -3**

**Evaluation methods**

**Conduct daily tests from time to time**

**Conduct monthly tests**

**.C- Emotional and value goals**

-C<sup>1</sup>

-C<sup>2</sup>

-C<sup>3</sup>

-C<sup>4</sup>

**Teaching and learning methods**

**Evaluation methods**

**D - General and qualifying transferable skills (other skills related to employability and .(personal development**

**-D١**

**-D٢**

**-D٣**

**-D٤**

**Teaching and learning methods**

**Evaluation methods**

**Program structure**

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	History of the states and the Islamic Emirates		Fourth

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<b>Planning for personal development</b>
<b>Admission standard (establishing regulations related to admission to the college or institute)</b>
<b>The most important sources of information about the program</b>




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## Course description form

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

<b>Ministry of Higher Education and Scientific Research</b>	<b>Educational institution</b>
<b>Anbar University - College of Education for Girls</b>	<b>Scientific department / center</b>
<b>History of the Islamic states and emirates</b>	<b>name / code</b>
	<b>Available attendance forms</b>
<b>Chapter One - The Emirates in the Levant and the Maghreb</b>	<b>Semester / year</b>
<b>Two hours a week</b>	<b>Number of study hours ( total )</b>
<b>2020-2021</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>The student should know the Islamic Emirates that appeared in the East</b>	
<b>To familiarize the student with the Emirates that appeared in the Arab Maghreb</b>	
<b>That the student should know the reasons that led to the establishment of these -٣ emirates</b>	
<b>The student should know the most important achievements achieved by those Emirates-٤</b>	

**That the student understands the nature of the region in which these emirates appeared - whether it was in the East or the West, and the impact of that on the establishment of those .emirates**

### **Course outcomes and teaching, learning and evaluation methods**

#### **A - Cognitive objectives**

**A<sup>1</sup>- For the student to understand whether the emergence of these emirates was a factor of strength or weakness for the Abbasid Caliphate**

**A<sup>2</sup>- To become familiar with the administrative systems of those emirates**

**A<sup>3</sup>- To become familiar with economic systems**

**A<sup>4</sup>- To become familiar with urban aspects**

**A<sup>5</sup>- To learn about the relations of those emirates with the Abbasid Caliphate and with the .forces that were contemporary with those emirates**

**A<sup>6</sup>- To learn about the most important military battles that these emirates fought in both . the Levant and the Maghreb**

**. B - The skills objectives of the course**

**B<sup>1</sup> - The student's ability to analyze events**

**B<sup>2</sup> - The student's ability to link events**

**B<sup>3</sup> - The student's ability to understand events**

**B<sup>4</sup>- The student's ability to comprehend events**

#### **Teaching and learning methods**

**Use maps of the Levant and Maghreb countries -1**

**Use the blackboard to explain -2**

**Bringing sources related to the topic -3**

**Evaluation methods**

**Conducting daily tests from time to time -1**

**Conducting monthly tests -2**

**C - Emotional and value-based goals**

**-C<sup>1</sup>**

**-C<sup>2</sup>**

**-C<sup>3</sup>**

**-C<sup>4</sup>**

**Teaching and learning methods**

**Evaluation methods**

**D - Transferable general and qualifying skills ( other skills related to employability and  
.( personal development**

**-D 1**

**-D 2**

**D 3**

**Course structure**

<b>Evaluation method</b>	<b>Teaching method</b>	<b>/ Name of the unit topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
		<b>The Tahiri emirate and the Saffarid emirate</b>		<b>2</b>	<b>the first</b>
		<b>The Samanid Emirate</b>		<b>2</b>	<b>the second</b>
		<b>The Zaidi emirate The visiting emirate</b>		<b>2</b>	<b>the third</b>
		<b>The Ghaznavid emirate</b>		<b>2</b>	<b>the fourth</b>
		<b>The Khwarezmian Emirate</b>		<b>2</b>	<b>Fifth</b>

		<b>The geographical and social environment of the Maghreb countries</b>		<b>2</b>	<b>VI</b>
		<b>The spread of Islam in the Maghreb countries, the Baath and Saraya period</b>		<b>2</b>	<b>Seventh</b>
		<b>The stage of organized armies liberation leaders and the most important battles</b>		<b>2</b>	<b>VIII</b>
		<b>The main reasons for the liberation of Morocco and the most important factors that helped liberate the Arab Maghreb</b>		<b>2</b>	<b>Ninth</b>
		<b>The most important factors that led to the emergence of the Emirates and countries in Morocco</b>  <b>The tropical emirate</b>		<b>2</b>	<b>The tenth</b>
		<b>Rustamiya Emirate</b>  <b>The Idrisid emirate</b>		<b>2</b>	<b>eleventh</b>

		<b>Aghlabid emirate</b>		<b>2</b>	<b>twelveth</b>
		<b>Almoravids and Almoravids in Morocco</b>		<b>2</b>	<b>Thirteenth</b>
		<b>The most important princes of Morocco</b>  <b>Naval fleet</b>		<b>2</b>	<b>Fourteenth</b>
		<b>Princes of the Umayyad dynasty</b>		<b>2</b>	<b>fifteenth</b>

<b>Infrastructure</b>	
<b>Islamic states in the East / Muhammad Ali Haider</b>  <b>History of Islamic states and emirates / Suhad Khazal Naguib</b>  <b>The history of Morocco and Andalusia in the Abbasid era / Muhammad Saeed Reda</b>	<b>The required prescribed books - 1</b>
<b>Al-Kamil fi al-Tarikh / Ibn al-Atheer</b>  <b>History of Africa and Morocco / Cyrene slaves</b>  <b>Morocco in describing Africa and Morocco / Al-Bakri</b>	<b>Main references ( sources ) - 2</b>
<b>History of the Arab-Islamic states in the Levant and Morocco / Rashid Abdullah Al-Jumaili</b>  <b>The spread of Islam in Africa / Hassan Ibrahim Hassan</b>	<b>Recommended books and references (..., scientific journals , reports )</b>
<b>Wikipedia</b>	<b>B - Electronic references , Internet ... sites</b>

### Course development plan

**The special vocabulary is numerous and the time period covered does not fit with the number of hours scheduled for the subject**

**Some specialized professors from other universities should be brought in to give lectures to the department's female students and exchange knowledge between universities in various .academic subjects**

**It is better to allocate a specific period of time for the vocabulary of the subject, or to .allocate either the emirates of the Levant or the emirates of Morocco**

### Course description form

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department /center</b>

<b>History of contemporary Arab countries</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course )٢٠٢١-٢٠٢٢(</b>	<b>Semester/year</b>
<b>hours £</b>	<b>Number of study hours (total)</b>
	<b>Date this description was prepared</b>

**Knowing the contemporary history of the Arab countries, which - : Objectives of the course begins with the Ottoman coup and the beginning of the activity of the federalist government until the conclusion of the Second Oslo Agreement, which determined the path of negotiation and the problem of the Arab-Israeli conflict regarding Palestine, and the conditions of the .Arab countries during that period and the revolutions that were prompted in each of them**

**Course outcomes and teaching, learning and evaluation methods -٩**

**A- Cognitive objectives**

**Preparing the student psychologically to accept and become familiar with the academic .material**

**.And know the most important events in the history of the Arab countries**

**The student will learn about the factors of the Arab revolutions that occurred in the Arab .countries**

**.B - The skills objectives of the course**

**B ١ - Introducing the student as much as possible about the political events of the Arab countries, creating a spirit of participation, and asking the students a number of questions to .determine the extent of their understanding of the topic**

**B٢ - That the student knows how to refer to historical sources to find out the most important events that the Arab countries went through**

**B٣ - Student discussion and dialogue**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**Homework by giving him questions to search for in books, whether from libraries or the Internet**

**Surprising questions asked during the lecture that show the extent of the student's comprehension and understanding of the material**

**C- Emotional and value goals**

**.C<sup>1</sup>- Make the student know the history of the Arab countries between the two world wars**

**.C<sup>2</sup>- Make the student know that he is learning about the history of his country**

**C<sup>3</sup>- Make the student know the importance of the history of the Arab countries and the most important political events and revolutions that occurred in a number of countries**

**Teaching and learning methods**

**Create a spirit of participation by asking questions and urging students to participate in  
.answering and thinking**

**Encouraging students to study and focusing on the academic subject, and accepting any  
.information that is in the interest of the students and is related to the academic subject**

**Then try to encourage them to think and ask questions. Trying to explain the scientific  
material and presenting it in a smooth and friendly manner, then trying to encourage them  
.to think and ask questions**

**Benefiting from discussions and dialogues about the assigned academic topic that arise  
.during the lecture and interventions between the teacher and the student**

#### **Evaluation methods**

**Written exams, behavior monitoring, and how to conclude through monthly and daily exams**

**D - General and qualifying transferable skills (other skills related to employability and  
.(personal development**

**.Planning to teach the scientific subject in a smooth and desirable manner**

**Increasing the students' spirit of initiative, thinking, and participation through continuous  
.follow-up**

**.Class management competently**

**.Raising topics consistent with the scientific material**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>The Federalist government and their policy towards the Arab countries ١٩٠٨-١٩١٤</b>	<b>٤</b>	<b>the first</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>General conditions in the Arab countries during the First World War ١٩١٤-١٩٢٠</b>	<b>٤</b>	<b>the second</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>Political and economic developments in the Arab countries</b>	<b>٤</b>	<b>the third</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>Contemporary political developments in the Arab Maghreb</b>	<b>٤</b>	<b>the fourth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>The colonial confrontation in the Arab Levant and the conditions for achieving political independence</b>	<b>٤</b>	<b>Fifth</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>The Palestinian issue from the Sykes-Picot Agreement to the Second Osloa Agreement</b>	<b>٤</b>	<b>VI</b>
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>The Zionist Organization and its role in encouraging Jewish immigration to Palestine</b>	<b>٤</b>	<b>Seventh</b>

Lecture and monthly exam	a lecture	History of contemporary Arab countries	Political developments in the Arab countries .of the Horn of Africa	€	VIII	
Lecture and monthly exam	a lecture	History of contemporary Arab countries	Palestine under the British Mandate	€	Ninth	
Lecture and monthly exam	a lecture	History of contemporary Arab countries	The Arab popular position on the British .Mandate	€	The tenth	
Lecture and monthly exam	a lecture	History of contemporary Arab countries	The Palestinian issue in the corridors of the United Nations	€	eleventh	
Lecture and monthly exam	a lecture	History of contemporary Arab countries	Political developments .in Egypt and Sudan	€	twelveth	
Lecture and monthly exam	a lecture	History of contemporary Arab countries	Contemporary political developments in the Arab Maghreb	€	Thirteen th	
		Infrastructure				een
The book History of Contemporary Arab Countries AD, by Professor Dr. Sabah Mahdi ١٩٩٥-١٩٠٨ .Rumayd			Required prescribed books -١			
The book History of Contemporary Arab Countries AD, by Professor Dr. Sabah Mahdi ١٩٩٥-١٩٠٨ .Rumayd			Main references (sources) -٢			
The book History of Contemporary Arab Countries AD, by Professor Dr. Sabah Mahdi ١٩٩٥-١٩٠٨ .Rumayd			Recommended books and references (...scientific journals, reports)			

	<b>Wikipedia, the free encyclopedia</b>		<b>B - Electronic references, Internet sites</b>		
<b>Lecture and monthly exam</b>					
<b>Lecture and monthly exam</b>	<b>a lecture</b>	<b>History of contemporary Arab countries</b>	<b>The Palestinian issue and settlement projects</b>	<b>4</b>	<b>Fifteenth</b>

<b>Course development plan</b>
<b>.Adopting the issue of electronic lectures</b>

### **Course description form**

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

	<b>Educational institution</b>
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<b>Anbar University / College of Education for Girls</b>	
<b>Department of History</b>	<b>Scientific department /center</b>
<b>Contemporary world history</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>First course / ٢٠٢٠/٢٠٢١</b>	<b>Semester/year</b>
<b>hours ٤٥</b>	<b>Number of study hours (total)</b>
<b>٢٠٢٠/٦/١</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<p><b>The course aims to push the university student to know the history of the contemporary world during the period ١٩١٤-١٩٤٥, in which the student will learn about the political conditions experienced by European countries that led to the outbreak of the First and .Second World Wars</b></p>	

<p><b>Course outcomes and teaching, learning and evaluation methods -٩</b></p> <p><b>A- Cognitive objectives</b></p> <p><b>The student should know the political and economic developments in European --١ .countries and the factors influencing political decision-making in those countries</b></p> <p><b>Make the student realize that knowing the past experiences and mistakes of the nations -٢ before us is the best way to avoid mistakes in the present</b></p> <p><b>-:Skills objectives for the course</b></p> <p><b>Intellectual construction in historical research</b></p>
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**.B - The skills objectives of the course**

**Developing students' ability and participation in dialogue -A\**

**A٧- Introducing students to as many sources as possible related to the history of the contemporary world so that the student can be familiar with them and return to them for .more information and more details**

**A٧- Students absorb as much of the prescribed curriculum as possible**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

**Monthly exams**

**Daily activity**

**C- Emotional and value goals**

**Make the student realize that knowing the previous experiences and mistakes of the nations before us is the best way to avoid mistakes in the present and to devote the meanings of love .to the homeland and pride in its history**

**Teaching and learning methods**

**Method of explanation, discussion, and use of illustrative methods**

**Evaluation methods**

**Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams**

**D - Transferable general and qualifying skills (other skills related to employability and .(personal development**

**D\ - Preparing an educated generation that aims to serve society positively**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The First World War and its causes</b>	<b>٣</b>	<b>١</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The first stages of the war</b>	<b>٣</b>	<b>٢</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The Socialist Revolution in Russia ١٩١٧ and the end of World War I</b>	<b>٣</b>	<b>٣</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The Paris Peace Conference and post-war settlements</b>	<b>٣</b>	<b>٤</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The emergence of fascist totalitarian regimes in Italy</b>	<b>٣</b>	<b>٥</b>
<b>Daily preparation, monthly exam</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The emergence of Nazism in Germany</b>	<b>٣</b>	<b>٦</b>

reports and research					
Daily preparation, monthly exam reports and research	lecture	According to the decision	Civil war in Spain	۳	۷
Daily preparation, monthly exam reports and research	lecture	According to the decision	International crises in the world the economic crisis of ۱۹۲۹	۳	۸
Daily preparation, monthly exam reports and research	lecture	According to the decision	The Manchurian Crisis of ۱۹۳۱ and the Italian disarray of Abyssinia	۳	۹
Daily preparation, monthly exam reports and research	lecture	According to the decision	The Austrian and Czechoslovak crises	۳	۱۰
Daily preparation, monthly exam reports and research	lecture	According to the decision	The German invasion of Poland in ۱۹۳۹ and the outbreak of World War II	۳	۱۱
Daily preparation, monthly exam reports and research	lecture	According to the decision	Stages of World War II (first and second stages)	۳	۱۲

Daily preparation, monthly exam reports and research	lecture	According to the decision	The third stage and the end of World War II	٣	١٣
Daily preparation, monthly exam reports and research	lecture	According to the decision	Allied conferences and the emergence of the United Nations	٣	١٤
				٣	١٥

### Infrastructure

nothing	Required prescribed books -١
<p>Modern and Contemporary History of Europe ١٨١٥- Omar Abdel Aziz Omar ١٩١٩</p> <p>History of the Great Powers ١٩١٩-١٩٤٥, by Sadiq Hassan Al-Sudani</p> <p>History of the Modern World ١٩١٤-١٩٤٥, Abdul Wahab Al-Qaisi and others</p>	Main references (sources) -٢
	Recommended books and references ( ...scientific journals, reports )
	B - Electronic references, Internet ...sites

### Course development plan

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**Working on writing a special methodological book on the subject of the contemporary world that fulfills all the vocabulary of the required subject, which was circulated in a project book .and developing and updating history curricula in Iraqi universities in the year ٢٠١٥**

## **Course description form**

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

<b>Anbar University / College of Education for Girls</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department /center</b>
<b>Contemporary world history</b>	<b>Course name/code</b>
<b>Hall system</b>	<b>Available attendance forms</b>
<b>Second course / ٢٠٢٠/٢٠٢١</b>	<b>Semester/year</b>
<b>hours ٤٥</b>	<b>Number of study hours (total)</b>
<b>٢٠٢٠/٦/١</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<p><b>The course aims to push the university student to know the history of the contemporary world during the period from ١٩٤٥ to ١٩٩١, In it, the student will learn how the world was divided into two competing camps: the Western, led by the United States of America, and</b></p>	

**the Eastern, led by the Soviet Union. This rivalry was known as the Cold War, which .continued until the collapse of the Soviet Union in 1991**

**Course outcomes and teaching, learning and evaluation methods -9**

**A- Cognitive objectives**

**To make the student know the most prominent reasons that led to the division of the -\ world after World War II into two camps, each of which carries a different ideology. The first camp is Western, capitalist, and the other is Eastern, socialist, and how competition and .struggle prevailed between them for control of the world**

**-.Skills objectives for the course**

**Intellectual construction in historical research**

**.B - The skills objectives of the course**

**Developing students' ability and participation in dialogue -A\**

**A\ - Introducing students to as many sources as possible related to the history of the contemporary world so that the student can be familiar with them and return to them for .more information and more details**

**A\ - Students absorb as much of the prescribed curriculum as possible**

**Teaching and learning methods**

**Giving the lecture**

**Discussion method**

**Evaluation methods**

Monthly exams

Daily activity

C- Emotional and value goals

Make the student realize that knowing the previous experiences and mistakes of the nations before us is the best way to avoid mistakes in the present and to devote the meanings of love to the .homeland and pride in its history

Teaching and learning methods

Method of explanation, discussion, and use of illustrative methods

Evaluation methods

Written exams, behavior monitoring, and how to elicit deductions through monthly and daily exams

D - Transferable general and qualifying skills (other skills related to employability and personal .(development

D<sub>1</sub> - Preparing an educated generation that aims to serve society positively

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The Cold War: its definition, causes and means</b>	<b>٣</b>	<b>١</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The emergence of international alliances and Western alliances</b>	<b>٣</b>	<b>٢</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>Eastern alliances</b>	<b>٣</b>	<b>٣</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>Non-Aligned Movement</b>	<b>٣</b>	<b>٤</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>International crises during the Korean Cold War</b>	<b>٣</b>	<b>٥</b>
<b>Daily preparation, monthly exam</b>	<b>lecture</b>	<b>According to the decision</b>	<b>German crisis</b>	<b>٣</b>	<b>٦</b>

<b>reports and research</b>					
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>Cuban Missile Crisis</b>	<b>۳</b>	<b>۷</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>American intervention in Vietnam</b>	<b>۳</b>	<b>۸</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>Soviet intervention in Afghanistan</b>	<b>۳</b>	<b>۹</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>Collapse of the Berlin Wall</b>	<b>۳</b>	<b>۱۰</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The policy of perestroika and glasnost in the Soviet Union</b>	<b>۳</b>	<b>۱۱</b>
<b>Daily preparation, monthly exam reports and research</b>	<b>lecture</b>	<b>According to the decision</b>	<b>The collapse of the Soviet Union and the end of the Cold War</b>	<b>۳</b>	<b>۱۲</b>

					١٣
					١٤
					١٥

<b>Infrastructure</b>	
<b>nothing</b>	<b>Required prescribed books - ١</b>
<b>Cosmic Cold War, Odd Arn Westad</b> <b>The Cold War: A Historical Study of US-Soviet Relations, Enas Saadi Abdullah</b> <b>‘The contemporary world and international conflicts Abdul Khaleq Abdullah</b> <b>The Cold War, Robert J. McMahon</b>	<b>Main references (sources) - ٢</b>
	<b>Recommended books and references ( ...scientific journals, reports )</b>
	<b>B - Electronic references, Internet ...sites</b>

<b>Course development plan</b>
<p><b>Working on writing a special methodological book on the subject of the contemporary world that fulfills all the vocabulary of the required subject, which was circulated in a project book .and developing and updating history curricula in Iraqi universities in the year ٢٠١٥</b></p>

## Description of the academic program

**This academic program description provides a necessary summary of the most important characteristics of the program and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the available opportunities. It is accompanied by a description of each course within the program**

<b>College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
	<b>Name of the academic or professional program</b>
<b>BSC</b>	<b>Name of the final certificate</b>
<b>Other</b>	<b>: Academic system Annual/courses/others</b>
	<b>Accredited accreditation program</b>
	<b>Other external influences</b>
<b>٢٠٢١/٦/٢</b>	<b>Date the description was prepared</b>
<b>Objectives of the academic program</b>	

**For the student to understand the beginnings of the history of the Americas**

**Identify the events of the formation of the Northern United States**

**For the student to know the importance of the history of the Americas**

**For the student to understand the developments that have occurred in the countries of the Americas**

**For the student to recognize the results of colonial exploitation of the countries of the Americas**

**The student will learn about the beginnings of the Spanish and Portuguese exploitation of Latin American countries**

**Identify the beginnings of the national movement in those countries**

**program outcomes and teaching, learning and evaluation methods**

**Cognitive goals**

**A<sup>1</sup>- For the student to become familiar with the details and events of the emergence of the Americas**

**That the student understands the importance of knowing the countries of North and South America -A<sup>2</sup>**

**That the student gets to know the national forces for change -A<sup>3</sup>**

**A<sup>4</sup>- That the student understands how countries gained independence from colonial exploitation**

**B - The program 's skill objectives**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Conduct daily tests from time to time**

**.Conducting monthly tests**

**.C- Emotional and value goals**

**C<sup>١</sup>- The goal is education and learning**

**C<sup>٢</sup>- The ability to link the past to the present**

**C<sup>٣</sup>- Benefiting from other experiences**

**C<sup>٤</sup>- Trying to apply it to our reality**

**Teaching and learning methods**

**Use maps to find out updated locations -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

**Evaluation methods**

**Conducting daily tests from time to time -١**

**.Conducting monthly tests -٢**

**D - General and qualifying transferable skills (other skills related to employability and  
(personal development**

**D١- Preparing female learners capable of teaching generations**

**D٢- Linking events to each other**

**D٣- Learning and imposing events**

**D٤- Quality of learning and teaching**

**Teaching and learning methods**

**Using maps to know the locations of countries -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

**Evaluation methods**

**Conducting daily tests from time to time -١**

**.Conducting monthly tests -٢**

<b>Program structure</b>				
<b>Credit hours</b>		<b>Name of the course or course</b>	<b>Course or course code</b>	<b>Educational level</b>
<b>practical</b>	<b>theoretical</b>			
	۲	<b>History of the Americas</b>		<b>The fourth stage</b>
	۲	<b>History of the Americas</b>		<b>The fourth stage</b>
	۲	<b>History of the Americas</b>		<b>The fourth stage</b>
	۲	<b>History of the Americas</b>		<b>The fourth stage</b>
	۲	<b>History of the Americas</b>		<b>The fourth stage</b>
	۲	<b>History of the Americas</b>		<b>The fourth stage</b>

<b>Planning for personal development</b>
<b>Increasing learning hours within the framework of contemporary modernizing countries</b>
<b>Admission standard (establishing regulations related to admission to the college or institute)</b>
<b>Obtaining a preparatory certificate in its scientific and literary streams to enter the college .and then the department</b>
<b>The most important sources of information about the program</b>

**Naglaa Adnan Hussein, the Spanish and Portuguese colonization of the Latin American  
.continent**

**Abdul Majeed Na'ani, History of the United States of America-**

**Ibrahim Khalil Ahmed, History of the Modern World**

**Curriculum skills chart**

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

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related) to employability and personal (development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
	/					/					/				/	Basic	History of the Americas		Fourth


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## Course description form

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

<b>Anbar University - College of Education for Girls</b>	<b>Educational institution</b>
<b>the date</b>	<b>Scientific department /center</b>
<b>History of the Americas</b>	<b>Course name/code</b>
<b>In-person - electronic</b>	<b>Available attendance forms</b>
<b>٢٠٢١-٢٠٢٠</b>	<b>Semester/year</b>
<b>hours ٣٠</b>	<b>Number of study hours (total)</b>
<b>٢٠٢١/٦/٢</b>	<b>Date this description was prepared</b>
<b>Course objectives</b>	
<b>For the student to understand the beginnings of the history of the Americas</b>	
<b>Identify the events of the formation of the Northern United States</b>	
<b>For the student to know the importance of the history of the Americas</b>	

**For the student to understand the developments that have occurred in the countries of the Americas**

**For the student to recognize the results of colonial exploitation of the countries of the Americas**

**The student will learn about the beginnings of the Spanish and Portuguese exploitation of Latin American countries**

**Identify the beginnings of the national movement in those countries**

**Course outcomes and teaching, learning and evaluation methods**

**A- Cognitive objectives**

**A<sup>1</sup>- For the student to become familiar with the details and events of the emergence of the Americas**

**That the student understands the importance of knowing the countries of North and South America -A<sup>2</sup>**

**That the student gets to know the national forces for change -A<sup>3</sup>**

**A<sup>4</sup>- That the student understands how countries gained independence from colonial exploitation**

**.B - The skills objectives of the course**

**The student's ability to analyze events**

**The student's ability to link events**

**The student's ability to understand events**

**Teaching and learning methods**

**Use maps to find out the locations of countries**

**Use the blackboard to explain**

**Bring sources related to the topic**

**Evaluation methods**

**Conduct daily tests from time to time**  
**.Conducting monthly tests**

**C- Emotional and value goals**

**C<sup>١</sup>- The goal is education and learning**

**C<sup>٢</sup>-The ability to link the past to the present**

**C<sup>٣</sup>- Benefiting from other experiences**

**C<sup>٤</sup>- Trying to apply it to our reality**

**Teaching and learning methods**

**Using maps to know the locations of countries -١**

**Use the blackboard to explain -٢**

**Bringing sources related to the topic -٣**

**Evaluation methods**

**Conducting daily tests from time to time -١**

**Conducting monthly tests -٢**

**D - Transferable general and qualifying skills (other skills related to employability and .(personal development**

**D<sup>1</sup> - Preparing female learners capable of teaching generations**

**D<sup>2</sup> - Linking events to each other**

**D<sup>3</sup> - Learning and imposing events**

**D<sup>4</sup> - Quality of learning and teaching**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Daily and monthly tests</b>		<b>American civilizations before geographical explorations geographical explorations in the fifteenth and sixteenth centuries</b>		<b>٢</b>	<b>the first</b>
<b>Daily and monthly tests</b>		<b>Discovery of America</b>			<b>the second</b>
<b>Daily and monthly tests</b>		<b>English colonies</b>			<b>the third</b>
<b>Daily and monthly tests</b>		<b>English relations with the Indians</b>			<b>the fourth</b>
<b>Daily and monthly tests</b>		<b>Independence of the United States of America</b>			<b>Fifth</b>
<b>Daily and monthly tests</b>		<b>The Anglo-American War</b>			<b>VI</b>
<b>Daily and monthly tests</b>		<b>American Civil War</b>			<b>Seventh</b>
<b>Daily and monthly tests</b>		<b>European exploitation of the South American continent</b>			<b>VIII</b>

<b>Daily and monthly tests</b>		<b>American exploitation of the South American continent</b>			<b>Ninth</b>
<b>Daily and monthly tests</b>		<b>‘The political social and economic conditions of the South American continent</b>			<b>The tenth</b>
<b>Daily and monthly tests</b>		<b>The national movement in South American countries before World War II</b>			<b>eleventh</b>
<b>Daily and monthly tests</b>		<b>Spanish and Portuguese exploitation of the South American continent</b>		۲	<b>twelveth</b>
<b>Daily and monthly tests</b>		<b>Canada</b>		۲	<b>Thirteenth</b>
<b>Daily and monthly tests</b>		<b>Brazil</b>		۲	<b>fourteenth</b>
<b>Daily and monthly tests</b>		<b>Cuba</b>		۲	<b>Fifteenth</b>

<b>Infrastructure</b>	
<b>Abdul Majeed, we mean, the history of the United States of America</b>	<b>Required prescribed books - ۱</b>

<p><b>Abdel Fattah Hassan Abu Ali, the history of the Americas and the political formation of the United States of America</b></p> <p><b>Abdul Aziz Suleiman Nawar, The history of the - United States of America from the sixteenth century until the twentieth century</b></p> <p><b>Website concerned with updating</b></p>	<p><b>Main references (sources) -٢</b></p>
<p><b>Nahida Ibrahim Al-Desouki, Studies in American .History</b></p> <p><b>Omar Abdel Aziz Omar, studies in modern European and American history</b></p> <p><b>Hassan Taha Negm, Latin America, Land and - Population</b></p> <p><b>Muhammad Mahmoud Al-Nayrab, American - History</b></p>	<p><b>Recommended books and references ( ...scientific journals, reports )</b></p>
<p><b>Multiple sites related to the history of the Americas</b></p>	<p><b>B - Electronic references, Internet ...sites</b></p>