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

Academic Program and Course

2025 –2024

Introduction:

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

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

This guide, in its second version, includes a description of the academic program after updating the vocabulary and paragraphs of the previous guide in light of the developments and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the description of the academic program circulated according to the letter of the Department of Studies T 3/2906 on

3/5/2023 regarding the programs that adopt the Bologna track as the basis for their work.

   In this regard, we can only emphasize the importance of writing a description of academic programs and courses to ensure the proper functioning of the educational process.

Concepts and terminology:

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

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

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

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

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

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

Learning Outcomes: A compatible set of knowledge, skills and values acquired by the student after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty member to develop the student's teaching and learning, and they are plans that are followed to reach the learning goals. That is, describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name: Tikrit

Faculty/Institute: Arts
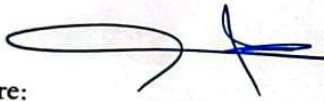
Scientific Department: History

Academic or Professional Program Name : Academic Description

Final Certificate Name: Bachelor of Arts in History

Academic System : Yearly

Date of preparation of the description: 10\9\2024

File filling date: 10\9\2024

Signature:

Head of department: Prof.dr. Khalil Khalaf
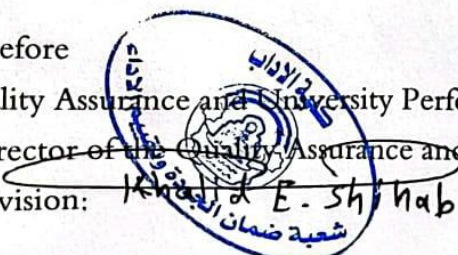Hussein

Date   : 10\9\2024

Signature :

Scientific Associate Name: Prof.dr. Nazar
Fadhil Hussein

Date   : 10\9\2024

Check the file before
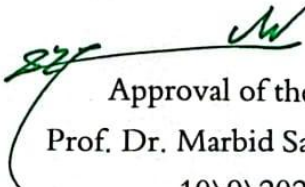
Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University
Performance Division: Khalid E. Shihab

Date : 10\9\2024

Signature

Approval of the Dean

Prof. Dr. Marbid Salih dhamin

10\9\2024

1. Program Vision

The Department of History seeks to stimulate excellence and educational leadership and occupy a prominent position on the path of university education and works to develop education at all levels, both in pre-university education and higher education in order to achieve comprehensive and sustainable community human development for the Iraqi society and strengthen communication at the Arab and international levels in the field of education and human resource development.

2. Program Mission

The mission of the Department of History is to prepare professional researchers who contribute to building a knowledge society capable of competing globally, developing their creative abilities, preparing researchers capable of conducting distinguished research in the field of historical studies, and directing their efforts to serve the community in the educational, research and cultural fields.

3. Program Objectives

1. Preparing qualified students to teach history in schools.

2. Enable students to study all historical disciplines such as modern and contemporary history, Islamic history and ancient history.

3. Preparing specialists in the fields of historical knowledge.

4. Preparing students capable of critical analytical thinking, knowledge, good citizenship, and self-development.

5. Enable students to learn about the history and civilizations of the world.

6. Enable students to understand the concept of time and its historical sequence between the past and the present and link the human mind in its historical context.

7. Preparing students who are able to provide advisory and research services related to historical fields to departments and local community institutions.

8. **Enable students to learn about the events of the past because history preserves heritage and contributes to its transmission from one generation to another.**

9. **Enable students to study ancient and modern global problems by referring to their historical roots.**

10. **Enable students to acquire and understand all historical concepts in various disciplines.**

11. **Work to prepare students to pursue postgraduate studies by developing**

students' scientific, intellectual and research skills.

4.	Program Accreditation
Iraqi Universities Association	

5.	Other external influences
Iraqi Universities / House of Wisdom	

6. Program Structure

Reviews*	Percentage	Unit of study	Number of Courses	Program Structure
		83	37	**Requirements of the institution**
		83	37	**College Requirements**
		83	37	**Department Requirements**
		There isn't any	There isn't any	Summer Training
		There isn't any	There isn't any	Other

- **Notes may include whether the course is basic or elective.**

7. Program Description

Credit Hours		Course Name	Course Code or the course	Year / 2024-2025	
practical	**theoretical**			Level	t
	3	Iraq History of ancient	Hi1Ai1	The first	.١
	3	History of Europe in the	Hi1Ags2	The first	.٢

		Middle Ages			
	3	History of the Arabs before Islam	Hi1Arb3	The first	٣.
	2	Sassanid and Byzantine history	Hi1Sb4	The first	٤.
	2	Biography of the Prophet	Hi1Bp5	The first	٥.
	2	English Language	Hi1En6	The first	٦.
١	2	Calculators	Hi1Co7	The first	٧.
	2	Human Rights and Democracy	Hi1Hr8	The first	٨.
	3	History of the Ancient East	Hi2Ae1	The second	٩.
	3	History of the Umayyad dynasty	Hi2Um2	The second	١٠.
	3	in the History of Europe Renaissance	Hi2Re3	The second	١١.
	2	-History of the Rightly Guided Caliphate	Hi2Rg4	The second	١٢.
	2	History of Greece and Romans	Hi2Gr5	The second	١٣.
	2	History of the modern Arab world	Hi2Aw6	The second	١٤.
	2	History of the Maghreb	Hi2Mo7	The second	١٥.
	2	Crimes	Hi2Gr8	The second	١٦.
	2	Arabic Language	Hi2AR9	The second	١٧.
	2	English Language	Hi2En10	The second	١٨.
	2	Modern History of Iraq	Hi3Ir1	Third	١٩.
	2	Philosophy of history	Hi3Ph2	Third	٢٠.

	2	The early history of the Abbasid state	Hi3As3	Third	٢١.
	2	The spread of Islam in Africa and South Asia	Hi3Ia4	Third	٢٢.
	2	Islamic civilization and systems	Hi3Cs5	Third	٢٣.
	2	History of the Contemporary Arab World	Hi3Aw6	Third	٢٤.
	2	Ottoman History of the Empire	Hi3Oe7	Third	٢٥.
	2	History of the Arabian Gulf	Hi3Gm8	Third	٢٦.
	2	Modern History of Europe (١٩١٤-١٧٨٩)	Hi3Em9	Third	٢٧.
	2	English Language	Hi3En10	Third	٢٨.
	3	Contemporary History of Iraq	Hi4Ir1	Fourth	٢٩.
	3	Biography of Al Bayt (peace be upon them)	Hi4Ph2	Fourth	٣٠.
	3	History of Islamic Thought	Hi4It3	Fourth	٣١.
	2	History of Turkey and Iran	Hi4It4	Fourth	٣٢.
	2	History of major countries	Hi4Cw5	Fourth	٣٣.
	2	History of Arab civilization in Andalusia	Hi4An6	Fourth	٣٤.
	2	Late Abbasid history	Hi4AI7	Fourth	٣٥.
	2	History of the Third World	Hi4Tw8	Fourth	٣٦.
	2	English Language	Hi4EN9	Fourth	37.

7. Expected learning outcomes of the program:	
Knowledge :	
5. Enable students to acquire and understand	1. Providing students

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modern and contemporary history.	with integrated scientific
6. Enable students to acquire and understand Islamic history.	knowledge in the field of history.
7. Enable students to acquire and understand ancient history.	2. Applying the scientific knowledge
8. Enable students to acquire and understand peoples, their civilization and the history of countries.	received in the field of history and other sciences to ensure the
9. Enable students to acquire and understand the causes of conflicts and wars between the countries of the world and identify their results.	achievement of knowledge
10. Enable students to acquire and understand treaties and agreements between major countries.	communication between them and benefit from ancient and Islamic
11. Enable students to learn about the concept of historical philosophy.	history, historical developments and
12. Introduce students to the most important sources of modern history and Islamic history.	events, and the speed of updating information and global change.
	3. To be proficient in

	the preparation of scientific research in a manner that takes into account an integrated scientific methodology. 4. To learn the methods and methods of communicating information to practice the teaching profession.
Skills :	
6. Enable students to acquire the skills of the scientific researcher and work with them in the transfer and presentation of historical information. 7. Developing imagination skills and the pleasure of identifying the events of the past among students through the events, stories, heroics and images of the past of peoples contained in history. 8. Enable students to learn the skills of dialogue,	1. Apply what he has learned from the basic and advanced principles of history required to enrich their other intellectual output. 2. To master the preservation of historical texts and historical manuscripts with

discussion, listening to others and accepting their opinions. 9. Training students to acquire the skills of scientific thinking, critical thinking and analytical thinking in order to employ them in the science of history. 10. Training students to acquire the skills of using modern teaching methods in teaching history. 11. Training and enabling students to acquire the skills of preparing and building exam tests and methods of correcting them. 12. Empowering and training students to acquire planning skills for teaching at all levels. 13. Enable students to have the ability to design and invent effective educational activities that encourage students to learn and participate in it. 14. Enable students to have the ability to make judgments on past events and try to link them and benefit from them in current events.	high efficiency. 3. Teaching the student the foundations of history and its departments through different eras. 4. Developing the student's ability to express himself by implementing research and practical reports on writing history curricula. 5. Enhance the student's confidence to express ideas clearly and confidently in speech.

15. Enable students to acquire self-learning skills to acquire new information and skills.	
Values :	
1. Cooperative education method.	1. Wants to practice scientific, inductive, deductive and logical thinking.
2. Seminar discussion method.	
3. Educational story method.	
5. Seminars and workshops.	2. Tends to participate in teamwork as a unified team for success in his career, proper ethical behavior and effective communication among them.
6. Supreme identification.	
7. Forming discussion groups during lectures.	
8. Dialogue and discussion to acquire emotional behavior.	
9. Assigning students to self-interpreting assignments.	3. Interested in the importance of lifelong learning through professional development and practical training.
	4. Using the correct educational and

	psychological methods within educational institutions.

8. Teaching and Learning Strategies:

1. The use of modern strategies in teaching (cognitive and metacognitive strategies).

2. The use of modern educational models in teaching.

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

4. Allocate a percentage of the grade for extra-curricular activities.

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

9. Evaluation methods:

- **Written tests**.

- **Oral tests**.

- **Daily tests, paper and electronic on the electronic classroom**.

- **Reports and Seminars**.

- **Reports and research**.

10.	Faculty							
Faculty Members								
Preparation of the teaching staff		Special requirements/skil ls (if applicable)	Specialization		Academic Rank			
lecturer	angel	Administrative and Scientific Committees	special	year	Teaching Name	surn ame	t
There isn't any	angel		Islamic civilizati on	Islami c Histor y	Ahmed Obaid Issa Khalaf	Prof. Dr.	1
	angel		Abbasid	Islami c Histor y	Basman Nouri Kuan Salman	Prof. Dr.	2
	angel		Contem porary Iraq	Recen t history	Jawdat Galal Kamel Abdul latif	Prof. Dr.	3
	angel		Morocco and Andalusi a	Islami c Histor y	Khalil Khalaf Hussein Nasser	Prof. Dr.	4
	angel		Islamic thought	Islami c	Khamis Gharbi	Prof. Dr.	5

				History y	Hussein Salomi		
	angel		America	Recent history	Khalid Salman Shodhan	Prof. Dr.	6
	angel		Abbasid	Islamic History y	Rashid Latif Ibrahim Ahmed	Prof. Dr.	7
	Expe/Angel rienced		Orientalism / Thought	Islamic History y	Sami Ahmed Zoho	Prof. Dr.	8
	angel		Amoy	Islamic History y	Saadoun Abdul moneim Jameel Hamad	Prof. Dr.	9
	angel		Asia Talk	Recent history	Saleh Hassan Abdullah Abbas	Prof. Dr.	10
	angel		Islamic thought	Islamic History y	OK Saleh Allawi Khidr	Prof. Dr.	11
	angel		An Arab nation	Recent t	Attia Masher Hamad	Prof. Dr.	12

				history	Saleh		
	angel		Modern Europe	Recent history	Ammar Shaker Mahmoud Ahmed	Prof. Dr.	13
	angel		Crusades	Islamic History	Fawaz Nusrat Tawfiq Salman	Prof. Dr.	14
	angel		An Arab nation	Recent history	Prepared by Saber Rajab Khaddour	Prof. Dr.	15
	angel		Early Islam	Islamic History	Mirbad Saleh Damen Taweer	Prof. Dr.	16
	angel		Rightly Guided Caliphate	Islamic History	Nizar Fadel Hussain Alwan	Prof. Dr.	17
	angel		Modern Iraq	Recent history	Nizhan Hamoud Nassif	Prof. Dr.	18
	angel		An Arab nation	Recent history	Naseer Khairullah Mohammed Jassim	Prof. Dr.	19

	angel		Modern Iraq	Recent history	Ahmed Sabir Abdul Aziz	Assoc. Prof.	20
	angel		Modern Iraq	Recent history	Amjad Khudair Rahim Muhammad	Assoc. Prof.	21
	angel		Africa	Recent history	Osama Hamid Khalil Ibrahim	Assoc. Prof.	22
	angel		An Arab nation	Recent history	Huthaifa Abdullah Abbas	Assoc. Prof.	23
	angel		Biography of the Prophet	Islamic History	Khaled Dajeel Najm Abdullah	Assoc. Prof.	24
	angel		Early Islam	Islamic History	Suhad Fadel Abbas	Assoc. Prof.	25
	angel		Biography of the Prophet	Islamic History	Omar Qahtan Abdul latif Abdul wahab	Assoc. Prof.	26

	angel		Abbasid	Islamic History	Firas Hamad Khalaf Oweid	Assoc. Prof.	27
	angel		Middle Ages	Recent history	Adnan Ahmed's Talents	Assoc. Prof.	28
	angel		Ottoman	Recent history	Ahmed Ali Abdullah Saleh	M.D.	29
	angel		Arab Qibla-ul-Islam	Islamic History	Anmar Assem Saleh Allawi	M.D.	30
	angel		An Arab nation	Recent history	Iyad Adel Khalaf	M.D.	31
	angel		Andalusian	Islamic History	Raad Ismail Noman	M.D.	32
	angel		An Arab nation	Recent history	Reem Riad Hussein	M.D.	33
	angel		Andalusian	Islamic History	Shilan Tariq Safo Abboud	M.D.	34

			Turkey	Recent history	Shaima Ramzi Abdul ghani	M.D.	35
	angel						
	angel		Arab Qibla-ul-Islam	Islamic History	Shaima Abdul baqi Mahmoud	M.D.	36
	angel		English literature	English	Sada Ali Hamed	M.D.	37
	angel		Biography of the Prophet	Islamic History	Abd El , Halim Ahmed Mahmoud	M.D.	38
	angel		An Arab nation	Recent history	Abdullah Saleh Abdullah	M.D.	39
	angel		An Arab nation	Recent history	Maher Ali Ghazal	M.D.	40
	angel		Asia	Recent history	Nassar Ibrahim Hindi	M.D.	41
	angel		Teaching Curricula	Teaching methods	Wadhah Rajab Hassan	M.	42

	angel		Andalusian	Islamic History	Ibrahim Khudair Abbas	M.M.	43
	angel		Biography of the Prophet	Islamic History	Ahmed Hammadi Jassim Hammoudi	M.M.	44
	angel		An Arab nation	Recent history	Ahmed Ismail Khalil	M.M.	45
	angel		Civilization and systems	Islamic History	Ihab Bahgat Jarallah	M.M.	46
	angel		Andalusian	Islamic History	Bahri Adel Hassan Ismail	M.M.	47
	angel		Contemporary Iraq	Recent history	Bashar Ismail Ibrahim	M.M.	48
	angel		Biography of the Prophet	Islamic History	Jaafar Ibrahim Dawood Salman	M.M.	49
	angel		Abbasid	Islamic History	Huthaifa Ahmoud	M.M.	50

				y	Abbas		
	angel		Arab Qibla-ul-Islam	Islamic History	Khalid Rokan Jassim	M.M.	51
	angel		Biography of the Prophet	Islamic History	Raed Obaid Khudair Sajid	M.M.	52
	angel		Abbasid	Islamic History	Ruqayyah Yahya Ibrahim Ali	M.M.	53
	angel		Contemporary Iraq	Recent history	Rana Abd Hammad Hammadi	M.M.	54
	angel		An Arab nation	Recent history	Roaa Maher Badawi	M.M.	55
	angel		An Arab nation	Recent history	Visions of Jamal	M.D.	56
	angel		Amoy	Islamic History	Saad Hamid Ali Hamad	M.M.	57
	angel		An Arab nation	Recent	Suhad Farouk	M.M.	58

				history	Ibrahim		
	angel		Biography of the Prophet	Islamic History	Virgin Khalaf Yassin Wahid	M.D.	59
	angel		Abbasid	Islamic History	Faras Muhammad Jassim Muhammad	M.M.	60
	angel		An Arab nation	Recent history	Qais Faisal Hussein Shomal	M.M.	61
	angel		Islamic thought	Islamic History	Mukhled Hamad Khalaf Owaid	M.M.	62
	angel		Abbasid	Islamic History	Muthanna Mohammed Salman Khudair	M.M.	63

Professional Development
Mentoring new faculty members
• The practice of teaching in an accompanying form or teaching and the formation of a committee by the department to follow up and evaluate the level of their work in the teaching profession.

- Holding workshops and courses for teaching methods and new ways of learning and teaching to develop their educational skills.

- Passing the course of teaching methods and their validity.

- Assuming some administrative tasks for new faculty members.

Professional Development of Faculty Members:

The Department of History seeks to localize and develop human and social knowledge in society and upgrade it by preparing human cadres capable of serving the community and providing the student with knowledge in the fields of history in all fields, and preparing a generation of researchers at a high level or by participating in building a good educational system in line with our needs and public service.

11. Acceptance Criterion

1. The admission criterion in the department (central admission) of the Department of Studies and Planning (Ministry of Higher Education and Scientific Research).

2. The criterion of differentiation in the selection of the department for first-year students is the degree of differentiation for the scientific subject, which is often between (60-65) for the subject.

3. To submit the preparatory certificate in its two branches (scientific and literary)

certified by the Directorate of Education.

4. Acceptance is for both sexes (males and females).

12.	The most important sources of information about the program
	- College and University website. - Directory of Iraqi Universities. - Books and scientific sources of the department.

13.	Program Development Plan

The Department of History seeks to localize and develop human and social knowledge in society and upgrade it by preparing human cadres capable of serving the community and providing the student with knowledge in the fields of history in all fields, and preparing a generation of researchers at a high level or by participating in building a good educational system in line with our needs and public

service.

Program Skills Outline

Learning outcomes required from the program

| Values | | | | Skills | | | | Knowledge | | | | Basic or optional | Course Name | Course Code | Year-2024-2025 |
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				Level
	√					√					√	**Essential**	History of ancient Iraq		The first
		√					√					**Essential**	History of the Arabs before Islam		The first
√					√					√		**Essential**	History of Europe in the Middle Ages		The first
						√			√			**Essential**	Sassanid and Byzantine history		The first

			√				√				fundamental	Biography of the Prophet		The first
	√			√				√			Essential	English Language		The first
	√				√					√	fundamental	Human Rights and Democracy		The first
	√										fundamental	Calculators		The first
											fundamental	History of the Ancient East		The second
				√							fundamental	History of the Umayyad dynasty		The second
						√					fundamental	History of Europe in the Renaissance		The second

			√					√					**fundam ental**	History of the Rightly– Guided Caliphate		The second
							√						**fundam ental**	History of Greece and Romans		The second
								√					**fundam ental**	Historical Research Methodology		The second
						√							**fundam ental**	History of the modern Arab world		The second
		√					√						**fundam ental**	English Language		The second
			√										**fundam ental**	History of the Maghreb		The second
				√								√	**fundam ental**	Modern History of Iraq		Third

												Type	Course		Level
				√					√			**fundamental**	Philosophy of history		Third
		√					√					**fundamental**	Abbasid Early History		Third
			√							√		**fundamental**	The spread of Islam in Africa and Southeast Asia		Third
	√					√						**Essential**	Islamic civilization and systems		Third
	√					√		√				**fundamental**	History of the Contemporary Arab World		Third
		√			√				√			**fundamental**	History of the Ottoman Empire		Third

											Type	Course		Stage
					√						**fundamental**	History of the Arabian Gulf		Third
	√				√				√		**fundamental**	Modern History of Europe (1789–1914)		Third
	√				√		√				**fundamental**	English Language		Third
									√		**fundamental**	Contemporary History of Iraq		Fourth
				√							**fundamental**	Biography of Ahl al-Bayt (peace be upon them)		fourth
√								√			**fundamental**	History of Islamic Thought		fourth
					√				√		**fundamental**	History of Turkey and		fourth

												Subject		Level
											ental	Iran		
			√							√	**fundam ental**	History of major countries		fourth
				√				√			**fundam ental**	Andalusian History		fourth
		√				√					**fundam ental**	Late Abbasid history		fourth
		√				√			√		**fundam ental**	History of the Third World		fourth
		√				√			√		**fundam ental**	English language		fourth
				√							**fundam ental**	Graduation Research		fourth

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

Description of the courses of the first stage

1. **Description of the Ancient History of Iraq Course**

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi1Ai1	**Course Name/Code .٣**
64	**number of hours Total .٤**
Weekly	**5. Available Attendance Forms**
Yearly 2024-2025	**6. Semester/Year**
30/12/2024	**Date of preparation of this .٧ description**
8. Course admin name (if more than one name is mentioned)	
Dr. Hudhaifa Abdullah Abbas habdullah@tu.edu.iq	
9. Course Objectives	
Enable students to acquire and understand the history and civilization of peoples.	
10.Teaching and Learning Strategies	
Presenting the scientific material through lectures interspersed with illustrations and explanations.	
11.Course Structure	

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	The week

Written and oral tests	Oral discussion and class assignments		Enable students to acquire and understand ancient history, the history of peoples and the causes of conflicts	2	First
		Human division			
		Archaeological investigations and excavations		2	Second
		The natural environment of Iraq		2	Third
		The civilized roles of ancient Iraq		2	Fourth
		The Age of Dawn of Dynasties		2	V
		Akkadian		2	Sixth
		Sumerian Renaissance		2	Seventh
		Ancient Babylonian era		2	Eighth
		Hammurabi and his era		2	Ninth
		Second Essen dynasty		2	X
		Ancient Assyrian era		2	Eleventh
		Neo-Assyrian era		2	Twelfth

					Thirteenth
		Nebuchadnezzar		2	
		Political and administrative aspect		2	Fourteenth

12. Learning and Teaching Resources

Al-Wajeez in the Ancient History of Iraq and an Introduction to the History of Civilizations - Part One	Required textbooks (methodology, if any)
Various and different books talking about the ancient history of Iraq	Key references (sources)
Sumer Magazine	Recommended books and references (scientific journals, reports, ...)
There isn't any	Electronic References, Websites

2. Course Description of the History of Medieval Europe:

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department / Center
Hi1Ags2	3. Name/Code Course
annual	4. Semester / Year
Attendance and absence	5. Available Attendance Forms
64	6. Number of Credit Hours (Total)

	The history of preparation 7. of this description
30/12/2024	

(Course administrator name (if more than one name.8
Dr. mawahib adnan ahmad   maehebadnan@tu.edu.iq **Dr. ayad khalaf sharar** Eyad.adil@tu.edu.iq

9. Course Objectives

1- The reasons for the fall of the Roman Empire and the relationship of Christianity with the Roman Empire.

2- Scientific research and work on transferring and presenting information to students and linking the events of the historical past to indicate the extent of understanding, with the use of smart electronic means to develop the student's skills in teaching methods.

3- Working to take responsibility during the study period, prove his belonging to the homeland, fight corruption, and train the student to work on transmitting history honestly, objectively and scientifically.

10. Teaching and Learning Strategies

- The use of modern strategies in teaching (cognitive and metacognitive strategies).

- The use of modern educational models in teaching.

- Assigning the student some activities and homework, including scientific reports, and presenting them to his colleagues in the lecture.

- Allocate a percentage of the grade for extra-curricular activities.

- Managing the practical lecture in a way that the student feels the importance of time management.

11. Learning and Teaching Resources	
Required textbooks (methodology, if any)	Prof. Muhammad Hashem Khuwaiter, History of Europe in the Middle Ages
Key references (sources)	Dr. Abdul Qadir Ahmed Al-Yousef – History of Europe in the Middle Ages Dr. Abdul Amir Muhammad Umayyah and Muhammad Tawfiq Hussein – History of Europe
Recommended books and references (scientific journals, reports…)	There isn't any
Electronic References, Websites	There isn't any

12. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Learning Outcomes Required	Hours	The week
1- Written tests. 2. Oral tests. 3- Daily tests.	1- Lecture and discussion. 2. Questions and interrogation.	The Middle Ages: A Brief Historic: The Nature of European Society in the Ancient Era and the Roman Empire during the Reign of Diocletian	1- Cognitive objectives from the history of Europe in the Middle Ages… The reasons for the fall of the Roman Empire and	2	1
		and military Political conditions in the Roman Empire		2	2
		The relationship of Christianity with the Roman		2	3

		Topic	Objectives	Hours	Week
		Empire	the relationship of Christianity with the Roman Empire. - Skill objectives The student gains the skills of a scientific researcher and works on the transfer and presentation of historical information (research and reports), and the student is introduced to the historical		
		Berber tribes and their attacks on Europe		2	4
		The Germanic invasion of Europe and its relationship to the Roman Empire		2	5
		the Roman Collapse of Empire			6
		Kingdom of the Eastern Ghurts		2	7
		First Semester Exam		2	8
		Frankish Kingdom			9
		The role of weakness)) Ruling on the veil of palaces		2	10
		The stage of weakness and collapse of Queen Alkar and Lingia		2	11
		Feudalism in Europe		2	12
		Religious Establishment in) Europe) Papacy		2	13
		The most important European kingdoms: the Holy Roman Empire		2	14
		Canon Reformation Movement		2	15
		Second Semester Exam			16

| | | | events of the past to show the prosperous civilized aspect of our ancient country, as well as the use of smart electronic means to develop the student's skills.

3- Emotional goals Developing the student's ability to assume responsibility during the study period and work, encouraging the student to be proud of | | |
|---|---|---|---|---|---|

			his history and belonging to the homeland, fighting corruption, and training the student to work on transmitting history with objective and scientific honesty.		

3. Description of the Arab History before Islam course:

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi1Arb3	**Course Name/Code ٣.**
64	**Total number of hours ٤.**
Weekly	**5. Available Attendance Forms**
Yearly 2024-2025	**6. Semester/Year**
1/1/2025	**Date of preparation of this ٧. description**
8. Course admin name (if more than one name is mentioned)	

Dr. Khalid Rokan Jassim Mohammed rokan@tu.edu.iq

9. Course Objectives

- Introducing the student to the history of the Arabs before Islam.

- Knowing the origins of the Arabs, their divisions and their relations with other nations and their neighbors.

- Knowing the most important states that arose in the Arab crime and knowing their political, social and religious systems.

- A statement of the most important cities that appeared in Najd and Hijaz and the factors of their establishment and stability, and knowledge of their political, social, economic, military and intellectual life systems.

- Identify the moral qualities of the Arabs and the most important features of those morals.

- Explaining the role and status of women among Arabs.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive objectives

A1- Knowing the political, economic and social stages and developments experienced by the history of the Arabs before Islam.

A2- The ability of students to distinguish and cognitive awareness to identify the most prominent countries that arose in the Arabian Peninsula before Islam.

A3- Pushing the student to think in a critical and analytical manner.

A4- The student should be able to know the history of the Arabs on a clear,

scientific and objective basis.
B - Skills objectives of the course.

B 1 – Enable students to know and understand the basics of the history of the Arabs before Islam.

B2 - Urging students to write reports and research in the prescribed field.

B3 – Enable students with analytical skills and scientific thinking.

B4- Urging students to submit films, maps and pictures related to the prescribed subject. |
| **C. Emotional and value goals**

C1- Observation, perception, analysis, interpretation and conclusion of historical narratives

C2- Making the student draw a clear and complete picture of the nature of the history of the Arabs before Islam, through the theoretical information presented in the lecture and linking it with documentaries, pictures, and maps that illustrate the course, to make the information simple to understand for the student.

C3- Enabling students to continuously develop themselves even after graduation.

C4- Providing students with information about the history of the Arabs before Islam, and linking the study material with reality, enabling them to pass the tests. |
| **11. Teaching and learning methods** |

Explain and clarify the material through scientific lectures and new illustrative methods, with a presentation of documentary films inside the classroom, in addition to sources and references on the history of the Arabs before Islam, to achieve a full understanding of vocabulary and improve students' comprehension.

1- Exercises and activities in the classroom, with students being guided to some websites to benefit from them to develop their abilities.

2- Asking students to visit the library to get more information about the vocabulary of the subject.

3- Active participation in the classroom is a guide to the student's commitment, and his responsibility with attendance and perseverance.

4- Daily, quarterly and final theoretical and scientific exams.

5- Writing reports and research on the vocabulary of the study material and adhering to the deadline specified in its submission.

12. Evaluation methods

- Daily exams
- Monthly exams
- Final Exams
- View Books
- Watch documentaries

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Developing students' ability to dialogue and discussion.

D2- The ability to analyze and interpret events, evaluate and develop them.

D3 - Logical thinking to find solutions to the problems facing the student.

D4- Developing the student's ability to work on performing duties and

delivering them on time.	

13. Infrastructure

The brief history of the Arabs before Islam	1 Required textbooks
History of al-Tabari Reaching the Lord in knowing the conditions of the Arabs / Mahmoud Shukri Al-Alusi	2 Main references (sources)
The detailed history of the Arabs before Islam d. Jawad Ali Lectures on the history of the Arabs d. Saleh Ahmed Al-Ali The mediator in the history of the Arabs before Islam d. Hashem Yahya Al-Mallah	Recommended books and references (scientific journals, reports,....)
College of Education for Humanities website Tikrit University Internet Center	B Electronic references, websites ....

14. Course Development Plan

- Emphasis on reviewing libraries in colleges and the central library at the university.
- Urging students to write research and reports in the courses of the course through which some problems are explained and analyzed and the mechanism for finding solutions to them.
- Adopting modern technology in the search for documents and sources in revealing the historical facts of the region.

15. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture & Explanation	**History of the Arabs before Islam**	The concept of history	3	١
Questions & Discussion	Lecture and explanation	**History of the Arabs before Islam**	Pre-Islamic era	3	٢
Questions & Discussion	Lecture & Explanation	**History of the Arabs before Islam**	Geography of Arabia	3	٣
Questions & Discussion	Lecture & Explanation	**History of the Arabs before Islam**	Sections of the Arabian Peninsula	3	٤
Daily exam	Lecture & Analysis	**History of the Arabs before Islam**	The most important sources for studying the history of the Arabs	3	٥
Questions & Discussion	Lecture & Analysis	**History of the Arabs before Islam**	The most important Islamic sources	3	٦
Questions & Discussion	Lecture and explanation	**History of the Arabs before Islam**	Islands	3	٧
Questions & Discussion	Lecture & Analysis	**History of the Arabs before Islam**	Political life in the Arabian Peninsula	3	٨
			Monthly exam	3	٩

Questions & Discussion	Lecture and explanation	**History of the Arabs before Islam**	Yemen, political life in Yemen in Yemen	3	١٠
Questions & Discussion	Lecture and explanation	**History of the Arabs before Islam**	And the ancient Yemeni kingdoms	3	١١
Questions & Discussion	Lecture and explanation	**History of the Arabs before Islam**	Abyssinia and the establishment of the Kingdom of Axum, the first Abyssinian occupation of Yemen	3	١٢
Questions & Discussion	Lecture and analysis	**History of the Arabs before Islam**	The Abyssinian occupation of Yemen and Abraha's campaign on the Kaaba	3	١٣
Questions & Discussion	Lecture and analysis	**History of the Arabs before Islam**	The exit of Al-Ahbash from Yemen	3	١٤
			Monthly exam	3	١٥
	Midyear vacation		Midyear vacation		
Questions & Discussion	Lecture & Analysis	**History of the Arabs before Islam**	Kingdom of the Nabataeans	3	١٦
Questions & Discussion	Lecture & Analysis	**History of the Arabs before Islam**	Kingdom of Palmyra	3	١٧
			Ghassanid Kingdom	3	١٨
Questions	Lecture &	**History of the**	Kingdom of	3	١٩

& Discussio n	Analysis	**Arabs before Islam**	Manathira		
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Cities of Hijaz (Mecca)	3	٢٠
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Yathrib	3	٢١
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Taif	3	٢٢
			Monthly exam	3	٢٣
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Social life	3	٢٤
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Characteristics of Arabs	3	٢٥
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	The status of women among Arabs	3	٢٦
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Monotheistic religions	3	٢٧
Questions & Discussio n	Lecture & Analysis	**History of the Arabs before Islam**	Economic conditions, Arabs and their role in international trade	3	٢٨
Questions & Discussio	Lecture & Analysis	**History of the Arabs before Islam**	Arab links with Asia Arab ties with Africa	3	٢٩

n					
			Monthly exam	3	٣٠
			Final Exam		

4. Description of Sassanid and Byzantine History Course

Tikrit University	1. Educational institution
Faculty of Arts – Department of History	2. University Department/Center
Hi1SB4	Course Name/Code .٣
Yearly 2024-2025	4. Semester/Year
Student attendance is essential, not distance education	5. Available Attendance Forms
96	Number of credit hours .٦ (total)
1/1/2025	Date of preparation of this .٧ description

8. Course admin name (if more than one name is mentioned)

Assoc. Prof. Suhad Fadel Abbas**Suhadfadel30@tu.edu.iq**
Jaafar ibrahim dawood **jaafar.i.dawood@tu.edu.iq**

9. Course Objectives

This course aims to give the student a full knowledge of the most important joints of Sassanid and Byzantine history, which historians have been calling the first pre-Islamic in English **middle Sassanian and Byzantine history in the pre-Islamic era** and this field is a stage that combines ancient history to the advent of Islam and

has great importance in the field of history in general, and Iranian and Roman history in particular, and this importance comes for multiple reasons, including the length of this historical era, as it constitutes an essential link in understanding the history of Iran And Roman history until the fall of the two empires and the entry of the areas under the control of the two empires in Islam and the end of the era of the two empires.

10. Learning outcomes and teaching, learning and assessment methods

A- Cognitive Objectives: -

A1- Reminder: Examples of some verbs that can be used at the level of reminder (determines - describes - mentions - names - chooses - attributes - knows - retrieves - enumerates) that the student knows European history.

A2 - understanding: examples of some verbs that can be used at the level of understanding: (explains - summarizes - expresses - interprets - distinguishes - arranges - infers - concludes - explains gives) that the student explains the most important events of European history in the medieval era of clear critical foundations.

A3- Analysis: Examples of some verbs that can be used at the level of analysis (divide - differentiate distinguish - recognize - clarify - conclude - choose - separate) that the student recognizes the importance of the uses of the English language in multiple contexts.

A4 - Evaluation: examples of some verbs that can be used at the level of evaluation (criticize - evaluate - express his opinion - judge - decide - conclude - conclude - based - support - estimate - highlight) that the student appreciates the importance of studying medieval European history .

B – Course Skills Objectives

B1 – The student should discuss the most important joints of Sassanid and Byzantine history

B2 – Discuss the student scientifically with everything related to the subject of Sassanid and Byzantine history.

B3 – Pushing the student towards critical thinking - analytical in tracking events and extracting what he wants from lessons and expressions.

B4 – Urging the student to write reports and research in the field of this course.

C - emotional goals : a set of goals that are concerned with building the personality in its psychological appearance as concerned with various abilities and starts from acceptance to excitement and the desire to see .

C1 - reception and acceptance: examples of some verbs that can be used at the level of reception: (pay attention - ask - listen - follow up - recognize - show - choose - answer) that the student listens to the lecture and revolves around the development of the historical era.

C2- Response: Examples of some actions that can be used at the level of response (answer - go along - feel - decide - cooperate - discuss - hear - participate) that the student finds pleasure in reading historical texts

C3 - Value judgment (judgment in the light of value): examples of some actions that can be used at the level of value judgment (initiates - highlights - works proposes - estimates) that the student appreciates the importance of the historical era he is studying

C4 - value organization: examples of some verbs that can be used at the level of value organization: (organizes - corrects - combines - repents the importance of a particular phenomenon) that students accept the value of learning the skill of speaking through dialogue in tracking historical events .

11. Teaching and learning methods

- Giving lectures (scarcity and clarification)
- Using technological teaching aids as teaching aids (maps, electronic lectures).
- The method of self-learning by supporting a learner-centered learning environment.
- Asking the student for scientific reports and urging him to participate in

scientific discussions.

12. Evaluation methods
• Written tests.   • Oral tests .   • Daily Posts .   • Completion of reports and duties.
d. **General and transferable skills (other skills related to employability and personal development).**   D1- Leadership skills and effective communication.   D2- Mastering the use of historical texts and reading, writing and applying general concepts of the text.   D3- Informing the student and memorizing some historical texts to supplement his general culture.   D4- Developing the student's skills by focusing on some external influences that help him develop himself.

13. Infrastructure	
Studies in Sassanid and Byzantine history – author Qahtan Abdul Sattar Al-Hadithi and Salah Abdul Hadi Al-Haidari	1. Required textbooks:

– History of Iran: A Study in the Political History of Persia during the Middle Islamic Ages (21-906 AH / 641-1500 AD) by Farouk Omar Fawzi, Morteza Hassan and Al-Naqib, • – Iran in the Sassanid era by Christensen Arthur.	2. Main references (sources)
Journal of Historical Studies / House of Wisdom	A- Recommended books and references (scientific journals, reports …..)

14. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	Sassanid and Byzantine history	To familiarize the student with the historical era he is studying	3	١
Questions & Discussion	Lecture and explanation	Introduction to the geography of Iran (Chapter One)	Geography and boundaries	3	٢
Questions & Discussion	Lecture and explanation	The beginning of the Sassanid era	Sassanids	3	٣
	Lecture and explanation	The first era of prosperity	Mighty Kings	3	٤
Questions & Discussion	Lecture and explanation	Sassanid and Byzantine history	To familiarize the student with the historical era he is studying	12	٨-٥
Questions & Discussion	Lecture and explanation	Introduction to the geography of Iran (Chapter One)	Geography and boundaries	3	٩
				١٢	١٣-١٠
				٣	١٤
				6	١٦-١٥
Midyear vacation					
First Semester Exam First))	Lecture and explanation	The Last Boom Period (Chapter Three)	Khosrau 's era and reforms	3	١٧

((Exam					
Questions & Discussion Report Writing	Lecture and explanation	The Sassanid state in its final stages (Chapter IV)	And you see the weak kings	3	١٨
Oral and written tests	Lecture and explanation	Religions prevailing in the empire	Religions	15	٢٣-١٩
Discussion and analysis	Lecture and explanation	The End of the Sassanid Empire (Chapter Five)	Stage of fall and decay	3	٢٤
Second Semester Exam Second)) ((Exam	Lecture and explanation	The beginning of the Byzantine era	Byzantium	3	٢٥
Questions & Discussion	Lecture and explanation	The first era of prosperity	Mighty Kings	3	٢٦
First Semester Exam ((First Exam))	Lecture and explanation	The Last Boom Period (Chapter Three)	Khosrau's era and reforms	18	٣٢-٢٧
Questions & Discussion Report	Lecture and explanation	The Sassanid state in its final stages (Chapter IV)	And you see the weak kings		

Writing	

5. Description of the course of the Prophet's biography

Tikrit University	**1. Educational institution**
Faculty of Arts - History	**2. University Department / Center**
Hi1Bp5	**Course Name/Code ٣.**
60	**(Total) Number of Credit Hours ٤.**
Weekly	**5. Available Attendance Forms**
annual	**6. Semester / Year**
1/9/2024	**The history of preparation of this ٧. description**
Course administrator's name (if more than one name)	
Omar Qahtan Abdul latif Abdul Wahab Omar_1817@tu.edu.iq **Abd El , Halim Ahmed Mahmoud Hussein Abdalhalim.ahmed@tu.edu.iq** **Virgin Khalaf Yassin aky240002prt@tu.edu.iq**	
9. Course Objectives	

1. Enable students to acquire and understand Islamic history.

2. Introducing students to the most important sources dealing with the history of the era of the message.

3. Enable students to learn about the social and political conditions of Arabs in the Arabian Peninsula before Islam.

4. Enabling the student to know the life of the Prophet (peace be upon him) before the noble prophetic mission (lineage, birth, upbringing and important events in his life).

5. Enable students to learn about the mission of the Prophet Muhammad (peace be upon him) and the revelation of revelation and the call to Islam, its stages and the position of the Quraish towards it.

6. Enable students to learn about the conquests of the Prophet (peace be upon him).

7. Enable students to learn about the concept of the Islamic Caliphate and its origin and development.

8. Enable students to learn about the conquests carried out by the Arab Islamic State.

9. Enable students to learn about the administrative and financial organizations of the Arab Islamic state.

10.Teaching and Learning Strategies

- The use of modern strategies in teaching (cognitive and metacognitive strategies).

- The use of modern educational models in teaching.

- Assigning the student some activities and homework, including scientific reports, and presenting them to his colleagues in the lecture.

- Allocate a percentage of the grade for extra-curricular activities.

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

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
11. Course Structure					
Questions & Discussion	Lecture and explanation	Sources of the study of the era of the message: the Holy Qur'an and the biography of the Prophet – the noble hadiths.	Introducing the student to the status of the Arabs before the mission	2	First
Written tests	Panel Discussions	Supplement sources: Arab historians and books of the countries, Syriac sources, books of orientalists and Arab	Introducing the student to the birth and life of the Prophet before the mission

Introducing the student to the mission of the Prophet (peace be upon him)

Introducing the student to the beginning of the call of the Prophet | 2 | Second |

		researchers.	(peace be upon him) in Mecca		
Daily Tests	Lecture and explanation	The social conditions of the Arabs in the Arabian Peninsula before Islam, the political conditions in the region. Introducing the ancestors of the Prophet (peace be upon them).	Introducing the student to speak out about the Islamic call Student definition of civil covenant in the city Introducing the student to the conquests of the Prophet (peace be upon him) Student Definition of the Prophet's	2	Third
Questions & Discussion	Lecture and explanation	The life of the Prophet (peace be upon him) before the	(peace be upon him) relationship with Jews and others Cognitive	2	Fourth

		mission and the Islamic call: lineage, birth, upbringing and important events in his life.	objectives: Comprehension of the vocabulary of the subject, the use of the blackboard and pen, maps and pictures.		
Questions & Discussion	Lecture and explanation	The revelation and the call to Islam and the position of the Quraysh towards it, the relay of the Islamic call in Mecca and the position of the Quraysh towards it.	Skill Objectives: Preparation of reports, screening of illustrative films, panel discussions with external information.	2	V
Questions	Lecture and	Migration to		2	Sixth

& Discussion	explanation	Abyssinia – the social and economic boycott of Bani Hashim Characteristics of this period: the death of Abu Talib and Sayyida Khadija (may Allah be pleased with them). The attempt of the Prophet (peace be upon him) to spread the da'wa in Taif. The miracle of			

		Isra and Mi'raj.			
Questions & Discussion				2	Seventh

12. Learning and Teaching Resources

Nihad Hamid Al-Aibi, The Era of the Message and the Rightly Guided Caliphate, Baghdad.	**Required textbooks (methodology, if any)**
Biography of the Prophet by Ibn Hisham.	**Key references (sources)**
Biography of Muhammadiyah - Sheikh Jaafar Al-Subhani. The chosen one from the biography of the infallible, Sheikh Fadel Al-Furati. The mediator in the biography of the Prophet and the Rightly Guided Caliphate, Hashem Yahya Al-Mallah.	**Recommended books and references (scientific journals, reports, etc.)**
There isn't any	**Electronic References, Websites**

6. English Course Description

Tikrit University	**1. Educational institution**

Faculty of Arts / Department of History	2. University Department/Center
Hi1En6	**Course Name/Code .٣**
Yearly 2024-2025	**4. Semester/Year**
Mandatory	**5. Available Attendance Forms**
30	**Number of credit hours .٦ (total)**
1/9/2024	**Date of preparation of this .٧ description**

8. Course admin name (if more than one name is mentioned)

Eng. Abdel Ghaffar Mahmoud Mohamed abdalghaffar@tu.edu.iq

9. Course Objectives

- Understand and use English as a means of communicating and learning in their disciplines.
- Understanding the read material creates a link between its various components.
- Use colloquial English in their daily lives.
- Write a correct sentence based and meaningful.
- Graduating cadres with a high degree of education, qualification and excellence.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive Objectives:

A1 - Enhancing reading skill by urging him to read literary texts.

A2 Ability to synthesize, link, generalize and deduce.

A3- Enhancing the skill of speaking English by urging him to answer questions related to text analysis.

A4- The ability to analyze by urging him to express his opinions and his own understanding of the literary text.

A5- Enhancing listening and listening skills.

B - Skills objectives .

B1 Urging the student to use the library or the Internet as one of the methods of learning.

B 2 - Giving lectures (reading the literary text with explanation and clarification).

B3 - The use of technological teaching aids as teaching aids (educational films, electronic lectures).

B4- The method of self-learning by supporting the learner-centered learning environment.

C- Emotional and value goals.

Emotional and value goals: It is a set of goals that are concerned with building personality in its psychological manifestations as well as various abilities and starting from acceptance to excitement and the desire to see. These objectives can be summarized:

C1- Enhancing the student's self-confidence by urging him to think, analyze, conclude and give his personal opinions

C2 - Enhancing the ability to understand the other and his ideas.

11. Teaching and learning methods

- Delivering electronic lectures (reading the literary text with explanation and clarification).
- The method of self-learning by supporting the learner-centered learning environment .
- Use technological teaching aids as teaching aids (educational films, presentations, electronic lectures). (

12. Evaluation methods

- Written tests
- Oral tests
- Daily Posts
- Duties

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1 - Leadership skills and effective communication.

D2- Urging the student to watch plays and educational films for English literature to develop the language.

D3- Proficiency in the use of the English language reading, writing and applying general concepts of English language and literature.

D4- Urging the student to memorize some literary texts to enhance his general culture .

13. Infrastructure	
Beginner- New Headway Plus- student's book + workbook by John and Liz Soa	**Required textbooks** ١

New Headway Plus- student's book + workbook by John and Liz Soa	**(Main references (sources ٢**
There isn't any	**Recommended books and references (scientific journals, reports,....)**
https://learnenglish.britishcouncil.org/english-grammar-reference/present-simple **https://www.englishpage.com/verbpage/presentcontinuous.html** **https://www.ef.com/wwen/english-resources/english-grammar/present-perfect/**	**Electronic references, B .... websites**

14. Course Development Plan

1- Practical study of the English language through the preparation of language courses for students in English-speaking countries.

2- Encouraging the use of language laboratories in order to hear the English language by native speakers of the language and pronounce it correctly.

15. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
	Discussions	Unit 1/ Introduction Hello, 2 1 Vocabulary, Everyday English	alif	2	١
	Discussions	Unit 2 /Your World Countries, 2 2 Listening, Questions, Adjectives		2	2
	Discussions	Reading, Listening, Everyday 2 3 English, Don't forge		2	3
	Discussions	Unit 3/ All about you 2 4 Jobs, Questions and Negatives, Negatives and Questions, Listening Questions, Listening		2	4
		Exam		2	5
	Discussions	Unit 4 / Family and Friends 2 5 Possessives, Vocabulary, has/ have, Listenin		2	6
	Discussions	Reading, Pronunciation, 2 6 Everyday		2	7

		English			

7. Computer Course Description

Tikrit University	1.Educational Institution
Faculty of Arts / Department of History	2. Scientific Department / Center
Hi1Co7	**Course Name/Code .٣**
Mandatory attendance	4. Available Attendance Forms
Yearly2024-2025	5. Semester/Year
20	**Number of credit hours .٦ (total)**
2/ 1/2025	**preparation of this Date of .٧ description**
	8. Course admin name (if more than one name is mentioned)

9. Course Objectives

This course aims to introduce students in the first stage to computers and the importance of working on them because of the importance of this article in the field of modern study by seeing the most important elements of modern education through the use of digital libraries and for this it is necessary to pay attention to this material in line with the global data that preceded us in this field through practical training on the use of computers.

11. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive objectives

A1- Knowing the most prominent stages of the development of computer science through the use of available academic resources.

A2- Urging students to use computers in public life, which will positively affect their academic learning process.

A3- Clarify the most prominent definitions related to the material and the mechanism of computer work and the importance of learning to drive it.

A4- Making the student interested in the material by paying attention to the practical lesson and reducing the theoretical lesson because learning computer driving does not rise towards development without the actual application of this lesson.

A5- Developing educational laboratories in order to accommodate the numbers according to the weekly schedule.

A6- Instilling confidence in the hearts of students in order to excel in this subject and consider it a basic subject with important evaluation standards.

B - Skills objectives of the course.

B1 – Training students to apply what they have learned through the practical lesson by assigning them to scientific tasks that encourage them to continue their interaction throughout the school week.

B2 – Urging students to complete practical reports from their work in order to develop their actual abilities and not be satisfied with theoretical questions.

B 3 – Developing the skill of preparing electronic lectures in order to build their independent scientific personality.

B4- Allowing the acquisition of computers in the university housing and providing it with Internet technologies in order to inform students about the fields of scientific progress and quote scientific data from other universities.

C. Emotional and value goals

C1- Observation, awareness and development of the ability to use the computer based on the principle of error is the way to success.

C2- Self-development through the development of expanded laboratories for each department separately to accommodate the number of students.

C3- Linking the study material to the reality of modernity that the world is witnessing and moving away from the traditional method as this material is more practical than theoretical.

C4- Enabling the student to draw a clear picture of the stages of development of modern society and how societies have succeeded in building cultural generations that promote science and computer technologies.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- The ability to use the computer in multiple fields through the design of personal mail and the preparation of practical reports as a worksheet.

D2- Flexibility in the use of this technology and the adoption of multiple steps towards achieving the goals.

D3- Logical thinking through the contemporaneity of the advanced ideas adopted by the colleges with competence in the use of teaching methods of this subject.

D4- Developing the student's ability to perform practical duties by assigning him simple tasks that lead to his development towards performing medium tasks and then advancing advanced tasks.

11. Teaching and learning methods

Try to stay away as much as possible from the theoretical lesson and pay attention to the practical lesson and expand computer learning laboratories.

Preparing unified solid scientific curricula assigned to be prepared by specialized professors.	

12. Evaluation methods

Mid-Semester Exams

Final Exams

Presentation of the topic via the PowerPoint system

Watching educational films that help develop abilities.

13. Infrastructure

Computer Fundamentals and Office Applications / Group of Authors Committee of the Ministry of Higher Education and Scientific Research	1 Required textbooks
	2 Main references (sources)
	Recommended books and references (scientific journals, reports,....)
Science Way Library, New Books Library, Applied Electronic Periodicals.	B Electronic references, websites ....

14. Course Development Plan

- Work on expanding practical laboratories by developing a laboratory for each scientific department in order to accommodate the number of students.
- Urging students to practice and apply electronic study in order to

enhance the learning process on the use of computers.

- Adopting evaluation through practice in order to push the student towards learning and not rely on theoretical evaluation.

15. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Questions + Participation	Discussion	Chapter One: Computer Basics - Computer life cycle phases	theoretical	1	First
Questions + Participation	Discussion	The development of computer generations	theoretical	1	Second
Questions + Participation	Discussion	Computer Usage Areas	theoretical	1	Third
Theoretical questions		examination	Exam No. (1) Midterm of the first semester	1	Fourth
Questions + Participation	Discussion	Electronic Computer Computer	theoretical	1	V
Questions + Participation	Discussion	Data & Information	theoretical	1	Sixth
Questions + Participation	Discussion	Computer Features	theoretical	1	Seventh

Theoretical questions			Exam No. (2) Midterm of the First Semester	1	Eighth
			Midyear vacation	1	Ninth
			Midyear vacation	1	X
Practice +Interrogation	Watch & Apply	Computer Usage Areas	practical	1	Eleventh
Practice +Interrogation	View the physical parts	Computer Components	practical	1	Twelfth
Practice +Interrogation	View models of computer types	Types of computers	practical	1	Thirteenth
Practice +Interrogation	Watching computers	Classification of computers by size.	practical	1	Fourteenth
Actual practical application			Exam No. (1) Midterm II	1	Fifteenth
Viewing +Practice	Comparison of computer performance	Classification of computers by performance	practical	1	Sixteenth
Practice	Practical application of data entry	Classification of computers by type of data entered	practical	1	Seventeenth
Practice	Practical application of data entry	Classification of computers by operating systems	practical	1	Eighteenth
Actual practical application			Exam No. (2) Midterm Second Semester	1	Nineteenth
		First + Second Semesters	General Review	1	Twentieth

8. Description of the Human Rights Course

Tikrit University	**1. Educational institution**
Faculty of Arts	**2. University Department/Center**
Hi1Hr8	**Course Name/Code .٣**
Yearly 2024-2025	**4. Semester/Year**
Mandatory	**5. Available Attendance Forms**
64	**Number of credit hours .٦ (total)**
1/9/2024	**Date of preparation of this .٧ description**

8. Course admin name (if more than one name is mentioned)

Eng. Dr. Abdullah Saleh Abdullah a.salih@tu.edu.iq

9. Course Objectives

This course aims to give the student a complete idea of human rights during the pre-Islamic and post-Islamic periods, the main objective of this course is for the student to learn and work human rights through the stages of history and development of rights.

10. Required learning outcomes and methods of teaching, learning and assessment

A- Knowledge and understanding

A1- Remembering: examples of human rights that can be used at the level of remembrance (specifies describes called retrieves enumerates.

A2- Comprehension: examples of some events that can be used at the level of understanding (explanation, summary, inferred, deduced, arranged.

A3 Application: Examples of some events that can be used at the application level: (Applied longer produces)

A4 Analysis: Examples of some events that can be used at the analysis level: (chooses deduces)

A5 Synthesis: Examples that can be used in rewriting Summary that the student writes a topic about human rights.

A6 Evaluation: examples that can be used at the level of evaluation, criticism, expressing opinion, deduced.

B - Subject-specific skills

B1 – The student discusses the development and emergence of human rights on the basis of comparison and criticism.

B 2 – Discuss the student scientifically with everything related to the subject of rights and freedoms.

B3 – Pushing the student towards critical thinking and analysis.

B4 Urging the student to write reports and research.

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

D1- Leadership and interaction skills.

D2- Informing the student of the ability to memorize texts.

D3- Developing the student's skills through research on external sources to expand the circle of general culture.

11. Teaching and learning methods
• Give an idea about the subject.
• Explain the topic in detail with illustrative examples for the purpose of understanding the topic.
• Active participation of students.
• Asking students for research reports related to the topic.

12. Evaluation methods
• Follow up on students' activities.
• Discuss research reports in the form of a seminar.
• Daily tests for students and knowing their abilities to understand the subject 0

13. Infrastructure	
Basic texts: Muhammad Al-Zuhaili (Human Rights in Islam) Course Books: Human Rights, Children and Democracy (Maher Saleh Allawi and a group of professors)	Required readings: ▪ Basic texts ▪ Course Books ▪ Other
www.academicjourals.org	including) Special requirements e.g. workshops, periodicals, (software, websites
	Social services (e.g. guest lectures, vocational training and field studies)

14. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	What are human rights, what is human, what are human rights?	Introducing the student to general human rights	2	١
Questions & Discussion	Lecture and explanation	Human rights in ancient civilizations - Iraqi, Greek - Roman and Persian civilizations	The student's knowledge of human rights in ancient civilizations	2	٢
Questions & Discussion	Lecture and explanation	Human rights in divine laws - Judaism and Christianity	Introducing the student to human rights in the monotheistic religions	2	٣
Semester exam	Lecture and explanation	Human rights in Islam and in the Middle Ages and under the control of the church and feudalism	Introducing the student to human rights in the Middle Ages	2	٤
Questions & Discussion	Lecture and explanation	Human rights in doctrines - schools and political theories	Familiarity of students with human rights in schools of thought	2	٥
Questions & Discussion	Lecture and explanation	Protestant doctrine and natural rights theory	The student's knowledge of human rights according to the Protestant denomination	2	٦
Questions & Discussion	Lecture and explanation	Human rights from the perspective of social contract theories	Introducing the student to human rights in social thought	2	٧
Semester exam	Lecture and explanation	Western revolutions - human rights - the Declaration of Human Rights and the French citizen	The student's knowledge of the role of the West in human rights	2	٨
Questions & Discussion	Lecture and explanation	Eastern revolutions and human rights	The student's knowledge of	2	٩

			human rights among the Easterners		
Questions & Discussion	Lecture and explanation	Human rights, their categories and interdependence	Introducing the student to the categories of human rights	2	١٠
Questions & Discussion	Lecture and explanation	Individual human rights and collective human rights	The student's knowledge of human rights in society	2	١١
Semester exam	Lecture and explanation	Economic, social, cultural, civil and political human rights	Introducing the student to economic, intellectual, civil and political human rights	2	١٢
Questions & Discussion	Lecture and explanation	Modern human rights The right to development, a clean environment, solidarity and peace	The student's knowledge of modern human rights	2	١٣
& Questions Discussion	Lecture and explanation	The interdependence of human rights as a whole is indivisible	The student's knowledge of the interdependence of human rights	2	١٤
Questions & Discussion	Lecture and explanation	The relationship between human rights and public freedoms in public charters and constitutions	Introducing the student to human rights and public freedoms	2	١٥
Semester exam	Lecture and explanation	Human Rights in Arab Constitutions	Introducing the student to human rights in constitutions	2	١٦
Questions & Discussion	Lecture and explanation	International recognition of human rights since World War I	Introducing the student to the role of international recognition of human rights	2	١٧
Questions & Discussion	Lecture and explanation	The League of Nations and the issue of human	Introducing the student to the role of the League of	2	١٨

& Questions Discussion	Lecture and explanation	Regional recognition of human rights and the European Convention on Human Rights in 1950	Familiarity with the student of regional recognition of human rights	2	١٩
Semester exam	Lecture and explanation	American Convention on Human Rights 1969 and African Charter of Human Rights 1981	Familiarity with the student of the American conventions on human rights	2	٢٠
Questions & Discussion	Lecture and explanation	Arab Charter on Human Rights 1997 and non-governmental organizations and human rights	Student knowledge of the Arab Charter on Human Rights	2	٢١
Questions & Discussion	Lecture and explanation	ICRC and Human Rights and Amnesty International for Human Rights	The student's knowledge of the role of the International Committee of the Red Cross in the dissemination of human rights	2	٢٢
Questions & Discussion	Lecture and explanation	Human Rights Watch, Reporters Without Borders and Médecins Sans Frontières (MSF)	Introducing the student to the human rights organization and its role in spreading human rights	2	٢٣
Semester exam	Lecture and explanation	The Arab Organization for Human Rights and Human Rights in the Iraqi constitutions between theory and practice	Introducing the student to the Arab Organization for Human Rights and its role in spreading human rights	2	٢٤

"rights and the United Nations and the development of the human rights system" | "Nations in spreading human rights"

No.	Hours	Objective	Topic	Method	Evaluation
٢٥	2	Introducing the student to the royal era and its role in spreading human rights	Human rights in the monarchy under the constitution and human rights in the republican constitution 1958	Lecture and explanation	Questions & Discussion
٢٦	2	Introducing the student to constitutions and their role in spreading human rights	Human rights under the Constitution of April 29, 1964 and Human rights under the Permanent Constitution of 2005	Lecture and explanation	Questions & Discussion
٢٧	2	Introducing the student to constitutional guarantees and their role in achieving the principle of human rights	Constitutional guarantees of human rights and guarantees of human rights in the principle of the rule of law	Lecture and explanation	Questions & Discussion
٢٨	2	Introducing the student to press guarantees in human rights	Guarantees of freedom of the press and public opinion and guarantees of respect and protection of human rights at the international level	Lecture and explanation	Semester exam
٢٩	2	Introducing the student to the role of organizations in respecting human rights	The role of non-governmental organizations in respecting human rights and at the international and regional levels	Lecture and explanation	Questions & Discussion
٣٠	2	Introducing the student to the conventions and their role in spreading human rights	The European Convention on Human Rights 1950 and the role of the Organization of African Unity in guaranteeing and	Lecture and explanation	Questions & Discussion

		respecting human rights			
Questions & Discussion	Lecture and explanation	The role of the League of Arab States in guaranteeing and respecting Arab human rights	Introducing the student to the role of the Arab League in guaranteeing human rights	2	٣١
Semester exam	Lecture and explanation	Review	General Review	2	٣٢

<p align="center" style="color:red">Description of the courses of the second stage</p>

1. Description of the History of the Ancient East Course

Tikrit University	1. Educational institution
Faculty of Arts / History	2. University Department/Center
Hi2Ae1	٣. Course Name/Code
Weekly	4. Available attendance forms

Yearly 2024-2025	5. Semester/Year
90	٦. Number of credit hours (total)
1/ 9 / 2024	٧. Date of preparation of this description

8. Course admin name (if more than one name is mentioned)

Dr. Shaima Abdel-Baqi Mahmoud Shaima.a@tu.edu.iq

9. Course Objectives

- Introducing the student to the civilization of the ancient East and the extent of its influence and influence on other ancient civilizations.
- Knowing the reasons that led to the development of that civilization and quoting from its experiences.
- Learn about the conditions of the ancient East and learn about the historical eras it went through.
- Know the relationships of those ancient kingdoms, their development and the extent of their influence on the ancient world.
- Learn about the political life of those kingdoms and their ruling regimes.
- Providing the student with in-depth information about the history of the ancient East.

9. Learning outcomes and teaching, learning and assessment methods

A. Knowledge and understanding

A1- Knowing the stages and developments that ancient historical times went through on the East and familiarity with them.

A2- Urging students to participate objectively in constructive dialogue.

A3- Clarifying concepts and terms in ancient times for students and bringing them closer to their minds.

A4- Making the student interested in the scientific method and the historical material he studies.

A5- Urging students to pay attention to the history of the ancient East and understand it well.

A6- Instilling confidence in the hearts of students and giving them the opportunity to start their opinions without hesitation or fear.

B - Subject-specific skills

B1 – Training the student to apply what he has learned and gained from experiences and apply them scientifically.

B2 – Urging the student to write research in the field of this course.

B3 – Enabling students with analytical skills and scientific thinking.

B4- Developing the strength of skill, conclusion and observation in the student.

10. Evaluation methods

- Daily exams
- Monthly exams
- Final Exams
- Report Writing

C- Thinking skills

C1- Observation, perception, analysis, interpretation and conclusion of historical events

C2- Enabling the student to draw the full picture of the stages of reading development by linking the sequential theoretical information with documentaries and pictures that make the course a simple series for the student.

A3- Enabling students to continuously develop themselves even after graduation.

C4- Providing students with information in the field of human rights and primitive democracy and linking the subject matter to reality while enabling them to pass it.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).
- Exercises and activities in the classroom with directing students to some websites to benefit from them to develop their abilities.
- Active participation in the classroom is a guide to student commitment and responsibility, with attendance and perseverance.
- Ask students to visit the library for more information about the vocabulary of the subject.
- Daily, quarterly and final theoretical exams.
- Writing research papers related to the vocabulary of the course and adhering to the deadline specified in submitting it.

D - General and transferred skills (other skills related to employability and personal development)

D1- Developing students' ability to dialogue and discussion.

D2- The ability to analyze and interpret events, evaluate and develop them.

D3- Logical thinking to find solutions to the problems facing the student.

D4- Developing the student's ability to work on performing duties and delivering them on time.

12. Learning and Teaching Resources	
1- Sami Saeed Al-Ahmad, History of the Ancient East	1- Required textbooks:
1- Anton Mortkat, History of the Ancient Near East 2- Naguib Michael, Egypt and the Ancient Near East	2. Main sources
1. Abdul Aziz Saleh, Ancient Near East 2- Will Durant / The Story of Civilization in the Near East	A- Recommended books (magazines, reports)
Science Way Library, New Books Library, Al-Hindawi Library, Your Library Library with You	B- Electronic References, Websites

13. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Oral questions	Lecture and explanation	Geography of ancient Egypt	theoretical	3	١
Student Engagement	Discussion and questioning	Our sources of information about the history of ancient Egypt	theoretical	3	٢
Questions & Discussion	Lecture and explanation	Ancient Egyptian Kingdom	theoretical	6	٤-٣
First Semester Exam (First Month)	Lecture and explanation	The First Transition Era	theoretical	12	٨-٥
Questions & Discussion and report writing	Lecture, discussion and questioning	Middle Kingdom era	theoretical	12	١٢-٩
Questions & Discussion and report writing	Lecture, discussion and questioning	Hyksos	theoretical	3	١٣
Questions & Discussion and report writing	Lecture, discussion and questioning	New Kingdom	theoretical	6	١٥ – ١٤
First Semester Exam (Second Month)	Lecture, discussion and questioning	Aspects of Egyptian Civilization	theoretical	3	١٦
			Midyear vacation		
Oral questions and student participation	Lecture, discussion and questioning	Amorites	theoretical	3	١٧
Oral questions and student participation	Lecture, discussion and questioning	Phoenicians	theoretical	15	٢٢ – ١٨
Student Engagement	Lecture, discussion and questioning	Arameans	theoretical	3	٢٣

Oral questions and student participation	Lecture, discussion and questioning	Ancient Hittite kingdoms	theoretical	18	٢٤ - ٢٨
Second Semester Exam (First Month)	Lecture, discussion and questioning	Geography of Iran	theoretical	3	٢٩
Oral questions and student participation	Lecture, discussion and questioning	Sources for the study of the history of ancient Iran	theoretical	3	٣٠
Second Semester Exam (Second Month)	Lecture, discussion and questioning	Ancient Iranian peoples	theoretical	3	٣١-٣٢

2. **Course description of the history of the Arab Islamic state in the Umayyad period**

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department/Center
Hi2Um2	Name/Code Course .٣
72	Number of credit hours .٤ (total)
The student's attendance is an existing and essential matter, not distance learning	5. Available Attendance Forms
Yearly 2024-2025	6. Semester/Year
1/9/2024	Date of preparation of this .٧ description
8. Course admin name (if more than one name is mentioned)	
Prof. Saadoun Abdel Moneim Jameel Sa_Ihadethi@tu.edu.iq	

9. Course Objectives
1- Familiarity with the history of the Arab Islamic state in the Umayyad era.
2- Give the student a complete idea of the history of the Arab-Islamic state in the Umayyad era, starting from the first century AH to the beginning of the second century.
3- Clarifying the most important administrative achievements that accompanied the establishment and emergence of the state.
4- Identifying the most famous caliphs and governors who contributed to the establishment of the state.

10. Learning outcomes and teaching, learning and assessment methods

A. Knowledge and understanding

A1- Remembering: Examples of some events that can be used at the level of remembering (building, battle, leader).

A2- Comprehension: Examples of some events that can be used at the level of comprehension (explain, summarize, deduce, reason).

A3- Application: Examples of some events that the student can explain to show the extent of knowledge and understanding (building Kairouan, building Wasit, organizing and Arabizing Diwans).

A4- Analysis: Using and analyzing historical narrative to understand incidents (analyze, interpret, treat).

A5- Composition: examples of some incidents, and linking them to years (rearrange, classify, summarize).

A6- Evaluation: Examples of some incidents that can be used at the level of

evaluation (explain, express his opinion).

B - Subject-specific skills

B1 – The student should discuss historical incidents during the establishment of the state.

B 2 – The student's discussion of the historical incident scientifically according to the historical novel.

B3 – Pushing the student towards analytical thinking.

B4 – Urging the student to write reports and research in the field of this course.

C- Thinking skills

A1- Ask general questions to all students and encourage them to answer, even if they are inaccurate.

C2- Using sample questions that give the student an opportunity to think (explain, analyze, reason).

C3- Creating an environment of desire to think that encourages deep thinking so that the learner becomes an active thinker.

C4- Linking the knowledge that has been learned to new situations and incidents.

D - General and transferred skills (other skills related to employability and personal development)

D1- Leadership skills and effective communication.

D2- Mastering the general knowledge of the history of the Arab Maghreb and the most important incidents in it

D3- Informing the student of the most famous historical incidents that took place at

11. Teaching and learning methods

- Giving lectures (explanation and clarification)
- Use teaching aids as teaching aids (map, blackboard)
- Self-learning method by supporting the learner-centered environment
- Encourage students to use the library as a learning method.

12. Evaluation methods

- Written exams (daily and monthly)
- Oral tests
- Daily Posts
- Completion of reports and assignments

the time and benefiting from them in reading the current events.

D4- Developing the student's skills through criticism and analysis, which help him develop his own culture .

13. Infrastructure

Basic texts: Ibn al-Atheer, the complete in history	
	Required readings:
Course Books: The Arab Islamic State in the Umayyad Period (Lapid Ibrahim Ahmed, Abdul Wahid Dhanoun Taha, Abdul Qadir Salman Al-Maadidi)	• Basic texts
	• Course Books
	• Other
Other: History of the Arab State in the	

Umayyad Period (Ahmed Shalabi)	
المجلات العلمية: www.academicjournals.org ، المواقـــع الالكترونيــة: www.alukah.net www.ar.m.wikipedia.org	Special requirements (including e.g. workshops, periodicals, software, websites)
	Social services (e.g. guest lectures, vocational training and field studies)

14. Course Structure					
Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation with writing notes	Chapter One: Chapter One: The Establishment of the State	The student should have adequate information about the establishment of the Arab Islamic state in the Umayyad period	2	١
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: The Political Movement	The student gets acquainted with the most famous political-religious movements that appeared at the time	2	٢
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: The Political Movement	The student gets acquainted with the wilayat of Amr bin Al-Aas and Saad bin Abi Sarh and their most important military achievements	2	٣
First Semester (Exam (First	Lecture and explanation with writing notes	Chapter Two: The Political Movement	In it, he learns about an overview of the liberation phase and conquests during the Umayyad period	2	٤
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: Chapter One: Hijab Administration	The student's knowledge of the role of the state in organizing the administration	2	٥
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: The Judicial System	Students should learn about the role of the judiciary and judges	2	٦
Questions & Discussion	Lecture and explanation with writing notes	First Monthly Exam	The efforts of Governor Al-Hajjaj bin Yusuf Al-Thaqafi in Iraq	2	٧
Questions & Discussion	Lecture and explanation with writing notes	Chapter Three: Chapter One: Army Organizations	To give the student a general idea of the maritime activity of Muslims in the Mediterranean Sea and its islands	2	٨
First Semester	Lecture and explanation	Chapter Four: Chapter One:	Give the student an idea of the concept of	2	٩

Exam (Second)	with writing notes	Financial Regulations	financial regulations at the time and what was achieved from them		
Questions & Discussion	Lecture and explanation with writing notes	Chapter One: Financial Regulations	Give the student an idea of the concept of financial regulations at the time and what was achieved from them	2	١٠
Questions & Discussion	Lecture and explanation with writing notes	Chapter One: Financial Regulations	Student's knowledge of financial regulations	2	١١
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: Economic Policy	Give the student a general idea of the country's economy at that time	2	١٢
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: Economic Policy	Give the student a general idea of the country's economy at that time	2	١٣
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: Economic Policy	Give the student a general idea of the country's economy at that time	2	١٤
Questions & Discussion	Lecture and explanation with writing notes	Second Monthly Exam	Skills of remembering the student's knowledge of the spread of Islam and its stages from conquest to the end of the state	2	١٥
First Semester Third)) Exam	Lecture and explanation with writing notes	Review	The student's knowledge of the Arab administration during the Islamic conquest and his role in organizing the country	2	١٦
Questions & Discussion	Lecture and explanation with writing notes	Chapter Five: Chapter One: Town Planning	The student learns about the emergence and foundation of cities	2	١٧
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: Urbanization of Mosques	The student gets acquainted with the urban thought of mosques	2	١٨

Questions & Discussion	Lecture and explanation with writing notes	Chapter Three: Shortcomings	The student's knowledge of the most important palaces built at that time	2	١٩
Second Semester (Exam (First	Lecture and explanation with writing notes	Chapter Six: Chapter One: Religious Sciences	The student gets acquainted with intellectual activity	2	٢٠
Questions & Discussion	Lecture and explanation with writing notes	Chapter Two: Arabic Sciences	Identify the most important sciences at that time	2	٢١
Questions & Discussion	Lecture and explanation with writing notes	First month exam: first semester	Familiarity with the most famous governors	2	٢٢
Questions & Discussion	Lecture and explanation with writing notes	Chapter Three: Historical Studies	Identify the historical thought that emerged at that time	2	٢٣
Second Semester Exam	Lecture and explanation with writing notes	Chapter Four: Mental Sciences	Introducing students to the most famous mental sciences that appeared at that time	2	٢٤
Questions & Discussion	Lecture and explanation with writing notes	Chapter Seven: The End of the State in the Umayyad Period	Introducing students to the reasons for the end of the state	2	٢٥
Questions & Discussion	Lecture and explanation with writing notes	Chapter Seven: The End of the State in the Umayyad Period	Familiarity with the role of rebellions at the end of the state	2	٢٦
Questions & Discussion	Lecture and explanation with writing notes	Chapter Seven: The End of the State in the Umayyad Period	Introducing students to the stages of the fall of the state	2	٢٧
Questions & Discussion	Lecture and explanation with writing notes	Second month exam / second semester	Familiarity with students of the role of the Umayyad conflict in the fall of the state	2	٢٨
Questions & Discussion	Lecture and explanation with writing notes	Chapter Seven: The End of the Umayyad Dynasty	Introducing students to the reasons for the weakness of the state and the reasons for its	2	٢٩

			fall		
Second Semester (Exam (III	Lecture and explanation with writing notes	Chapter Seven: The End of the Umayyad Dynasty	Introducing the role of tribes in the weakening and fall of the state	2	٣٠
Questions & Discussion	Lecture and explanation with writing notes	Review	The student's knowledge of the role of the Abbasids in the fall of the state	2	٣١
Questions & Discussion	Lecture and explanation with writing notes	Review	Introducing the student to the role of the Crown Prince in the fall of the state	2	٣٢

3. Description of the history of Europe in the Renaissance

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi2Re3	**Course Name/Code .٣**
64	**Number of credit hours .٤ (total)**
Mandatory	**5. Available Attendance Forms**
Yearly / 2024-2025	**6. Semester/Year**
1/9/2024	**Date of preparation of this .٧ description**
8. Course admin name (if more than one name is mentioned)	
Eng. Ahmed Ali Abdullah ahmedali79@tu.edu.iq	
9. Course Objectives	
1. This course aims to give the student a complete idea of the Renaissance during the sixteenth to eighteenth centuries.	

2. Familiarize the student with the stage experienced by Europe during that era.

3. Inform the student of the stage experienced by Europe during that era.

10. Required learning outcomes and methods of teaching, learning and assessment

A- Knowledge and Understanding:

A1- Remembering: Examples of study in retrieving and describing a past time period.

A2- Comprehension: Examples of some lectures at the level of perception and understanding (explain, summarize, inferfy, interpret, deduce, give).

A3- Application: examples of analysis and conclusion.

A4- Analysis: What is required is (interpretation, distinction, identification, clarification).

A5- Composition: Examples in the study on (classification, explanation, organization).

A6- Evaluation: practical examples in the study through (evaluates, expresses his opinion, summarizes, estimates).

B - Subject-specific skills

B1 – The student should discuss the course through the study of the Renaissance, which is the prescribed material.

B2 – Discuss the student scientifically with everything related to the material.

B3 – Pushing the student towards understanding the material through in-depth study in this specialization, urging the student to write reports and scientific research.

C- Thinking skills

C1- Leadership skills and effective communication.

C2- Mastering the use of the Arabic language to read, write and apply the general concepts of the sound Arabic language.

C3- Familiarize the student and memorize some texts in the Arabic language to supplement his general culture.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).

- The use of modern teaching aids (electronic lectures, educational films).

- Self-learning method by supporting a learner-centered learning environment.

- Encourage the student to use the library as one of the methods of learning.

12. Evaluation methods

- Written tests.

- Oral tests.

- Daily posts.

- Completion of reports and assignments.

13. Infrastructure

	Required readings: • Basic texts • Course Books • Other
	Special requirements (including e.g. workshops, periodicals, software, websites)

	Social services (e.g. guest lectures, vocational training and field studies)

14. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	Introduction to the Middle Ages Feudal system and its fall	The student should be familiar with the outputs of the Renaissance	6	٣-١
Questions & Discussion	Lecture and explanation	Renaissance or Resurgence		4	٥-٤
		Modern times and their political, economic and religious manifestations		6	٨-٦
First exam				2	٩
		Catholic Church Reformation		2	١٠
		Sectarian war in Germany (the Thirty War)		2	١١
		governance The evolution of systems		6	١٥-١٢
Second exam				2	١٦
		Year Vacation-Mid			
		French Revolution		2	١٧
		Factors for the revolution		4	١٩-١٨
		The political factor		2	٢٠
		Social worker		2	٢١
		The economic factor		2	٢٢
First exam					
		factor The intellectual		2	٢٣
		Revolution		2	٢٤
		National Assembly			
		The fall of the pastel			
		Proceedings of the National Assembly		2	٢٥
		Legislative Assembly			
		Factors of war		2	٢٦

		War: Defeat and Resilience			
		National Conference		2	٢٧
		War		2	٢٨
		Terrorist Covenant			
		The end of the National Conference		2	٢٩
Second exam		Government Administration		2	٣٠

4. Description of the course of the adult disagreement

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department/Center
Hi2Rg4	Course Name/Code .٣
1/9/2024	Date of preparation of this .٤ description
Weekly	5. Available Attendance Forms
Yearly 2024-2025	6. Semester/Year
64	Number of credit hours .٧ (total)

8. Course admin name (if more than one name is mentioned)

Prof. Saadoun Abdel Moneim Jameel Sa_lhadethi@tu.edu.iq
Eng. Ruqayya Yahya Ibrahim r.yahya@tu.edu.iq

9. Course Objectives

- Introducing students to the sensitive stage that coincided with the death of the Prophet and the transition of the Islamic State to a new stage that was addressed by the caliphs of the Messenger of Allah, may God bless

him and grant him peace, through their leadership of the young state, a tight leadership derived from the approach of the Holy Prophet and his fragrant biography.

- Increasing students' knowledge of the stage of the Rightly-Guided Caliphate, during which the Muslim nation was led by four caliphs, starting with the caliphate of Abu Bakr Al-Siddiq (may Allah be pleased with him) and ending with the caliphate of the Commander of the Faithful, Ali bin Abi Talib, may Allah be pleased with him, and developing students' skills in analyzing historical events and facts logically based on the most prominent sources of history about this era of Islamic history .

- Developing students' critical skills, especially criticizing historical narratives, and then analyzing them scientifically on the basis of what was stated in the mothers of historical sources that dealt with the period of the Rightly-Guided Caliphs, and giving students scientific knowledge that guarantees them criticism and analysis of narratives and benefit from them in foreseeing the future.

- Preparing the history student in a model preparation through which he is able to realize and understand history in an understanding consistent with the political, economic, social and cultural atmosphere that prevailed in the historical stages extending since Abu Bakr Al-Siddiq assumed the reins of the caliphate in 11 AH until the martyrdom of the caliph Ali bin Abi Talib, may God be pleased with him in 40 AH, and how the Rightly-Guided Caliphs manage the affairs of the Islamic state.

- Providing the student with the skills that make him able to prepare historical scientific research in an integrated manner.

- Expanding students' perceptions in understanding the nature of human relations in different times, including the present time, through extensive scientific knowledge of history.

10. Required learning outcomes and methods of teaching, learning and assessment

A- Cognitive goals.

A1- Identifying the social, political, cultural and economic conditions of the Arabs that prevailed in the semi-

The Arabian Peninsula and the rest of the regions of the Islamic state after its expansion during the era of the Rightly-Guided Caliphs.

A2- Introducing the student to the most important reasons that led to the rapid spread of Islam among Arabs and others

And their acceptance of it as a religion that saved humanity from the Byzantine and Sassanid domination that they lived under

Weigh it.

A3- Introducing the most important civilizational achievements witnessed by the Islamic State during the stage of the Rightly-Guided Caliphs.

A4- Introducing the importance of the Rashidun Caliphate stage, during which Islam expanded and spread beyond the borders of the island

The Arabs led to taking places other than Medina as capitals or headquarters of the caliphate.

A5- Providing the student with the necessary knowledge to understand the nature of the stages of the Rightly-Guided Caliphate and how the caliphs deal with

Developments in the situation after the expansion of the Islamic State.

A6- Giving the student the knowledge that enables him to read historical events in a balanced scientific reading.

B - Subject-specific skills

B 1 – Enable the student to criticize historical events objectively.

B2 – Enhancing the student with the analytical method in reading the historical events experienced by the Islamic State

     In general and the Arabian Peninsula in particular.

B3 – Reading the developments experienced by the Arab Peninsula region and the fluctuations of the situation in most Arab countries after the spread of Islam in them ... Such as Iraq, Egypt and the Levant.

C- Thinking skills

C1- Helping the student to understand the past and how to build bridges with the present.

C2- Making the student able to draw inspiration from the lessons of the bright past by researching the aspects of history

    And to learn about the greatness of the Islamic religion.

A3- Enable the student to understand the role of peoples in changing their conditions through their continuous struggle.

C4- Introducing the importance of the human role of the Islamic religion as a religion for all humanity.

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

D1- Graduating teaching competencies that have the ability to teach Islamic history.

D2- Graduating models of students with the ability to complete their higher studies .

D3- Enabling students to work in other institutions close to teaching, such as working in journalism and media.

D4- Enabling students to analyze the political events

11. Teaching and learning methods

- Interrogation method.

- Lecture method.

- Discussion method.

- Hence the ability to analyze events scientifically.

12. Evaluation methods
• The extent to which the student responds and interacts with the lecture.   • Written exams.   • Research and reports submitted by students related to the topics of the subject.

13. The most important sources of information about the program
Methodological books / sources of history from books and books specialized in Islamic history (Rightly Guided Caliphate) / Internet

5. Description of the Greek and Roman History Course

1. Educational institution	Tikrit University
2. University Department/Center	Arts Faculty / Department of History
٣. Academic Program Name	Hi2Gr5
4. Available attendance forms	Weekly
5. Academic system	Yearly 2024-2025
6. Accredited Accreditation Program	Quality Assurance
٧. Date of preparation of the description	1/9/2024
٨. (Course admin name (if more than one name is mentioned	

Pro fawaz nasrat tawfiq Fawzznasrat2016@tu.edu.iq
Dr. raad numan ismail raad.noaman122@tu.edu.iq

9. Objectives of the Academic Program

- Introducing the student to the history of Greece and the Romans and the extent of their influence and influence on other ancient civilizations

- Knowing the reasons that led to the development of that civilization and quoting from its experiences

- Learning about the conditions of the Greek and Roman civilization Getting to know the historical eras it went through

- Knowing the confiscation of the living of those ancient kingdoms in Greece and the Romans , their development, and the extent of their influence on the ancient world

- Identify the political life of those kingdoms and their ruling systems and how to separate these kingdoms in Greece and the Romans and their development

- Provide the student with in-depth information about the history and development of Greece and Romans

10. Learning outcomes and teaching, learning and assessment methods

A. Knowledge and understanding

A1- Knowing the stages and developments that ancient historical times went through on Greece and Romans, their development and familiarity.

A2- Urging students to participate objectively in constructive dialogue.

A3- Clarifying concepts and terms in ancient times for students and bringing them closer to their minds.

A4- Making the student interested in the scientific method and the historical material he studies.

A5- Urging students to pay attention to the history of Greece and the Romans, its development and understanding well.

A6- Instilling confidence in the hearts of students and giving them the opportunity to start their opinions without hesitation or fear.

B - Subject-specific skills

B1 – Training the student to apply what he has learned and gained from experiences and apply them scientifically.

B2 – Urging the student to write research in the field of this course.

B3 – Enabling students with analytical skills and scientific thinking.

B4- Developing the strength of skill, conclusion and observation in the student.

C- Thinking skills

C1- Observation, perception, analysis, interpretation and conclusion of historical events.

C2- Enabling the student to draw the full picture of the stages of reading development by linking the sequential theoretical information with documentaries and pictures that make the course a simple series for the

student.

C3- Enabling students to continuously develop themselves even after graduation.

C4- Providing students with information in the field of human rights and primitive democracy and linking the study material to reality while enabling

D - General and transferred skills (other skills related to employability and personal development)

D1- Developing students' ability to dialogue and discussion

D2- The ability to analyze, interpret, evaluate and develop events

D3- Logical thinking to find solutions to the problems facing the student

D4- Developing the student's ability to work on performing duties and delivering them on the scheduled date

them to pass it.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).

- Exercises and activities in the classroom with directing students to some websites to benefit from them to develop their abilities.

- Active participation in the classroom is a guide to student commitment and responsibility, with attendance and perseverance.

- Ask students to visit the library for more information about the vocabulary of the subject.

- Daily, quarterly and final theoretical exams.

- Writing research papers related to the vocabulary of the course and adhering to the deadline specified in submitting it.

12. Evaluation methods

- Daily, monthly and final exams
- View Books
- Watch documentaries

13. Infrastructure	
1- A. Petri, / Introduction to the history of Greece - their literature and antiquities - translated by Dr. Yoel Youssef Aziz 2- A. Petri, / Introduction to the history of the Romans , their literature and effects, translated by Dr. Yoel Youssef Aziz	1- Required textbooks:
	2. Main sources
Will Durant / The Story of Civilization in the Near East	A- Recommended books (magazines, reports)
Science Way Library, New Books Library, Al-Hindawi Library, Your Library with You	B - Electronic References, Websites

14. Course Development Plan

- Urging to visit the college library and the central library of the university.
- Urging students to write research in the courses of the subject through which some problems are explained and analyzed and the mechanism for finding solutions to them.
- Adopting modern technology in the search for documents and sources

in revealing facts about the history of Greece and Romans.

15. Course Structure					
Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Oral questions	Lecture and explanation	The peoples that preceded the Greeks	theoretical	3	١
Student Engagement	Discussion and questioning	Spartan Education	theoretical	3	٢
Questions & Discussion	Lecture and explanation	Darius' campaign against Scythia	theoretical	6	٣-٤
First Semester Exam (First Month)	Lecture and explanation	Platia Campaign	theoretical	12	٥-٨
Questions & Discussion and report writing	Lecture, discussion and questioning	Samos revolt and elimination	theoretical	12	٩-١٢
Questions & Discussion and report writing	Lecture, discussion and questioning	Leadership of Sparta	theoretical	3	١٣
Questions & Discussion and report writing	Lecture, discussion and questioning	council	theoretical	6	١٤ – ١٥
First Semester Exam (Second Month)	Lecture, discussion and questioning	General Assembly	theoretical	3	١٦
			Midyear vacation		
Oral questions and student participation	Lecture, discussion and questioning	The Seven Kings of Rome	theoretical	3	١٧
Oral questions and student participation	Lecture, discussion and questioning	The Roman state during the reign of kings	theoretical	15	١٨ - ٢٢
Student Engagement	Lecture, discussion and questioning	Roman system	theoretical	3	٢٣
Oral questions and student	Lecture, discussion and questioning	Rulers	theoretical	18	٢٤ - ٢٨

participation					
Second Semester Exam (First Month)	Lecture, discussion and questioning	Election of arbitrators	theoretical	3	٢٩
Oral questions and student participation	Lecture, discussion and questioning	Commishia or public councils	theoretical	3	٣٠
Second Semester Exam (Second Month)	Lecture, discussion and questioning	conscription	theoretical	3	٣١-٣٢

6. Description of the Modern History of the Arab World

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi2Aw6	**۳. Course Name/Code**
Yearly 2024-2025	**4. Semester/Year**
Mandatory	**5. Available Attendance Forms**
64	**٦. Number of credit hours (total)**
1/9/2024	**۷. Date of preparation of this description**
8. Course admin name (if more than one name is mentioned)	
Prof. Attia Masher Hamad atiyah@tu.edu.iq **Eng. Qais Faisal Hussain qais.alshomal@tu.edu.iq**	
9. Course Objectives	

	This course aims to teach students the history of the Arab states in the Ottoman era.

10. Class Grades

Final Exam	Second Semester	First Semester
60%	%20	%20

11. Learning and Teaching Resources

History of the Modern Arab World by Ibrahim Khalil Ahmed	**Textbooks**
Omar Abdul aziz Omar Studies in the history of modern and contemporary Arabs Muhammad Abdul Aziz Awad The Ottoman administration in the state of Syria 1864-1914 Ali Shaker Ali History of Iraq in the Ottoman era 1638-1750	**External sources**

12. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Oral questions	Lecture and explanation	**Curriculum vocabulary and sources**	theoretical	2	١
Student Engagement	Discussion and questioning	**Ottoman-Safavid conflict**	theoretical	2	٢
Questions & Discussion	Lecture and explanation	**Ottoman control of the Levant**	theoretical	2	٣
Questions & Discussion	Lecture and explanation	**Control of the Maghreb**	theoretical	2	٤
Questions & Discussion and report writing	Lecture, discussion and questioning	**Local Arab Emirates**	theoretical	2	٥
		First exam			6
Questions & Discussion and report writing	Lecture, discussion and questioning	**Foreign invasion of the Arab world**	theoretical	2	٧
Questions & Discussion	Lecture, discussion and questioning	**Portuguese and Spanish invasion of Morocco**	theoretical	2	٨
Questions & Discussion		**European invasion of the Persian Gulf**	theoretical	2	٩
Oral questions and student participation	Lecture, discussion and questioning	**Portugal and the Persian Gulf**	theoretical	2	١٠
Oral questions and student participation	Lecture, discussion and questioning	**Netherlands and the Arabian Gulf**	theoretical	2	١١
Student Engagement	Lecture, discussion and questioning	**The French campaign against Egypt**	theoretical	2	١٢
Oral questions	Lecture, discussion	**French occupation of Algeria**	theoretical	2	١٣

and student participation	and questioning				
		Second exam			14
Oral questions and student participation	Lecture, discussion and questioning	**Review of the first semester materials**	theoretical	2	١٥
		Midyear vacation			
Questions & Discussion	Lecture, discussion and questioning	**French occupation of Morocco**	theoretical	2	١٦
Oral questions and student participation	Lecture, discussion and questioning	**Italian occupation of Libya**	theoretical	2	١٧
Questions & Discussion	Lecture, discussion and questioning	**Arab liberation revolutions Mahdia, Senussi and Orabia**	theoretical	2	١٨
Questions & Discussion and report writing	Lecture, discussion and questioning	**Arab Reforms Muhammad Ali Pasha Khair Aldin Altunsi**	theoretical	2	١٩
Oral questions and student participation	Lecture, discussion and questioning	**Reformist currents Religious/National/Secular/Social**	theoretical	2	٢٠
Questions & Discussion	Lecture, discussion and questioning	**Associations & Conferences Overt and confidential**	theoretical	2	٢١
Questions & Discussion	Lecture, discussion and questioning	**Ottoman coup**	theoretical	2	٢٢
		First exam			23
Oral questions and student participation	Lecture, discussion and questioning	**Arab Conference in Paris**	theoretical	2	٢٤

Questions & Discussion and report writing	Lecture, discussion and questioning	**The Arabs and the First War**	theoretical	2	٢٥
Questions & Discussion	Lecture, discussion and questioning	**Sykes-Picot Agreement**	theoretical	2	٢٦
Oral questions and student participation	Lecture, discussion and questioning	**Hussein McMahon's correspondence**	theoretical	2	٢٧
		Second exam			28
Oral questions and student participation	Lecture, discussion and questioning	**The Great Arab Revolt**	theoretical	2	٢٩
Questions & Discussion	Lecture, discussion and questioning	**San Remo Conference**	theoretical	2	٣٠
Oral questions and student participation	Lecture, discussion and questioning	**Review of the curriculum vocabulary**	theoretical	2	٣١

7. History of the Maghreb Course Description

Tikrit University	**1.Educational Institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi2Mo7	**Course Name/Code .٣**
Yearly 2024-2025	**4. Semester/Year**

The student's attendance is an existing and essential matter, not distance learning	**5. Available Attendance Forms**
72	**Number of credit hours ٦. (total)**
1/9/2024	**Date of preparation of this ٧. description**
(Course admin name (if more than one name is mentioned ٨.	
Pro Ahmad Abead easa ahmed.o.eassa@tu.edu.iq **Dr. shelan tariq safo Shilan.tariq153@tu.edu.iq**	
9. Course Objectives	
1- Familiarity with the history of the Maghreb.	
2- Give the student a complete idea of the history of the Arab Maghreb.	

10. Learning outcomes and teaching, learning and assessment methods

A. Knowledge and understanding

A1- Remembering: Examples of some events that can be used at the level of remembering (building, battle, leader).

A2- Comprehension: Examples of some events that can be used at the level of comprehension (explain, summarize, deduce, reason).

A3- Application: Examples of some events that the student can explain to show the extent of knowledge and understanding (building Kairouan, building Wasit, organizing and Arabizing Diwans).

A4- Analysis: Using and analyzing historical narrative to understand incidents (analyze, interpret, treat).

A5- Composition: examples of some incidents, and linking them to years (rearrange, classify, summarize).

A6- Evaluation: Examples of some incidents that can be used at the level of evaluation (explain, express his opinion).

B - Subject-specific skills

B1 – The student should discuss historical incidents during the establishment of the state.

B 2 – The student's discussion of the historical incident scientifically according to the historical novel.

B3 – Pushing the student towards analytical thinking.

B4 – Urging the student to write reports and research in the field of this course.

C- Thinking skills

A1- Ask general questions to all students and encourage them to answer, even if they are inaccurate.

C2- Using sample questions that give the student an opportunity to think (explain, analyze, reason).

C3- Creating an environment of desire to think that encourages deep thinking so that the learner becomes an active thinker.

C4- Linking the knowledge that has been learned to new situations and incidents.

11. Teaching and learning methods

- Giving lectures (explanation and clarification)

- Use teaching aids as teaching aids (map, blackboard)

- The method of self-learning by supporting the learner-centered environment.

- Encourage students to use the library as a learning method.

12. Evaluation methods

- Written exams (daily and monthly)

- Oral tests

- Daily Posts

- Completion of reports and assignments

D - General and transferred skills (other skills related to employability and personal development)

D1- Leadership skills and effective communication.

D2- Mastering the general knowledge of the history of the Arab Maghreb and the most important incidents in it

D3- Informing the student of the most famous historical incidents that took place at the time and benefiting from them in reading the current events.

D4- Developing the student's skills through criticism and analysis, which help him develop his own culture .

13. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Oral exams	Questions and answers	**Nomenclature, geography of the country and population**	A1 A2 A3	2	First
Written tests	Panel Discussions	Arab-Islamic Liberation Wars/Exploration Phase	B1 B2	2	Second
Daily Tests	View historical photos	Structured editing phase	C1 C2	2	Third
		The elimination of the priestess / and the role of Musa bin Nussair in completing the liberation of Morocco.	D1 D2	2	Fourth
		The policy of governors in the Maghreb - the mandate of Muhammad bin Yazid and Ismail bin Abi Al-Muhajir		2	V
		Wilayat Yazid bin Abi Muslim, Bishr bin Safwan and Ubaidah bin Abdul Rahman		2	Sixth
		The state of Obaid Allah bin Al-Habhab		2	Seventh

		and the rebellion of Maysara Al-Mutaghri			
		Wilayat of Kulthum bin Ayyad and Handala bin Safwan		2	Eighth
		Abderrahmane Ben Habib controlled the wilaya of Morocco		2	Ninth
		The wilayat of Muhammad bin Al-Ash'ath - Al-Aghlab bin Salem and Omar bin Hafs		2	X
		Wilayat Rouh bin Hatim - Al-Fadl bin Rouh - Hertham bin Aayin and Muhammad bin Muqatil		2	Eleventh
		The Idrisids established their state and the flight of Idris bin Abdullah to Morocco and the choice of the city of Volubilis		2	Twelfth
		The end of Idris I and the reasons for the fall of the school and the construction of Fez and its importance		2	Thirteenth
		The Aghlabids established their state		2	Fourteenth

		and the role of Ibrahim bin Al-Aghlab before the state and the construction of the Abbasids			
		The reasons for the conquest of Sicily by the Aghlabids and the results of the Arab-Islamic conquest of Sicily		2	Fifteenth

8. Description of the Baath Party Crimes Course

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department / Center
Hi2Gr8	Course Name/Code .٣
Yearly 2024−2025	4. Semester / Year
Weekly	5. Available Attendance Forms
30	Number of Credit Hours .٦ (Total)
1/9/2024	The history of preparation .٧ of this description
(Course admin name (if more than one name is mentioned .٨	
Dr. Anmar asim salih anmar.asim@tu.edu.iq	
9. Course Objectives	

Definition of crime to the Baath regime and the extent of its danger to Iraqi society due to the seriousness of organized crime and its negative effects on generations and criminal events that led to the deterioration of the security, cultural and economic level in Iraq and the high level of pollution as a result of the war.

10. Teaching and Learning Strategies

- The style of lecture, discussing students, asking questions and giving examples.
- Work on explaining the vocabulary of the course in line with the Ministry's directives.

11. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Written exams	Questions & Discussion	Violation of human rights Crime idiomatically	theoretical	1	١
Oral exams	Daily Discussions	Criminal Court Decisions	theoretical	1	٢
Cuz Exam		The position of the Baath regime on the two thousand in Iraq Crime Sections Dujail massacre	theoretical	1	٣
			theoretical	1	٤
			theoretical	1	٥
			theoretical	1	٦
			theoretical	1	٧

		Mental Crimes	١٢٤		
		Effects of mental crimes			
		Social crimes			
		Violation of laws			
		Infringement of the right to property			
		Forced displacement			
		Death sentences for the people			
		War pollution and water pollution			

9. Arabic Course Description

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department/Center
Hi2Ar9	Course Name/Code .٣
Yearly 2024-2025	4. Semester/Year
Mandatory	5. Available Attendance Forms

Number of credit hours .٦ (total)	30
Date of preparation of this .٧ description	1/9/2024

8. Course admin name (if more than one name is mentioned)

Eng. Naba Haitham

9. Course Objectives

١– Preparing a good teacher who speaks properly .

٢– Familiarity with the foundations of the Arabic language grammar and dictation.

٣– Accustom students to correct pronunciation.

٤– Developing the student's literary taste.

10. Teaching and Learning Strategies

- Cooperative learning strategy, by dividing students into groups to prepare a research project in the Arabic language.

- Problem-solving strategy: It depends on the existence of a study plan developed by the teacher, and its importance lies in the development of scientific thinking, in addition to its reliance on dialogue and discussion.

- Vocabulary learning strategy: Learning vocabulary is one of the most important things that must be focused on during the teaching of the Arabic language, as the aim is to increase the linguistic outcome and discover new meanings.

14. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Learning Outcomes Required	Hours	The week
−Oral questions −Written tests −Oral exams −Daily cups.	−Lecture −Discussion and questioning	Alphabetical and alphabetical sequence of Arabic letters sequencing Audio Arabic letters	1− The student should learn the alphabetical and alphabetical sequence of the Arabic letters and their phonetic arrangement.	1	First
		Movement − tide − tanween and emphasis		1	Second
		Solar letters and lunar letters		1	Third
		Speech and its divisions		1	Fourth
		First month exam			
		Name tags		1	Sixth
		Arabized and built The syntax of Muthanna and its appendix		1	Seventh

Description of the courses of the third stage

1. Description of the Modern History of Iraq course

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department/Center
Hi3Im1	Course Name/Code .٣
Yearly 2024-2025	4. Semester/Year
Mandatory	5. Available Attendance Forms
64	Number of credit hours .٦ (total)
1/9/2024	Date of preparation of this .٧ description
(one name is mentioned Course admin name (if more than .٨	

C.C.H. VIO.C.H.C.O.HÅ ,
Eng. Maher Ali Ghazal maher.a.ghazal@tu.edu.iq

9. Course Objectives

1- Introducing the student to the Ottoman Empire and the extent of its influence in the international arena, especially the major ones.

2- Knowing the reasons that led to the development of the empire and quoting from its experiences.

3- Identify its conditions in its modern history and identify the wars it went through.

4- Knowing the sources of livelihood of these countries, their development and the extent of their impact on the international community.

5 – Identify the political life of that international and its ruling systems and how to separate the modern state.
6– Providing the student with in-depth information about the modern history of Iraq.

10. Learning outcomes and teaching, learning and assessment methods

A. Knowledge and understanding

A1– Knowing the stages and developments that Iraq's modern history has gone through and being familiar with them.

A2– Urging students to participate objectively in constructive dialogue.

A3– Clarifying the concepts and terms related to the modern history of Iraq for students and bringing them closer to their minds

A4– Making the student interested in the scientific method and the historical material he studies.

A5– Urging the student to pay attention to the modern history of Iraq and understand it well.

A6– Instilling confidence in the hearts of students and providing them with the opportunity to express their opinions without hesitation or fear.

B – Subject-specific skills

B1 – Training the student to apply what he has learned and gained from the experiences of applying them practically.

B2 – Urging the student to write reports and research in the field of the course.

B3 – Enable students with the skills of analysis and scientific thinking.

B4 – Developing the strength of skill, conclusion and observation of the student.

C- Thinking skills

C1- Observation, perception, analysis, interpretation and conclusion of historical events.

C2- Enabling the student to draw the full picture of the stages of development by linking the sequential theoretical information with documentaries and images that make the course a series simple to understand for the student.

A3- Enabling students to continuously develop themselves even after graduation.

C4- Providing students with information in the field of human rights and democracy and linking the study material to reality while enabling them to pass the tests.

11. Teaching and learning methods

- Explanation and clarification through scientific lectures and new illustrative methods, with the screening of documentary films in the classroom, in addition to sources and references on the modern history of Iraq to achieve full understanding of vocabulary and improve students' comprehension.

- Exercises and activities in the classroom, with students guided to some websites to benefit from them to develop their abilities.

- Asking students to visit the library to get more information about the vocabulary of the subject.

- Active participation in the classroom is a guide to student commitment and responsibility, with attendance and perseverance.

- Daily, semester and final theoretical and practical exams.

- Writing reports and research on the vocabulary of the study material and adhering to the deadline specified in submitting them.

12. Evaluation methods
- Daily exams.   - Monthly exams.   - Final exams.   - View Books   - Watching documentaries.
d. General and transferable skills (other skills related to employability and personal development). D1- Developing students' ability to dialogue and discussion. D2- The ability to analyze and interpret events, evaluate and develop them. D3- Logical thinking to find solutions to the problems facing the student. D4- Developing the student's ability to work on performing duties and delivering them on time.

13. Infrastructure	
Modern History of Iraq 1258_1918 _Enas Abdullah	Required readings: ▪ Basic texts
	▪ Course Books
	▪ Other
Al-Mustafa Electronic Library, Al-Alam Road Library, Silatop Library, New Books Library, Al-Hindawi Library.	Special requirements (including e.g. workshops, periodicals, software, websites)

External and internal seminars, workshops, conferences, seminars.	Social services (e.g. guest lectures, vocational training and field studies)

14. Course Structure					
Evaluation method	Method of education	Name of the unit/course or topic	Learning Outcomes Required	Hours	The week
Oral questions	Lecture	Iraq between the Mongol and Safavid occupations	theoretical	2	1
Student Engagement	Discussion and questioning	The era of the Galilean occupation	theoretical	2	2
Oral questions	Lecture	Timorese invasion	theoretical	2	3
Oral questions and student participation	Lecture, discussion and questioning	Al-Qarah Qoyunlu 1410_1467	theoretical	2	4
Student Engagement	Lecture, discussion and questioning	Alak Qoyinlu 1467_1508	theoretical	2	5
Oral questions and student participation	Lecture, discussion and questioning	Safavids	theoretical		6
Oral questions and student participation	Lecture, discussion and questioning	Conflict with the Ottomans	theoretical	2	7
Oral questions	Lecture	Zulfiqar independence movement 1527_1529	theoretical	2	8
Student Engagement	Discussion and questioning	Ottoman military plans	theoretical		9
Oral questions	Lecture	Power consolidation	theoretical	2	10

Oral questions and student participation	Lecture, discussion and questioning	Bakr Subashi's movement 1621_1623 and the Iranian invasion of Iraq	theoretical	2	11
Student Engagement	Lecture, discussion and questioning	Attempts by the Ottomans to retake Iraq	theoretical	2	12
Oral questions and student participation	Lecture, discussion and questioning	Murad IV's campaign and the occupation of Baghdad	theoretical	2	13
Oral questions and student participation	Lecture, discussion and questioning	Preludes to Strong Autonomy in Iraq	theoretical	2	14
Oral questions	Lecture	Nader Shah's invasions of Iraq	theoretical	2	15
		Semester Exam First			16
Oral questions	Lecture	Aggression in 1743 and the Hassala of Iraqi cities	theoretical	2	17
Student Engagement	Discussion and questioning	The era of the Mamluks and the ruling families	theoretical	2	18
Oral questions	Lecture	The rise of the Mamluks to power	theoretical	2	19
Oral questions and student participation	Lecture, discussion and questioning	Attempts by the Ottomans to exclude the Mamluks	theoretical	2	20
Student Engagement	Lecture, discussion and questioning	Ruling Families in Iraq	theoretical	2	21
Oral questions and student participation	Lecture, discussion and questioning	Tribal uprisings	theoretical	2	22
Oral questions and student	Lecture, discussion and	Iranian interference	theoretical	2	23

participation	questioning					
	Lecture	European penetration	theoretical	2		24
Oral questions	Discussion and questioning	Iraq's cities as centers of civic activities	theoretical	2		25
Student Engagement	Lecture	Craft organizations	theoretical	2		26
Oral questions	Lecture, discussion and questioning	Iraqi countryside	theoretical	2		27
Oral questions and student participation	Lecture, discussion and questioning	Economic life	theoretical	2		28
Student Engagement	Lecture, discussion and questioning	Cultural movement	theoretical	2		29
Oral questions and student participation	Lecture, discussion and questioning	The last era of the Ottoman occupation	theoretical	2		30
		Second Semester Exam				31

2. Philosophy of History Course Description

Tikrit University	**1.Educational Institution**
Faculty of Arts	**2.University Department / Center**
Hi3Ph2	**Name/Code Course.٣**
64	**Number of credit hours .٤ (total)**
Mandatory	**5. Available Attendance**

Forms	
6.Semester/Year	annual
Date of preparation of this .⁷ description	1/9/2024

8. Course admin name (if more than one name is mentioned)

Prof. Khamis Gharbi Hussein gbomkamis@tu.edu.iq

9. Course Objectives

This course aims to give the student an idea of the philosophy of history and the importance of studying it, through the study of topics related to this article, the main objective of studying this article is to identify the scientific foundations for the study of history and its methods.

10. Required Learning Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge and understanding

A1- Remembering

A2. Understanding

A3- Application

A4- Analysis

A5- Installation

A6- Calendar

B - Subject-specific skills

B1 – The student should discuss issues of philosophy of history

B2 – Discuss the student scientifically with everything related to the subject of philosophy and its relationship to history

B3 – Pushing the student towards the dialectical scientific interpretation of history

11. Teaching and learning methods

- The way to deliver information to students

- Use of a number of teaching aids

- The method of self-education by supporting the structure of education-centered learning

- Demanding scientific reports and urging him to participate in scientific discussions inside the lecture hall

12. Evaluation methods

- View the student's creative posts

- Oral tests

- Require report writing

13.Infrastructure

Course book / external sources / Ahmed Mahmoud Sobhi Philosophy of History / Hashem Al-Mallah: The mediator in the philosophy of history.	Required readings: • Basic texts • Course Books • Other
Reliance on online sources and research	Special requirements (including e.g. workshops, periodicals, software, websites)
Holding a workshop at the Central Library to learn about the most important sources	Social services (e.g. guest lectures, vocational training and field studies)

14.Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	Introduction to the philosophy of history	The student should be familiar with the subject of philosophy and its objectives	2	١
Questions & Discussion	Lecture and explanation	Definition of history	Familiarizing students with the most important definitions of history	2	٢
Questions & Discussion	Lecture and explanation	The relationship of philosophy to history	Explaining the impact of philosophy on historical studies	2	٣
Questions & Discussion	Explanation and lecture	Some issues of the philosophy of history	Including causality, attic, absolute and comprehsiveness	2	٤
Questions & Discussion	Explanation and lecture	The evolution of historical notation through the ages	Addressing the most important stages that the historical recording process went through	2	٥
Questions & Discussion		Historical notation in ancient times	The beginnings of historical blogging with students on the way in which blogging was done	2	٦
Questions & Discussion		Medieval historical notation	References to transformers that began in the Middle Ages in order to record history	2	٧
Questions & Discussion		Age of Lights	Explanation of the development of historical notation in the eighteenth and nineteenth	2	٨

			centuries called the Age of Enlightenment		
Questions & Discussion		The contribution of Arab Muslims to historical codification	Illustrating the contribution of Muslim historians to the codification of history	2	٩
Questions & Discussion		Islamic historical schools	Addressing the most important historical schools among Muslims	2	١٠
Questions & Discussion		Theories of interpretation of history	Study of the most important theories of interpretation of history	2	١١
Questions & Discussion		Superstitious interpretation	Explanation of the first theories of historical interpretation	2	١٢
Questions & Discussion		Mythological interpretation	Clarifying and explaining the legendary interpretation of history	2	١٣
Questions & Discussion		The relationship of myth to history	Reference to the relationship of myth to history	2	١٤
Questions & Discussion		Myth and literature	The relationship of literature to myth	2	١٥
Questions & Discussion		Myth and language	Explanation of the relationship of the legend is extreme	2	١٦
& Questions Discussion		Midyear vacation			
Questions & Discussion		Pagan religions' interpretation of history	Addressing the Taoist, Buddhist and Zoroastrian interpretations	2	١
& Questions Discussion		Interpretation of major religions	Addressing the position of the major religions on history	2	٢

Questions & Discussion		Jewish interpretation	Jewish methodology in the interpretation of history	2	٣
Questions & Discussion		Christian interpretation	The Christian view of the events of history	2	٤
Questions & Discussion		Islamic interpretation	The Islamic way of interpreting history	2	٥
Questions & Discussion		Due to the geographical factor	The relationship of geography to history	2	٦
Questions & Discussion		Ibn Khaldun and the study of the geographical factor	The role of Ibn Khaldun in explaining the impact of the geographical factor	2	٧
Questions & Discussion		John Bodin / Montesquieu	Historical-geographical determinism	2	٨
& Questions Discussion		Ethnic interpretation of history	The most prominent advocates of ethnic interpretation	2	٩
Questions & Discussion		Racist interpretation of history	Zionist racist interpretation	2	١٠
Questions & Discussion		Civilized interpretation / Ibn Khaldun	The civilized interpretation of history according to Ibn Khaldun	2	١١
Questions & Discussion		Ashpenkler/	Ashpenkler's civilized vision of history	2	١٢
Questions & Discussion		Toynbee	Toynbee's civilized vision of history	2	١٣

3. Description of the Abbasid State History Course

Tikrit University - Faculty of Arts	1.Educational Institution
Literature/History	2. University Department/Center
Hi3As3	Course Name/Code .٣
96	(total) Number of credit hours .٤
Student attendance is essential and not distance education	5. Available Attendance Forms
annual	6. Semester/Year
1/9/2024	of this Date of preparation .٧ description

(Course admin name (if more than one name is mentioned .٨

Pro. Dr basman nori kaoan Dr.basman@tu.edu.iq
Dr. anmar salih alawi anmar.asim@tu.edu.iq

9. Course Objectives

This course aims to give the student a complete idea of the history of the Abbasid Caliphate from 132 AH - 656 AH and the events it contained that enriched Islamic history at all political, economic, military, social and scientific levels.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

A1- Remembering: The student should familiarize himself with the vocabulary of the Abbasid history curriculum.

A2- Understanding: The student should explain the successive historical events of the Abbasid history and have a clear perception of that stage.

A3- Application: The student learns the historical coherence in the events that took place throughout the history of the Abbasid state.

B - Skills objectives of the course:

B1 – The student should discuss the issues of Abbasid history within a high methodology and on a clear critical basis.

B 2 – Discuss the student scientifically everything related to the subject of Abbasid history through the general events of Islamic history.

B3 – Pushing the student towards critical-analytical thinking

B4- Urging the student to write reports and research in the field of this course.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).
- The method of self-learning by supporting the learner-centered learning environment.
- Encourage students to use the library as one of the methods of learning.

12. Evaluation methods

- Written tests.
- Oral tests .
- Daily Posts .

- Completion of reports and duties.

C - **goals emotional values**: - It is a set of goals that are concerned with building personality in its psychological manifestations as it is concerned with various abilities and starts from acceptance to excitement and the desire to see and these goals can be summarized at the following levels:

C1- Reception and acceptance: examples of some verbs that can be used at the level of reception (pay attention - ask - listen - follow - recognize - express - choose - answer) that the student listens to a lecture revolving around the development of Abbasid history.

C2- Response: Examples of some verbs that can be used at the level of response (answering - walking - feeling - deciding - helping - discussing - hearing - sharing) that the student finds pleasure in reading historical events.

C3 - Judgment values (judgment in the light of values) examples of some of the actions that can be used at the level of value judgment: (initiates - highlights - works - proposes - estimates) that the student appreciates the role of Abbasid history at that stage.

C4 - Value organization: examples of some actions that can be used at the level of organizational values (organizes - corrects - combines - arranges the importance of a certain phenomenon) that students accept the value of learning the skill of speaking through dialogue and discussion.

13. Teaching and learning methods

- Giving lectures (explanation and clarification).
- Asking the student for scientific reports and urging him to participate in scientific discussions

14.Evaluation Methods

- Written tests.

- Oral tests.

- Daily posts.
- Completion of reports and assignments.

15.Infrastructure	
The name of the curriculum The history of the Abbasid Caliphate in the first Abbasid era	Required readings: • Basic texts • Course Books • Other
	Special requirements (including e.g. workshops, periodicals, software, websites)
	Social services (e.g. guest lectures, vocational training and field studies)

16. Learning and Teaching Resources	
Muhammad Suhail Taqqosh, History of the Abbasid State.	Required textbooks (methodology, if any).
Considered historical encyclopedias (al-Tabari / al-Masoudi / Ibn al-Atheer).	Main references (sources).
Yusuf Al-Esh, history of the Abbasid Caliphate.	Recommended books and references (scientific journals, reports...).
There isn't any	Electronic references, websites.

17. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	The emergence of the Abbasid call	Abbasid Call	3	١
Questions & Discussion	Lecture and explanation	The butcher-Mansour-Mahdi	Caliphs of the first Abbasid era	3	٢
Questions & Discussion Daily Exam	Lecture and explanation	The victor in God - the one who seeks help from God - the proud one in God	Abbasid and Byzantine relations	3	٣
Questions & Discussion	Lecture and explanation	The victor in God - the one who seeks help from God - the proud one in God	The Age of Turkish Influence	3	٤
First Semester Exam (First Exam)	Lecture - Writing Notes (Reading and Analyzing Text)	Divisions and varieties	The army in the Abbasid era	3	٥-٨
Questions & Discussion Research Writing	Lecture - Writing Notes (Reading and Analyzing Text)		Civilizational data of the first Abbasid era	3	٩
Questions & Discussion	Lecture - Writing Notes (Reading and Analyzing Text)		Scientific movement	12	١٠-١٣
Discussion and analysis	Showing an educational film		Building the city of Baghdad	3	١٤

Discussion and analysis	Lecture-Discussion		Reasons for building the city of Baghdad	6	١٥-١٦
		Midyear vacation			
Oral questions and discussion		The victor in God - the one who seeks help from God - the one who is proud of God - the guide in God - the dependent on God	Caliphs of the second Abbasid era	3	١٧
Oral questions and discussion			The era of influence of the Turks	3	١٨
Oral and written tests			The establishment of the Saffarian Emirate	15	١٩-٢٣
Discussion and analysis			The establishment of the Tulunid Emirate	3	٢٤
Second Semester Exam (First Exam)			The relationship of the Tulunid Emirate with the Abbasids	3	٢٥
Questions & Discussion			The establishment of the Samanid Emirate	3	٢٦
Second Semester Exam (Second Exam)		Lecture-Writing Notes	Zanj - the reasons for the appearance of Zanj - the movement of Zanj	18	٢٧-٣٢

4. **Course Description of the Spread of Islam in Africa and South Asia**

Tikrit University	1. **Educational institution**
Faculty of Arts / Department of History	2. **University Department / Center**

Hi3Ia4	3. Course Name/Code
annual	4. Semester / Year
Student attendance is essential and not distance education	5. Available Attendance Forms
60	6. Number of Credit Hours (Total)
1/9/2024	7. The history of preparation of this description
8. (Course admin name (if more than one name is mentioned ||

Dr khalid daeajl najim khalid.najm122@tu.edu.iq
Wadhah hasan rajab   wdahmajstyr546@gmail.com

9. Course Objectives

This course aims to give the student a complete idea of the spread of Islam in sub-Saharan Africa and Southeast Asia, the factors that helped the spread of Islam in these two regions, the consequences of the spread of Islam in those regions, as well as the Arab-Islamic civilization that was transferred to those areas.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive Objectives:

A1- Remembering: The student should familiarize himself with the vocabulary of the curriculum of the spread of Islam.

A2- Understanding: The student should explain the successive historical events of the spread of Islam in the regions of Africa and Asia.

A3- Application: The student should learn methods that contributed to the spread of Islam.

B - Skills objectives of the course:

B 1 – The student should discuss the issue of the spread of Islam and the difficulties faced by preachers.

B2 – Discuss the student scientifically with everything related to the spread of Islam through the general events of Islamic history.

B3 – Pushing the student towards critical-analytical thinking

B4- Urging the student to write reports and research in the field of this course.

C - goals emotional values: - a set of goals that are concerned with building the personality in its psychological manifestations as concerned with various abilities and start from acceptance to excitement and the desire to see and can be summarized these goals levels below.

C1- Reception and acceptance: examples of some verbs that can be used at the level of reception (pay attention - ask - listen - follow - recognize - express - choose - answer) that the student listens to a lecture revolving around the development of the spread of Islam.

C2- Response: Examples of some verbs that can be used at the level of response (answering - walking - feeling - deciding - helping - discussing - hearing - sharing) that the student finds pleasure in reading historical events.

C3 - Judgment values (judgment in the light of its values) examples of some of the actions that can be used at the level of value judgment: (initiates - highlights - works - proposes - estimates) that the student appreciates the role of the spread of Islam at that stage.

C4 - Value organization: examples of some actions that can be used at the level of organizational values (organizes - corrects - combines - arranges the importance of a certain phenomenon) that students accept the value of learning

the skill of speaking through dialogue and discussion.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).
- The method of self-learning by supporting the learner-centered learning environment.
- Encourage students to use the library as one of the methods of learning.

12. Evaluation methods

- Written tests.
- Oral tests.
- Daily posts.
- Completion of reports and assignments.

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

D1- Critical thinking skills

D2- Research and analysis skills

D3- Academic Writing Skills

D4 - oral communication skills

13. Infrastructure

The name of the curriculum The spread of Islam in Africa and Asia	Required readings: ▪ Basic texts ▪ Course Books ▪ Other

	Special requirements (including e.g. workshops, periodicals, software, websites)
	Social services (e.g. guest lectures, vocational training and field studies)

14. Course Structure					
Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	Sections of Sudan	The spread of Islam in eastern Sudan	2	١
Questions & Discussion	Lecture and explanation	- Arab links with Abyssinia - Arab links with East Africa	The ancient links between the Arab world and Africa	2	٢-٣
Questions & Discussion Daily Exam	Lecture and explanation	- The role of traders - Preachers and scholars - Ligaments - Conquest movements	Ways to spread Islam in Sudan	2	٤-٥
Questions & Discussion	Lecture and explanation	The most important Arab-Islamic migrations to Abyssinia	The Arab-Islamic presence in Abyssinia	2	٦
First Semester Exam (First Exam)	Lecture - Writing Notes (Reading and Analyzing Text)	- Sections of Sudan - Arab links with Abyssinia - Arab links with East Africa - The role of traders - Preachers and scholars - Ligaments - Conquest movements - The most important Arab-Islamic migrations to Abyssinia	The spread of Islam in East Africa	2	١-٧

Questions & Discussion Research Writing	Lecture - Writing Notes (Reading and Analyzing Text)	The first links between North Africa and Western Sudan	The spread of Islam in Western Sudan	2	٨
Questions & Discussion	Lecture - Writing Notes (Reading and Analyzing Text)	- Islamic Kingdom of Ghana - Kingdom of Mali - Kingdom of Senegal	Islamic kingdoms in western Sudan	2	٩-١٣
Discussion and analysis	Lecture and explanation	The ancient Arab prayer in the East	The spread of Islam in Asia	2	١٤
First Semester Exam (Second Exam)				2	١٥
		Midyear vacation			
Oral questions and discussion	Lecture and explanation	The Abbasid Caliphate and its role in spreading Islam in Asia	Iraq's role in spreading Islam in Asia	2	١٦
Oral questions and discussion	Lecture and explanation	- Provide advances to merchants - Abbasids found places for money changers - Establishment of the controller in the ports	Abbasid efforts to secure trade routes with the East	2	١٧
Oral and written tests	Lecture and explanation	- The spread of Islam in Sindh - The spread of Islam in India	The first beginnings of Islam in Sindh and India	2	١٨

Discussion and analysis	Lecture and explanation	The results of the spread of Islam in India	Arab cultural and civilizational monuments in India	2	١٩
Discussion and analysis	Lecture and explanation	- Arab links with India before Islam - Arab links with India after Islam	Arab links with India	2	٢٠
Questions & Discussion	Lecture and explanation	-Punjab - Gujarat -Kashmir	The most important Islamic Emirates in India	2	٢١
Second Semester Exam (First Exam)				2	٢٢-١٦
Discussion and analysis	Lecture and explanation	Chinese influence Indian influence Arab influence	A brief history of Indonesian society before the introduction of Islam	2	٢٤-٢٣
Discussion and analysis	Lecture and explanation	The role of merchants in spreading Islam in Indonesia	The spread of Islam in Indonesia	2	٢٥
Discussion and analysis	Lecture and explanation	The religious factor Cultural factor The economic factor	The impact of Islam and Arab culture on Indonesian society	2	٢٦
Discussion and analysis	Lecture and explanation	The relationship of the Arabs with China before Islam The relationship of the Arabs with China after Islam	The relationship of the Arabs with China	2	٢٧
Discussion and analysis	Lecture and	Communities in Khanua	Muslim communities in	2	٢٨

			China		
Discussion and analysis	Lecture and explanation	Ways of spreading Islam in China	The spread of Islam in China	2	٢٩
Second Semester Exam (Second Exam)				2	٣٠-٢٣

5. Course Description of Islamic Civilization and Systems

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi3Cs5	**Course Name/Code .٣**
The student's attendance is an existing and essential matter, not distance learning	**4. Available Attendance Forms**
Yearly 2024-2025	**5. Semester/Year**
64	**Number of credit hours .٦ (total)**
1/9/2024	**Date of preparation of this .٧ description**
8. **Course admin name (if more than one name is mentioned)**	
Assoc. Prof. Firas Hamad Khalaf Owaid Firas_fan@tu.edu.iq **Dr. Khalid Rokan Jassim Mohammed rokan@tu.edu.iq**	
9. Course Objectives	

Give the student a complete idea of the subject of Islamic civilization and systems in all its details and the organizations it contains in the political, intellectual, civilizational, economic and financial aspects of the Arab Islamic state since its inception until the fall of Baghdad in 1258 AD / 656 AH.

10. Learning outcomes and teaching, learning and assessment methods

A. Knowledge and understanding

A1- The student should know the importance of studying Islamic civilization and systems.

A2- The student should explain and discuss according to a well-studied scientific methodological vision.

A3- The student should recognize the importance of the conclusion through the historical text and drop it on the ground if possible, or research or paper on any historical incident or political project in the historical context.

A4- The student should appreciate the importance of studying Islamic civilization and systems in forming positive awareness of the importance of studying Arab-Islamic history because of its effective impact on taking lessons and lessons from it, including its contents and effects on how the state is managed at the time.

B - Subject-specific skills

B1 – The student should learn all the details related to Islamic civilization and systems

B 2 – Discuss the student scientifically with everything related to the subject of the above subject according to its historical context.

B3 – Pushing the student towards critical thinking - analytical of the historical phenomenon according to the temporal contexts of events.

C- Thinking skills

C1- Developing the student's skills by focusing on some external influences that help him develop himself, such as visiting libraries.

C2- The student is informed and memorized of some texts and years of important historical events related to events.

11. Teaching and learning methods

- Giving lectures (explanation and clarification)
- Asking the student to prepare papers or preliminary research and urging him to participate in scientific discussions.

12. Evaluation methods

- Written tests
- Oral tests
- Daily Posts
- Completion of research and assignments

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

D1- Pushing the student towards critical and analytical thinking.

D2- Pushing the student towards scientific discussions without bias.

13. Infrastructure

- Studies in Arab and Islamic Civilization / Tawfiq Al-Youzbaki / Ahmed Qasim - Royal rulings of Al-Mawardi - History of al-Tabari by Muhammad ibn Jarir - The Islamic Systems of Abdul Aziz Al-Douri	Required readings: ▪ Basic texts ▪ Course Books ▪ Other
- www.academemicjournals.org	including e.g.) Special requirements workshops, periodicals, software, (websites
- www.cliffsnotes.com - www.sparknotes.com	'e.g. guest lectures) Social services (vocational training and field studies

14. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
& Questions Discussion	Lecture and explanation	Civilization	The student should know the history, meaning and names of civilization	2	١
Questions & Discussion	Lecture and explanation	The political and social systems of the Arabs before Islam	The student learns about the importance of Arab political and social systems in pre-Islamic times	2	٢
Questions & Discussion	Lecture and explanation	The political system in Islam	Study of Islamic political systems	2	٣
Daily Exam & Questions Discussion	Lecture and explanation	Administrative Systems	Administrative Systems	4	٤-٥
First Semester ١-Exam	Lecture and explanation	Administrative Systems	Ministry - Hijab - Administration of Regions	4	٦-٧
& Questions Discussion	Lecture and explanation	Judicial systems	Judicial systems	4	٨-٩
& Questions Discussion	Lecture and explanation	Hisbah in Islam	Hisbah in Islam	2	١٠
Discussion and analysis	Lecture and explanation	Islamic State Financial Regulations	Islamic State Financial Regulations	6	١١-١٣
Semester First ٢-Exam	Lecture and explanation	Income and expenditure	Economic systems	6	١٤-١٦
& Questions Discussion	Lecture and explanation	Social systems	Social systems	2	١٧
& Questions Discussion	Lecture and explanation	Weapons - Items - Packing	Military systems	4	١٨-١٩
Oral and written tests	Lecture and explanation	Arab Islamic Navy	Arab Islamic Navy	4	٢٠-٢١
Discussion and analysis	Lecture and explanation	Arabic Language - History - Geography	Linguistic and Human Sciences	6	٢٢-٢٤
Second Semester ١-Exam	Lecture Discussion Analysis	Natural sciences\Medicine\Pharmacy\Arithmetic/Astronomy	Mental Sciences	6	٢٥-٢٧
& Questions Discussion	Lecture and discussion	Planning of cities - herds - mosques - houses of science - domes khans - castles - calligraphy - ceramics	Architecture and Arts	6	٢٨-٣٠
Second Semester Exam-2	Lecture and discussion	Pathways of influence – translation –	The impact of Islamic civilization on human civilization	4	٣١-٣٢

	trade – Crusades		

6. Description of the Contemporary History of the Arab World

Tikrit University - Faculty of Arts	**1. Educational institution**
Literature/History	**2. University Department / Center**
Hi3Aw6	**Course Name/Code .٣**
62	**(Total) Number of Credit Hours .٤**
monthly	**5. Available Attendance Forms**
Yearly 2024-2025	**6. Semester / Year**
1/9/2024	**The history of preparation of .٧ this description**
(Course administrator name (if more than one name.٨	
Prf dr. nasir kherallah mohamid naseer_naseer@tu.edu.iq **Rawi Maher Badawi** Ruah.M.Badawi@Tu.Adu.Aq	
9. Course Objectives	
This course aims to teach students about the political developments that took place in the Arab countries from occupation to independence.	

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

A1- Remembering: The student should familiarize himself with the vocabulary of the contemporary history of the Arab world.

A2- Understanding: The student should explain the successive historical events of the history of the Arab world and have a clear perception of that stage.

A3- Application: The student should learn the historical connection in the events that took place throughout the history of the contemporary Arab world.

B - Skills objectives of the course:

B1 – The student should discuss the issues of the history of the Arab world within a high methodology and on a clear critical basis.

B2 – Discuss the student scientifically with everything related to the subject of the history of the Arab world through the general events of contemporary history.

B3 – Pushing the student towards critical-analytical thinking

B4- Urging the student to write reports and research in the field of this course.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).

- The method of self-learning by supporting the learner-centered learning environment.

- Encourage students to use the library as one of the methods of learning.

12. Class Grades

Final Exam	Project	Exams	Attendance and participation	Semester
60%	%100	%15	%5	%20

C - goals emotional values: - It is a set of goals that are concerned with building personality in its psychological manifestations as it is concerned with various abilities and starts from acceptance to excitement and the desire to see and these goals can be summarized at the following levels:

C1- Reception and acceptance: Examples of some verbs that can be used at the level of reception (pay attention - ask - listen - follow - recognize - express - choose - answer) that the student listens to a lecture revolving around the development of the history of the Arab world.

C2- Response: Examples of some verbs that can be used at the level of response (answering - walking - feeling - deciding - helping - discussing - hearing - sharing) that the student finds pleasure in reading historical events.

C3- Value organization: examples of some actions that can be used at the organizational level values (organizes - corrects - combines - arranges the importance of a certain phenomenon) that students accept the value of learning the skill of speaking through dialogue and discussion.

13. Teaching and learning methods

- Giving lectures (explanation and clarification).
- Asking the student for scientific reports and urging him to participate in scientific discussions.

14. Learning and Teaching Resources

Bernard Lewis, Arabs in History, 1958.

Erskine Childers, The Truth about the Arab World, translated by Khairy Hammad, 1960.

George Antonius, The Awakening of the Arabs, 1966.

Muhammad Anis and Rajab Haraz, The Arab East in the Modern and Contemporary World, 1967.
Abdel Aziz Nawar, Contemporary Arab History (Egypt and Iraq), 1973.
Tawfiq Sultan Al-Youzbeki and others, Studies in the Arab World (Revolutionary and Political Movements), 1975.
Sayyar Kawkab Ali Al-Jameel, Modern Arab Formation (1516 - 1916), 1991.
Jalal Yahya, The Modern Arab World, 1965.

15.Course Structure

Observations	Theoretical material	Scientific material	The week
٢٠٢٤/١٠/١١		First: The emergence of the modern Arab nationalist movement (a study of causes and consequences)	1
٢٠٢٤/١٠/١٨		The Arab Intellectual Renaissance	2
٢٠٢٤/١٠/٢٥		Arab Nationalist Movement	3
٢٠٢٤/١١/١		The Arab nationalist movement before the Ottoman constitutional movement in ١٩٠٨	4
٢٠٢٤/١١/٨		The Arab nationalist movement after the Ottoman constitutional movement in ١٩٠٨	5
٢٠٢٤/١١/١٥		The Arab revolt in the Hijaz in ١٩١٦	6
٢٠٢٤/١١/٢٢		Political developments in Syria ١٩١٤ - ١٩٣٩	7
29/11/2024		Political developments in Syria ١٩٣٩	8
٢٠٢٤/١٢/٦		First month exam	

٢٠٢٤/١٢/١٣		**Political developments in Lebanon ١٩١٤ - ١٩٣٩**	**9**
٢٠٢٤/١٢/٢٠		**Political developments in Lebanon ١٩٣٩ - ١٩٥٥**	**10**
27/12/2024		**Political developments in Transjordan ١٩١٤ - ١٩٣٩**	**11**
٢٠٢٥/١/٣		**Second month exam**	
٢٠٢٥/١/١٠		**Political developments in Transjordan ١٩٣٩ - ١٩٥٥٤**	**12**
17/1/2025		**Political developments in Egypt ١٩١٤ - ١٩٣**	**13**
٢٠٢٥/١/٢٤		**First month exam**	
٢٠٢٥/١/٣١		**Political developments in Egypt ١٩٣٩ - ١٩٥٢**	**14**
٢٠٢٥/٢/٧		**Political developments in Sudan ١٩١٤ - ١٩٣٩**	**15**
14/2/2025		**Political developments in Sudan ١٩٣٩ - ١٩٥٥**	**16**
21/2/2025		**Midyear vacation**	
٢٠٢٥/٢/٢٨		**Midyear vacation**	
٢٠٢٥/٣/٧		**Political developments in Libya ١٩١٤ - ١٩٣٩**	**17**
٢٠٢٥/٣/١٤		**Political developments in Libya ١٩٣٩ - ١٩٥**	**18**
٢٠٢٥/٣/٢١		**Political developments in French Somalia ١٩١٤ - ١٩٣**	**19**
٢٠٢٥/٣/٢٨		**Political developments in British Somalia**	**20**
4/4/2025		**Political developments in Djibouti ١٩١٤ – ١٩٣**	**21**
٢٠٢٥/٤/١١		**Second month exam**	
٢٠٢٥/٤/١٨		**Political developments in Djibouti ١٩٣٩ - ١٩٥**	**22**
٢٠٢٥/٤/٢٥		**Political developments in Tunisia ١٩١٤ - ١٩٣**	**23**
٢٠٢٥/٥/٢		**Political developments in Tunisia ١٩٣٩ - ١٩٥٦**	**24**
٢٠٢٥/٥/٩		**Political developments in Algeria ١٩١٤ - ١٩٣**	**25**

٢٠٢٥/٥/١٦		Political developments in Algeria ١٩٣٩ ـ ١٩٥٦	26
٢٠٢٥/٥/٢٣		Political developments in the Maghreb ١٩١٤ ـ ١٩٣٩	27
٢٠٢٥/٥/٣٠		Political developments in the Maghreb ١٩٣٩ ـ ١٩٥٦	28
٢٠٢٥/٦/٦		Monthly exam	29
٢٠٢٥/٦/١٣		Review	30
٢٠٢٥/٦/٢٠		Review	31
26/6/2024		Final Exams	32

7. Description of the History of the Ottoman Empire Course

1. Educational institution	Tikrit University
2. University Department / Center	Faculty of Arts - Department of History
٣. Code/ Course Name	Hi3Oe7
٤. Total Hours	60
5. School System	Two semesters and a final exam
6. Available attendance formats	pure
٧. History of the preparation of the description	1/9/2024
٨.(Course administrator name (if more than one name	
ا.د. خالد سلمان شدهان Khalidsalman730@tu.wdu.iq	
9. Objectives of the Academic Program	
1- Giving the student a complete idea of the history of the Ottoman Empire from 1299 to 1924.	

2- The emergence of the first beginnings of the state as a principality of gaps between the Seljuk state and the Byzantine state.
3- Its rise and prosperity during the first ten sultans of the Ottoman Empire.
4- The beginnings of the weakness and decline of the state after 1566 and the preliminaries of the Ottoman weakness and attempts to reform it.
5- The state disappeared at the hands of the federalists and the coup d'état of 1908.
6- The end of the state as a sultanate by Mustafa Kemal Ataturk in 1924 .

10. Required learning outcomes and methods of teaching, learning and assessment

A- Knowledge and understanding

A1- Remembering: The student should know the circumstances of the emergence of the Ottoman Empire and the reasons for their coming to Anatolia, and the reasons for the conflict between the Byzantines and the Seljuk state that helped the emergence of the Ottoman Empire.

A2- Understanding: The student explains the events that accompanied the establishment and rise of the state, and the use of verbs at the level of understanding such as (explains - summarizes - explains - names - mentions - concludes - gives - explains - knows).

A3- Application: The student should apply what has been explained and absorbed in the monthly exam to know the extent of his comprehension of the material.

A4- Synthesis: It is the process of trying to link the review of the material and summarize it in the form of a historical topic that meets the scientific material.

A5- Analysis: The importance of using the historical material learned during the semester in multiple contexts, and this in the context of analysis (differentiate, distinguish, deduce, choose, separate).

A6- Evaluation: The student should appreciate the importance of the history of the Ottoman Empire in learning modern history, (criticize, evaluate, show, extract,

evaluate, estimate, highlight).

B - Subject-specific skills

B1 – The student should discuss the issues of the history of the Ottoman Empire on a clear critical basis.

B2 – Pushing the student towards critical thinking – analytical.

B3 – Urging the student to write reports and research in the field of this course.

C- Thinking skills

C1- Reception and acceptance: The student listens to a lecture revolving around the history of the Ottomans through the strength and decline of the state, using verbs such as (pay attention, ask, listen, recognize, choose, answer, show)

C2- Response: The student should find pleasure in reading the quotations contained in the methodological book of the Ottomans, using the level of answer (answer, walk, discuss, hear, participate)

C3- Value judgment (judgment in the light of value): that the student appreciates the role of the Ottomans and their history in knowing modern history, examples at the level of value judgment (initiates, highlights, works, proposes, appreciates)

C4- Value organization: The student should accept the value of learning the history of the Ottoman Empire through the flow of events with historical and cognitive consistency, examples in the use of value organization (organize, correct, arrange, collect).

11. Teaching and learning methods

- Giving lectures (explanation and clarification).

- Using teaching aids as teaching aids (maps, electronic lecture).

- The method of self-learning by supporting the learner-centered learning environment .

- Encourage the student to use the library as one of the methods of learning.

12. Evaluation Methods

- Access to the student's creative texts.

- Oral tests.

- Completion of reports.

13.Infrastructure

	Required readings: • Basic texts • Course Books Other
	Special requirements (including e.g. workshops, periodicals, software and websites).
	Social services (e.g. guest lectures, vocational training and field studies).

14.Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Questions + Participation	Delivery and interrogation	Theories of the origin of the Ottomans	theoretical	2	First
Questions +	Delivery and	Inception 1299−1402	theoretical	2	Second

Participation	interrogation				
Questions + Participation	Delivery and interrogation	The stage of internal conflict 1402-1412	theoretical	2	Third
Questions + Participation	Delivery and interrogation	Phase of ascension and strength 1412-1453	theoretical	2	Fourth
Questions + Participation	Delivery and interrogation	Conquest of Constantinople 1453	theoretical	2	V
Questions + Participation	Delivery and interrogation	The conquests of Sultan Mehmed the Conqueror in Rumeli	theoretical	2	Sixth
Questions + Participation	Delivery and interrogation	The stage of prosperity and expansion during the reign of Sultan Suleiman the Magnificent 1520-1566	theoretical	2	Seventh
Questions + Participation	Delivery and interrogation	Preludes to Ottoman weakness	theoretical	2	Eighth
Questions + Participation	Delivery and interrogation	Retreat – defeats and setbacks in the Ottoman Empire	theoretical	2	Ninth
Questions + Participation	Delivery and interrogation	Reform attempts	theoretical	2	X
Questions + Participation	Delivery and interrogation	The conflict between the Ottoman Empire and Muhammad Ali Pasha, governor of Egypt	theoretical	2	Eleventh
Questions + Participation	Delivery and interrogation	Crimean War 1853-1856	theoretical	2	Twelfth
Questions + Participation	Delivery and interrogation	Sultan Abdul Hamid II 1876-1908	theoretical	2	Thirteenth
Questions +	Delivery and	Declaration of the	theoretical	2	Fourteenth

Participation	interrogation	Constitution			
Questions + Participation	Delivery and interrogation	Russo−Ottoman War of 1877	theoretical	2	Fifteenth
Questions + Participation	Delivery and interrogation	Abdul Hamid II and the Islamic University	theoretical	2	Sixteenth
Questions + Participation	Delivery and interrogation	Young Turkey Movement	theoretical	2	Seventeenth
Questions + Participation	Delivery and interrogation	The coup d'état of 1908 and the overthrow of Sultan Abdul Hamid II	theoretical	2	Eighteenth
Questions + Participation	Delivery and interrogation	Federalist rule	theoretical	2	Nineteenth
Questions + Participation	Delivery and interrogation	The Ottoman Empire in World War I 1914−1918	theoretical	2	٢٠th
Questions + Participation	Delivery and interrogation	The Turkish War of Independence and the Emergence of Mustafa Kemal	theoretical	2	first−Twenty
Questions + Participation	Delivery and interrogation	Treaty of Sèvres	theoretical	2	−Twenty second
Questions + Participation	Delivery and interrogation	Treaty of Lausanne	theoretical	2	third−Twenty
Questions + Participation	Delivery and interrogation	The abolition of the Ottoman Caliphate and the proclamation of the Turkish Republic in 1923	theoretical	2	−Twenty fourth

8. Description of the Modern and Contemporary History of the Arabian Gulf

Tikrit University	1.Educational Institution

Faculty of Arts - Department of History	**2.University Department / Center**
Hi3Gm8	**Course Name/Code .٣**
90	**Total number of .٤ hours**
annual	**5.Academic System**
Quality Assurance	**6. Accredited Accreditation Program**
1/9/2024	**Date of preparation .٧ of the description**

8. Course admin name (if more than one name is mentioned)

Amjad Khuzair Rahim Amjad.Rahim@Tu.Adu.aq
Eng. Bashar Ismail Ibrahim   bashar.i19@tu.edu.iq

9. Objectives of the Academic Program

This course aims to introduce students to the political, economic and social conditions of the Arabian Gulf during the period 1516−1968, which is the period in which the Arabian Gulf in all its regions became under European competition and the exposure of the Arab region in its East and West to forms of colonialism and covetous European countries in its lands, especially after the weakness of the Ottoman Empire and its collapse finally during the nineteenth century, passing through the most prominent local forces that emerged in the region.

10. Required Learning Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive objectives

A1- Knowing the most prominent historical events experienced by the Arabian Gulf.

A2- Urging students to participate objectively in constructive dialogue.

A3- Clarifying the most prominent definitions related to the article.

A4- Making the student interested in the historical material.

A5- Urging students to participate without fear or hesitation.

A6- Instilling confidence in the hearts of students.

B - Skills objectives of the course.

B1 – Training students to apply what they have learned through teaching aids, especially maps.

B2 – Urging students to write reports and research.

B3 – Developing the skill of deduction among students.

B4- Developing the skill of analysis among students.

C. Emotional and value goals

C1- Observation, perception, analysis, interpretation and conclusion of historical events.

C2- Self-development.

C3- Linking the study material to reality.

C4- Enable the student to draw a clear picture of the stages of development of society.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).

- Using teaching aids as teaching aids (maps, electronic lecture).

- The method of self-learning by supporting the learner-centered learning environment .

- Encourage the student to use the library as one of the methods of learning.

12. Evaluation Methods
Direct questions and consider them daily contributions for students

13. Infrastructure	
Modern and Contemporary History of the Arabian Gulf	Required textbooks
Salah Akkad….. Political currents Zakaria Kassem….. Arabian Gulf Guide	Main references (sources)
Mohammed Abdul Amir The role of Arab tribes in light of European expansion Khalil Ali Murad… US Political Developments in the Persian Gulf Region	Recommended books and references (scientific journals, reports, …)
Science Way Library ,New Books Library	Electronic references, websites ….

14. Course Development Plan

- Encourage visiting libraries at the university and abroad.
- Encourage students to write reports and research.
- Adopting modern technology in the search for documents and sources in revealing the historical facts of the region.

15. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning	Hours	The week

			Outcomes		
Questions + Participation	Delivery and interrogation	Colonial powers and control of the Persian Gulf	theoretical	3	First
Questions + Participation	Delivery and interrogation	The Emirate of Bandariq and its role in the Arab resistance	theoretical	3	Second
Questions + Participation	Delivery and interrogation	Ottoman–British rivalry	theoretical	3	Third
Questions + Participation	Delivery and interrogation	The National Movement in the Arabian Gulf	theoretical	3	Fourth
Questions + Participation	Delivery and interrogation	The importance of the Arabian Gulf	theoretical	3	V
Questions + Participation	Delivery and interrogation	The role of the Qawasim in the Persian Gulf	theoretical	3	Sixth
Questions + Participation	Delivery and interrogation	Arabian Gulf Security	theoretical	3	Seventh

9. Description of the Modern History of Europe (1789-1914) course

Tikrit University	1. **Educational institution**
Faculty of Arts / Department of History	2. **University Department / Center**
Hi3Em9	**Name Course** .٣
64	**Total Hours** .٤
annual	5. **School System**
1 / 9/ 2024	**History of the** .٦

	preparation of the description

اmaraldoury@tu.edu.iq

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

ا.د عمار شاكر محمود amaraldoury@tu.edu.iq
Eng. Maher Ali Ghazal maher.a.ghazal@tu.edu.iq

8. Objectives of the Academic Program

1- Introducing the university student to the nature of the modern history of Europe and comparing European and Arab points of view objectively and impartially.

2- Developing the ability to criticize ideas, opinions and historical novels in order to build the student's independent personality capable of analyzing historical incidents, understanding them and benefiting from them in foreseeing the future.

3- Contribute to community service through the participation of students in dialogue seminars and workshops.

4- Enabling the student to identify himself objectively and impartially and open to the other.

5- Contributing to the dissemination of historical awareness according to historical sources and references in the history of modern Europe and the adoption of the scientific method in that.

7- Informing students of the beginning of the establishment of most of the current European countries by informing them of how these countries were formed and appeared through the modern history of Europe in a way that helps them understand the nature of each of those countries at the present time, especially the major countries in the

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European continent such as Britain, Germany, France, Spain, Italy and Russia, who have an important impact on the reality of contemporary international politics and its impact on the Arab region.

9. Required learning outcomes and methods of teaching, learning and evaluation.

A- Knowledge and understanding

A1- Pushing the student towards critical thinking – analytical.

A2- Knowing the stages and events experienced by the European continent following the collapse of Napoleon Bonaparte's empire.

A3- The ability of students to distinguish and cognitive awareness to identify the most prominent figures who had a role in the emergence of European countries, as well as to know the economic and social developments experienced by European society at that stage.

A4- The student should discuss the history of modern Europe on a clear basis.

A5- Preparing the student to have the ability to prepare the lesson.

A6- Developing students' skills in using modern technical means such as the Internet, PowerPoint, Photoshop, and others.

B- Subject-specific skills

B1 – Enable students to know and understand the basics of modern European history .

B 2 – Strengthening the student with the analytical method in reading the historical

events experienced by the European continent.

B3 – Enable students with the skills of analysis, scientific thinking and deduction.

10. Teaching and learning methods

- Explanation and clarification through scientific lectures and new illustrative methods, with the screening of documentaries inside the classroom, as well as sources and references on the history of modern Europe to achieve full understanding of vocabulary and improve students' comprehension.

- Guiding students to websites to benefit from them to develop their abilities.

- The method of interrogation.

- The way of the lecture.

- Discussion method.

11. Assessment methods

- Written exams .

- Brief reports .

- Daily duties.

- View books .

C– Thinking skills

C1– Observation, perception, analysis, interpretation and conclusion of historical events.

C2– Enabling the student to draw the full picture of the stages of development by linking the sequential theoretical information with documentaries and images that make the course a series simple to understand for the student.

A3– Enabling students to continuously develop themselves even after graduation.

C4– Providing students with information in the field of human rights and democracy and linking the study material to reality while enabling them to pass the tests.

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

C1– Observation, perception, analysis, interpretation and conclusion of historical events.

C2– Enabling the student to draw the full picture of the stages of modern European history by linking sequential theoretical information with documentaries, pictures and maps that make the course a series simple to understand for the student.

A3– Enabling students to continuously develop themselves even after graduation.

 C4– Providing students with information about the modern history of Europe and linking the study material with reality while enabling them to pass the tests.

C5– Introducing the value of the region and its importance in global politics:

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1– Graduating teaching competencies that have the ability to teach history in general .

D2– Graduating models of students with the ability to complete their higher studies.

D3– Enabling students to work in other institutions close to teaching, such as working in journalism or radio and television programs based on political analysis of events, as well as publishing topics via the Internet .

12. Planning for personal development

1- **Developing students' abilities in research and investigation by urging to visit libraries weekly to see sources, books and magazines as a source of information, as well as visiting museums and following up on the websites of modern sources and studies in the field of modern European history .**

2- **The ability to guide and motivate others and work to highlight the student's personality through the role model.**

3- **Contribute to building the student's personality in a way that helps him to perform his role in his blind life and how to apply the ideas and skills he acquired during his studies to be an active element in society.**

13. Admission criterion (setting regulations related to enrollment in a college or institute)

- **Approving the admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research.**

- **Choose the student's desire from more than one desire arranged according to preference.**

- **The rate of the course of the department in which the student wishes to study.**

- **The absorptive capacity of the scientific department.**

- **The applicant possesses a preparatory certificate in the literary branch.**

14. The most important sources of information about the program

- **The central library at the university, the college library and the department.**

- **Websites .**

- **Methodological books approved by the Ministry of Higher Education and**

Scientific Research.

15. Infrastructure	
Modern History of Europe (1789-1914).Cartoon Haze .	Required readings: ● **Basic texts**
Modern history of Europe. Fadel Hussein and others.	● **Course Books**
Modern History of Europe (1789-1914) Ammar Shaker Mahmoud and Harith Abdul Rahman Latif.	● **Other**
Al-Mustafa Electronic Library, Al-Ilm Way Library, Silatop Library, New Book Library, Al-Hindawi Library .	Special requirements (including e.g. workshops, periodicals, software, websites)
External and internal seminars, workshops, conferences, seminars.	Social services (e.g. guest lectures, vocational training and field studies)

16. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Learning Outcomes Required	Hours	The week
Oral questions	Lecture	Europe in the late eighteenth century	theoretical	2	١
Student Engagement	Discussion and questioning	Causes of the French Revolution	theoretical	2	٢
Oral questions	Lecture	The Revolution and the French Assemblies (1789 – 1799)	theoretical	2	٣
Oral questions and student participation	Lecture, discussion and questioning	Europe's position on the French Revolution	theoretical	2	٤
Student Engagement	Lecture, discussion and questioning	France and the Napoleonic Wars	theoretical	2	٥
Oral questions and student participation	Lecture, discussion and questioning	Europe and the Vienna Conference	theoretical		6
Oral questions and student participation	Lecture, discussion and questioning	International Conferences and the Monroe Doctrine (1818−1823)	theoretical	2	٧
Oral questions	Lecture	The National Revolts of 1830	theoretical	2	٨
Student Engagement	Discussion and questioning	The National Revolts of 1848	theoretical		9
Oral questions	Lecture	Political developments in France and Britain (1848−1870)	theoretical	2	١٠
Oral questions and student participation	Lecture, discussion and questioning	The Industrial Revolution	theoretical	2	١١

Student Engagement	Lecture, discussion and questioning	Austrian Empire	theoretical	2	١٢
Oral questions and student participation	Lecture, discussion and questioning	Europe from the establishment of the French Republic until the establishment of German unification	theoretical	2	١٣
questions Oral and student participation	Lecture, discussion and questioning	Italian Unity	theoretical	2	١٤
Oral questions	Lecture	German Unity	theoretical	2	١٥
		First Semester Exam			16
Oral questions	Lecture	The Eastern issue: its causes and events	theoretical	2	١٧
Student Engagement	Discussion and questioning	The Crimean War and the Paris Conference of 1856	theoretical	2	١٨
Oral questions	Lecture	Political and economic developments in Britain	theoretical	2	١٩
questions Oral and student participation	Lecture, discussion and questioning	Political and economic developments in Italy	theoretical	2	٢٠
Student Engagement	Lecture, discussion and questioning	Political and economic developments in Russia	theoretical	2	٢١
Oral questions and student participation	Lecture, discussion and questioning	Political and economic developments in the Empire of Austria-Hungary	theoretical	2	٢٢
Oral questions and student participation	Lecture, discussion and questioning	The Russian-Ottoman war and the Berlin Conference in 1878 and the	theoretical	2	٢٣

		international position on it.			
	Lecture	The emergence of new regimes in Britain and France	theoretical	2	٢٤
Oral questions	Discussion and questioning	The emergence of new regimes in Russia and Italy	theoretical	2	٢٥
Student Engagement	Lecture	The emergence of new regimes in Germany, Austria and Hungary	theoretical	2	٢٦
Oral questions	Lecture, discussion and questioning	International alliances and blocs that preceded the First World War	theoretical	2	٢٧
Oral questions and student participation	Lecture, discussion and questioning	International crises preceding World War I	theoretical	2	٢٨
Student Engagement	Lecture, discussion and questioning	Causes of World War I	theoretical	2	٢٩
Oral questions and student participation	Lecture, discussion and questioning	Major Powers and the Colonial Movement	theoretical	2	٣٠
		Second Semester Exam			31

10. English Course Description

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi3En10	**Course Name/Code .٣**
Yearly 2024-2025	**4. Semester/Year**

Mandatory	**5. Available Attendance Forms**
30	**٦. Number of credit hours (total)**
1/9/2024	**٧. Date of preparation of this description**
٨. Course admin name (if more than one name is mentioned)	

م. chaj/vio ىhúhí,c/c),/),sadalihamd@to.edu.a

9. Course Objectives

- Understand and use English as a means of communicating and learning in their disciplines·

- Understanding the read material creates a link between its various components·

- Use colloquial English in their daily lives.

- Write a correct sentence based and meaningful.

- Graduating cadres with a high degree of education, qualification and excellence.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive Objectives:

A1 - Enhancing reading skill by urging him to read literary texts·

A2 Ability to synthesize, link, generalize and deduce·

A3- Enhancing the skill of speaking English by urging him to answer questions related to text analysis·

A4- The ability to analyze by urging him to express his opinions and his own

understanding of the literary text.

A5- Enhancing listening and listening skills.

B - Skills objectives .

B1 Urging the student to use the library or the Internet as one of the methods of learning.

B 2 - Giving lectures (reading the literary text with explanation and clarification).

B3 - The use of technological teaching aids as teaching aids (educational films, electronic lectures).

B4- The method of self-learning by supporting the learner-centered learning environment.

C- Emotional and value goals.

Emotional and value goals: It is a set of goals that are concerned with building personality in its psychological manifestations as well as various abilities and starting from acceptance to excitement and the desire to see. These objectives can be summarized:

C1- Enhancing the student's self-confidence by urging him to think, analyze, conclude and give his personal opinions

C2 - Enhancing the ability to understand the other and his ideas.

11. Teaching and learning methods

- Delivering electronic lectures (reading the literary text with explanation and clarification).
- The method of self-learning by supporting the learner-centered learning environment .
- Use technological teaching aids as teaching aids (educational films, presentations, electronic lectures). (

12. Evaluation methods
• Written tests • Oral tests • Daily Posts • Duties

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1 - Leadership skills and effective communication.

D2- Urging the student to watch plays and educational films for English literature to develop the language.

D3- Proficiency in the use of the English language reading, writing and applying general concepts of English language and literature.

D4- Urging the student to memorize some literary texts to enhance his general culture .

13. Infrastructure	
Required textbooks ١	Beginner- New Headway Plus- student's book + workbook by John and Liz Soa
(Main references (sources ٢	New Headway Plus- student's book + workbook by John and Liz Soa
Recommended books and references (scientific journals, reports,....)	There isn't any
Electronic references, B .... websites	**https://learnenglish.britishcouncil.org/english-grammar-reference/present-simple** **https://www.englishpage.com/verbpage/pre**

					sentcontinuous.html https://www.ef.com/wwen/english-resources/english-grammar/present-perfect/

14. Course Development Plan

1- Practical study of the English language through the preparation of language courses for students in English-speaking countries.

2- Encouraging the use of language laboratories in order to hear the English language by native speakers of the language and pronounce it correctly.

15. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
	Discussions	The Future Tense		2	١
	Discussions	The Present Perfect Tense		2	2
	Discussions	Ernest Hemingway		2	3
	Discussions	**Monthly Exam**		2	4
		conversation		2	5
	Discussions	Direct and Indirect Speech		2	6
	Discussions	**The clown Doctors**		2	7

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Description of the courses of the fourth stage

1. Description of the Contemporary History of Iraq Course

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department/Center
Hi4Ir1	Name/Code Course.٣
64	Number of credit hours .٤ (total)
daily	5. Available Attendance Forms
annual	6. Semester/Year
1/9/2024	Date of preparation of this .٧ description
8. Course admin name (if more than one name is mentioned)	
Prof dr. Jawdat jalal kamil Tikrit_library2008@tu.edu.iq Rana abid hamad rana.abed@tu.edu.iq	
9. Course Objectives	
1- This study aims to give students an idea about the modern and contemporary history of Iraq.	
2- Studying the stages of the British occupation of Iraq during the First World War 1914-1918.	
3- The period of direct British rule 1918-1920 and the reign of King Faisal I 1921-1933.	
4- King Ghazi and Dora in governing Iraq 1933-1939 .	

5- The era of King Faisal II 1939-1958 and the era of wills and the endowment of Iraq from the Second World War.

6- The revolution of July 14, 1958 and the establishment of the republican system.

10. Learning outcomes and methods of teaching, learning and assessment

A. Knowledge and understanding

A1- Giving a lecture on the history of Ottoman Iraq and reminding students of what was studied last year and the conditions of Iraq during that era of time.

A2- Trying to make students understand that history is a series of events linked to each other and that the Ottoman hegemony of Iraq is one of the links of that series.

A3- We can give some examples of the history of some countries to compare with the history of Iraq.

A4- Through the previous steps, the extent of the student's analysis of historical events can be known.

A5- By understanding the conditions of Iraq during the study period, the student can link the events that occurred before and after the war.

A6 - The student at the end of the study of the prescribed material to express his opinion on the events and draw his opinion and criticize or support the political trends that dominated the duration of the study .

B - Subject-specific skills

A 1 - The student should discuss the political events and developments that occurred in Iraq according to the vision of analysis and criticism of those events

B2 – The teacher can discuss the student's proposals on the history of Iraq and clarify some ambiguous joints to support the discussion

C 3 – Trying to bring the student to the stage of analyzing historical events and criticizing or supporting them according to his understanding of the subject.

11. Teaching and learning methods

- Explanation and clarification.
- Encourage the student to visit the library and teach him how to use

scientific resources.	

12. Evaluation methods
• Daily tests
• Written tests

C- Thinking skills
A1- The student's attention must be noted when giving the lecture and that he listens and follows up well.
A2- When achieving the above, the student must discuss and participate in mentioning some historical events.

13.Infrastructure	
1. Documents for the period 1914-1968 2- The regular in the history of Iraq - written by Abdul Majeed Kamel 3- Contemporary History of Iraq - written by Ibrahim Khalil Ahmed	Required readings: • Basic texts • Course Books • Other
	Special requirements (including e.g. workshops, periodicals, software, websites)
	Social services (e.g. guest lectures, vocational training and field studies)

14.Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Discussion	Lecture and explanation	The reasons for the British orientation towards Iraq	The student should know the international conflict over Iraq before the First World War	3	١
=	=	Stages of the British occupation of Iraq ١٩١٤- the first stage - ١٩١٨	The student should know how Britain started to occupy Iraq	3	٢
=	=	Stages of the British occupation of Iraq ١٩١٤- The second stage ١٩١٨	The student should know how Britain started to occupy Iraq	3	٣
=	=	Direct British rule ١٩١٨- ١٩٢٠		3	٤
=	=	Prince Faisal's nomination for the throne of Iraq and his accession to power ١٩٢١- ١٩٣٣		3	٥
=	=	The reign of King Ghazi ١٩٣٣-١٩٣٩		3	٦
=	=	Bakr Sidqi's coup d'état in ١٩٣٦		3	٧
=	=	The killing of King Ghazi and the accession of the daughter of King Faisal II to power		3	٨
=	=	Iraq's position on World War II		3	٩
=	=	May Uprising of ١٩٤١		3	١٠
=	=	The end of World War II and the return of political life		3	١١
=	=	Ministry Saleh Jabr and Port Smooth Treaty		3	١٢
		Midyear vacation	Midyear vacation		
=	=	The situation in Iraq during ١٩٤٨-١٩٥٣		3	١٣
=	=	November Uprising ١٩٥٢			14
=	=	Saeed -And visited Nuri Al fourteenth and drew the future of Iraq		3	١٥
=	=	Iraq's position on international alliances and blocs		3	١٦
=	=	Establishment of the Baghdad Pact in ١٩٥٥		3	١٧
=	=	Free Officers Organization		3	١٨
=	=	Iraq's position on the Bandung Conference and the tripartite aggression against Egypt		3	١٩
=	=	Political conditions during the period ١٩٥٥-١٩٥٨		3	٢٠

=	=	Formation of the National Union Front and the Hashemite Union		3	٢١
=	=	Attempts to change the regime and the reasons for their failure		3	٢٢
=	=	- ١٤The revolution of July and the establishment ١٩٥٨ of the republican system		3	٢٣
=	=	the revolution The results of at the internal level		3	٢٤
=	=	The results of the revolution at the external level		3	٢٥
=	=	The disagreement of the leaders of the revolution and its deviation from its course		3	٢٦
=	=	-١٩٥٨First Republican era ١٩٦٣		3	٢٧
=	=	Republican era Second ١٩٦٦-١٩٦٣		3	٢٨
=	=	The third republican era ١٩٦٨-١٩٦٦		3	٢٩

2. Description of the course of the biography of the house (peace be upon them)

1.Educational Institution	Tikrit University
2.University Department / Center	Faculty of Arts / Department of History
Academic Program .٣ Name	Hi4Ph2
Total number of .٤ hours	64
5.Academic System	annual
6. Accredited Accreditation Program	Quality Assurance
Date of preparation .٧ of the description	1/9/2024
8. Course admin name (if more than one name is mentioned)	
Ahmad Sabir Abdul Aziz ahmed.abudlaziz@tu.edu.iq Eng. Saeed Humaid Ali saad.ali122@tu.edu.iq	

9. Objectives of the Academic Program
1- Shedding light on the true representative of the Islamic religion, especially the period after the death of the Great Prophet (prayers) May Allah be upon him , his machine and his companions and peace) and the important events experienced by Muslims on the Islamic nation .
2- It is necessary to know the real status of Ahl al-Bayt in its historical dimension, what has become of the days and the religious dimension that remains Its impact on the survival of the need for religion and Sharia as the leaders of the nation throughout the ages.
3- Standing on the features of religion as the applied aspect of the heavenly law represented by the Holy Qur'an and their embodiment Practical for its concepts and principles .
4- The required program outputs and methods of teaching, learning and evaluation .
5- Contribute to community service through the participation of students in dialogue seminars and workshops.

10. Required Learning Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge and understanding

A1- Pushing the student towards critical thinking - analytical.

A2- Introducing the history of the line of the Imamate by studying each Imam independently

A3- Introducing the student to the contributions of prominent Islamic figures and their role in Islamic life

A4- Developing the spirit of pride in the past and glory of the Islamic nation

A5- Studying an important era of Islamic history

B - Subject-specific skills

B1 - Identify how and ways to discover the general characteristics and the common role of the nation (peace be upon them)

B 2 – Highlighting the real place of the role of imams (peace be upon them) in Islamic life

B3 – We aim to maintain the frequency of texts across generations until they become at the level of clarity and fame

11. Teaching and learning methods

- Interactive lectures between the professor and students by distributing the full or printed material from the beginning of the first semester and then dividing it into weeks.

- Discussing topics, presenting and reading historical texts to learn about the characteristics of their work (peace be upon them) in that historical stage that they (peace be upon them) went through

12. Evaluation methods

- The evaluation is carried out by asking for preparation reading or preparing peppers or research papers.

- The student is assessed under an oral examination and discussions of those claimed research papers.

- It also prepares an exam for the student in the middle of the semester and an exam at the end of the semester.

- He is evaluated at the end of the year with a final exam in which he combines the grades and works obtained with the final exam score.

C- Thinking skills

C1- Observation, perception, analysis, interpretation and conclusion of historical events.

C2- Enabling the student to draw the full picture of the stages of development by linking the sequential theoretical information with documentaries and images that make the course a series simple to understand for the student.

A3- Enabling students to continuously develop themselves even after graduation.

C4- Providing students with information in the field of human rights and democracy and linking the study material to reality while enabling them to pass the tests.

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

D1- Encourage the reading of external sources as references for the lesson material other than the references to be used in

Semester

D2- Personal dialogue with the student

D3- Encouraging the student to discuss and ask questions

D4- Use of illustrative means such as maps

13. Teaching and learning methods

- Explanation and clarification through scientific lectures and new illustrative methods, with the presentation of documentaries inside the classroom, as well as sources and references to achieve full understanding of vocabulary and improve student comprehension.

- Guiding students to websites to benefit from them to develop their capabilities, especially foreign ones.

- Asking students to visit the library to get more information about the

vocabulary of the subject.

- Introducing students to the methods used in the international information network to preserve sources and books and how to extract them.

14.Planning for personal development

- Developing students' abilities in research and investigation by urging to visit libraries weekly to see sources, books and magazines as a source of information, as well as visiting museums and following up on the sources and studies published by websites.

- The ability to guide and motivate others and work to highlight the student's personality through the role model.

- Contribute to building the student's personality in a way that helps him to perform his role in his blind life and how to apply the ideas and skills he acquired during his studies to be an active element in society.

15. Admission criterion (setting regulations related to enrollment in the college or institute)

- Approving the admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research.

- Choose the student's desire from more than one desire arranged according to preference.

- The rate of the course of the department in which the student wishes to study.

- The absorptive capacity of the scientific department.

- The applicant possesses a preparatory certificate in the literary branch.

16. The most important sources of information about the program

- Quran
- Tafsir books such as al-Tabari's Tafsir al-Qur'an.
- Books of the reasons for revelation, such as: the book of reasons for the revelation of the Qur'an by Al-Wahidi, the book of wonder in explaining the reasons for Ibn Hajar al-Asqalani, and the book of the door of the narration in the reasons for the revelation of Al-Suyuti.
- Biography of Ahl al-Bayt / Dr. Abed Al-Ansari.

17.Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
	Lecture	The meaning of (Al-Al, Al-Ahl, Al-Utrah) in language and Sharia through the Holy Qur'an and the Sunnah of the Prophet.	theoretical	2	١
	Discussion and questioning	The husbands of the Prophet Muhammad (peace and blessings of Allaah be upon him) (Khadija bint Khuwaylid (may God bless him), Sudah bint Zam'ah (may God bless him and grant him peace).	theoretical	2	٢
	Lecture	Aisha bint Abu Bakr as-Siddiq (ra), Hafsa bint Umar ibn al-Khattab (ra), Zainab bint Khuzaymah (ra).	theoretical	2	٣
	Lecture, discussion and questioning	Hind bint Umayyah (ra), Zainab bint Jahsh (ra), Juwayriyyah bint al-Harith (ra),	theoretical	2	٤
	Lecture, discussion and questioning	Safiya bint Hayy, Ramla bint Abi Sufyan (ra), Maymuna bint al-Harith, Maria bint Shamoun the Coptic (ra).	theoretical	2	٥
	Lecture, discussion and	The sons of the Prophet Muhammad (peace and	theoretical		6

	questioning	blessings of Allaah be upon him) are males of al-Qasim, 'Abd-Allaah (al-Tayyib, al-Tahir) Ibrahim. Female Zainab, Ruqayya, um Kulthum, Fatima (may Allah be pleased with them).			
	Lecture, discussion and questioning		theoretical	**2**	٧
	Lecture	Monthly exam.	theoretical	**2**	٨
	Discussion and questioning	Ali bin Abi Talib (ra).	theoretical		**9**
	Lecture	Sons of Ali bin Abi Talib (RA) 1 Al-Hasan (RA).	theoretical	**2**	١٠
	Lecture, discussion and questioning	Al-Hussein (RA)	theoretical	**2**	١١
	Lecture, discussion and questioning	The uncles of the Prophet (peace and blessings of Allaah be upon him) are among those who believed 1 Al-Abbas bin Abdul Muttalib (may God bless him and grant him peace).	theoretical	**2**	١٢
	Lecture, discussion and questioning	2 Al-Hamza bin Abdul Muttalib (ra).	theoretical	**2**	١٣
	Lecture, discussion and questioning	Monthly exam.	theoretical	**2**	١٤
	Lecture	Review of the course	theoretical	**2**	١٥
					١٦
	Lecture	Chapter Two	theoretical	**2**	١٧
	Discussion and	Safiya bint Abdul	theoretical	**2**	١٨

	questioning	Muttalib (ra).			
	Lecture	Abdallah bin Al-Abbas - the translator of the Qur'an and the ink of the nation (RA)	theoretical	**2**	١٩
	Lecture, discussion and questioning	Ja'far ibn Abi Talib (ra).	theoretical	**2**	٢٠
	Lecture, discussion and questioning	The virtues of Ahl al-Bayt in the Holy Quran	theoretical	**2**	٢١
	Lecture, and discussion questioning	The virtues of Ahl al-Bayt in the purified Sunnah of the Prophet	theoretical	**2**	٢٢
	Lecture, discussion and questioning	The relationship between Ahl al-Bayt and the Companions (RA) 1 Abu Bakr Al-Siddiq (RA).	theoretical	**2**	٢٣
	Lecture	2 Umar ibn al-Khattab (ra).	theoretical	**2**	٢٤
	Discussion and questioning	3 Uthman ibn Affan (r.a.).	theoretical	**2**	٢٥
	Lecture	Monthly exam	theoretical	**2**	٢٦
	Lecture, discussion and questioning	The sayings of scholars about Ahl al-Bayt - peace be upon them	theoretical	**2**	٢٧
	Lecture, discussion and questioning	Ali carpet (RA).	theoretical	**2**	٢٨
	Lecture, discussion and questioning	Muhammad al-Baqir (ra) .	theoretical	**2**	٢٩
	Lecture, discussion and	Ja'far al-Sadiq (ra).	theoretical	**2**	٣٠

	questioning				
	Lecture, discussion and questioning	Ali, Muhammad Al-Jawad (ra)	theoretical	2	٣١
		Monthly exam			

3. Description of the History of Islamic Thought Course

1.Educational Institution	Tikrit University / Faculty of Arts
2.University Department / Center	Department of History
٣. Academic Program Name	Hi4It3
4. Accredited Accreditation Program	Quality Assurance
5.Academic System	annual
٦. Total number of hours	64
٧. Date of preparation of the description	1/9/2024
٨. (Course admin name (if more than one name is mentioned)	
Prf dr. tayp salih alawi dtayebsalih@tu.edu.iq Mukhalad hamad khalaf mkhldalwyd380@ut.edu.iq	
9. Objectives of the Academic Program	
1. This course aims to give the student a complete idea of the history of Arab-Islamic thought, starting from the era of the Prophet, may God bless him and grant him peace, the Rightly-Guided Caliphate, the Umayyad and the Abbasids, ending with the modern era.	
2. The main objective of this course is to familiarize the student with the history of	

Islamic thought and the statement of its originality, vitality and effective role in human life until the present time.

10. Required Learning Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge and understanding

A1- Remembering: The student should know the vocabulary, writings and aspects of Arab-Islamic thought.

A2- Understanding: The student should explain the different works based on clear cognitive foundations.

A3- Analysis: The student should deduce lessons from historical events.

A4- Structure: The student should link between events and Islamic thought.

A5- Evaluation: The student should appreciate the importance of Islamic thought.

B - Subject-specific skills

B1 – The student should discuss issues of Islamic thought on a clear critical basis.

B2 – Discuss the student scientifically with everything related to the subject of Islamic thought.

B3 – Urging the student to write reports and research in the field of this course.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).
- The use of modern teaching aids as teaching aids (electronic lectures and scientific sites).
- Urge the student to self-learn.
- Encourage the student to use the library.

12. Evaluation methods

Written tests.

Oral tests.

Daily posts.

Completion of reports and assignments.

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

D1- Developing the student's thinking ability.

D2- The student's understanding of Islamic thought through reading and follow-up.

D3- Informing the student and memorizing some historical texts to supplement his general culture.

D4- Developing the student's skills in the ability to theorize, taking advantage of the trends of Islamic thought.

13.Infrastructure

Studies in Arab-Islamic Thought / Group of Authors Studies in the history of Arab thought / d. Khalil Ibrahim Al-Samarrai Ibn Khaldun's Introduction	Required readings: ● Basic texts ● Course Books ● Other
There isn't any	Special requirements (including e.g. workshops, periodicals, software, websites)
There isn't any	Social services (e.g. guest lectures, vocational training and field studies)

14. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	definition	The student should know the definitions of Islamic thought	2	١
Questions & Discussion	Lecture and explanation	Foundations of thought	Introducing the student to the foundations of Islamic thought	2	٢
Questions & Discussion	Lecture and explanation	Advantages of Islamic Thought	The student learns about the advantages of Islamic thought	2	٣
Questions and discussion (daily exam)	Lecture and explanation	Elements of the foundations and characteristics of Islamic thought	Understanding and analyzing the foundations and characteristics of Islamic thought	2	٤
First Semester Exam (First Exam)	Lecture and explanation	Sources of Islamic Thought	Sources of Islamic Thought	8	٥-٨
Questions & Discussion	Lecture and explanation	The Prophet's Hadith	A study in the hadith of the Prophet	2	٩
Questions & Discussion	Lecture and explanation	Fiqh and its Doctrines	Definition of the qaf and its doctrines	8	١٠-١٣
Questions & Discussion	Lecture and explanation	The interdependence between Arabism and Islam	Arabism and Islam	2	١٤
First Semester (Exam II)	Lecture and explanation	Islam's position on non-Muslims	Introducing the position of Islam towards non-Muslims	6	١٥-١٦
Questions & Discussion	Lecture and explanation	Heritage and our relationship to it	Attitude to heritage	2	١٧
Questions &	Lecture and	Islam and	Islam and Western	2	١٨

Discussion	explanation	Western Civilization	Civilization		
Questions & Discussion	Lecture and explanation	Marxism	Marxism	12	٢٣-١٩
Questions & Discussion	Lecture and explanation	Secularism	Secularism and the separation of religion and state	2	٢٤
Second Semester (Exam (First	Lecture and explanation	Theology	Theology	2	٢٥
Questions & Discussion	Lecture and explanation	Islamic Thought Scholars	Introduction to Islamic Thought Scholars	2	٢٦
Second Semester Exam	Lecture and explanation	Islamic Thought Scholars	Al-Ghazali - Al-Ash'ari - Abdul Rahman Al-Kawakibi	10	٣٢-٢٧

4. Course Description of Modern and Contemporary History of Iran and Turkey

Tikrit University	1. Educational institution
Faculty of Arts / Department of History	2. University Department/Center
Hi4It4	Name/Code Course .٣
Yearly 2024−2025	4. Semester/Year
Attendance and absence	5. Available Attendance Forms
96	Number of credit hours .٦ (total)
1/ 9 / 2024	Date of preparation of this .٧ description
8. Course admin name (if more than one name is mentioned)	
Eng. Shaima Ramzi Abdel Ghani Shaimaa.ramiz@tu.edu.iq **Eng. Reem Riad Hussain reema@tu.edu.iq**	

9. Course Objectives
1- Introducing the student to the history of Iran and Turkey and the extent of their influence in the international arena, especially neighboring countries.
2- Knowing the reasons that led to the development of these countries and quoting from their experiences.
3- Identify its conditions in its modern history and identify the wars it went through.
4- Knowing the sources of livelihood of these countries, their development and the extent of their impact on the international community.
5 - Identify the political life of that international and its ruling systems and how to separate the modern state.
6- Providing the student with in-depth information about the history of Iran and Turkey.

10. Learning outcomes and teaching, learning and assessment methods
A. Knowledge and understanding
A1- Knowing the stages and developments that the history of Iran and Turkey went through and being familiar with them.
A2- Urging students to participate objectively in constructive dialogue.
A3- Clarifying concepts and terms related to the history of both countries for students and bringing them closer to their minds
A4- Making the student interested in the scientific method and the historical material he studies.
A5- Urging the student to pay attention to the history of Iran and Turkey and its impact on the Middle East and understand it well.
A6- Instilling confidence in the hearts of students and providing them with the

opportunity to express their opinions without hesitation or fear.

B - Subject-specific skills

B1 – Training the student to apply what he has learned and gained from the experiences of applying them practically.

B2 – Urging the student to write reports and research in the field of the course.

B3 - Enable students with the skills of analysis and scientific thinking.

B4- Developing the strength of skill, conclusion and observation of the student.

C- Thinking skills

C1- Observation, perception, analysis, interpretation and conclusion of historical events.

C2- Enabling the student to draw the full picture of the stages of development by linking the sequential theoretical information with documentaries and images that make the course a series simple to understand for the student.

A3- Enabling students to continuously develop themselves even after graduation.

C4- Providing students with information in the field of human rights and democracy and linking the study material to reality while enabling them to pass the tests.

11. Teaching and learning methods

- Explanation and clarification through scientific lectures and new illustrative methods, with the screening of documentary films inside the classroom, in addition to sources and references on the history of Iran and Turkey to achieve full understanding of vocabulary and improve students' comprehension.

- Exercises and activities in the classroom, with students guided to some websites to benefit from them to develop their abilities.
- Asking students to visit the library to get more information about the vocabulary of the subject.
- Active participation in the classroom is a guide to student commitment and responsibility, with attendance and perseverance.
- Daily, semester and final theoretical and practical exams.
- Writing reports and research on the vocabulary of the study material and adhering to the deadline specified in submitting them.

12. Evaluation methods

- Daily exams.
- Monthly exams.
- Final exams.
- View books .
- Watching documentaries.

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

D1- Developing students' ability to dialogue and discussion.

D2- The ability to analyze and interpret events, evaluate and develop them.

D3- Logical thinking to find solutions to the problems facing the student.

D4- Developing the student's ability to work on performing duties and delivering them on time.

13. Teaching Resources

Contemporary History of Iran and Turkey /	Required readings:

Khudair Al-Budairi.	▪ Basic texts
The history of Iran and Turkey: A Study in Modern and Contemporary History / Ibrahim Khalil Ahmed / Khalil Ali Murad.	▪ Course Books
Turkey's Modern and Contemporary History / Kemal Mazhar.	▪ Other
Al-Mustafa Electronic Library, Al-Alam Road Library, Silatop Library, New Books Library, Al-Hindawi Library .	Special requirements (including e.g. workshops, periodicals, software, websites)
External and internal seminars, workshops, conferences, seminars.	Social services (e.g. guest lectures, vocational training and field studies)

Evaluation method	Method of education	Name of the unit/course or topic	Learning Outcomes Required	Hours	The week
			14. Course Structure		
Oral questions	Lecture	The situation of Iran during the Safavid era	theoretical	2	١
Student Engagement	Discussion and questioning	Eras of occupation and political turmoil	theoretical	2	٢
Oral questions	Lecture	And the beginnings of Qajar rule	theoretical	2	٣
Oral questions and student participation	Lecture, discussion and questioning	And the beginnings of Qajar rule	theoretical	2	٤
Student Engagement	Lecture, discussion and questioning	Reform attempts in Persia	theoretical	2	٥
Oral questions and student participation	Lecture, discussion and questioning	Foreign privileges in Persia	theoretical		6
Oral questions and student participation	Lecture, discussion and questioning	Constitutional Revolution	theoretical	2	٧
Oral questions	Lecture	The reasons for the fall of the Qajar regime	theoretical	2	٨
Student Engagement	Discussion and questioning	Reza Shah's expansionist policy	theoretical		9
Oral questions	Lecture	Rule of Mohammad Reza Shah	theoretical	2	١٠
Oral questions and student participation	Lecture, discussion and questioning	Nationalization of Iranian Oil	theoretical	2	١١
Student Engagement	Lecture, discussion and	The fall of Muhammad Mossadeq	theoretical	2	١٢

	questioning				
Oral questions student and participation	Lecture, discussion and questioning	U.S., Iran Relations	theoretical	2	١٣
Oral questions and student participation	Lecture, discussion and questioning	Iran and Foreign Relations	theoretical	2	١٤
Oral questions	Lecture	Iran between the fall of Mosaddegh and the fall of the Shah 1953-1979	theoretical	2	١٥
		Semester Exam First			16
Oral questions	Lecture	The fall of the Ottoman Empire	theoretical	2	١٧
Student Engagement	Discussion and questioning	Settlement treaties	theoretical	2	١٨
questions Oral	Lecture	Proclamation of the Republican System	theoretical	2	١٩
Oral questions and student participation	Lecture, discussion and questioning	Turkey during World War II	theoretical	2	٢٠
Student Engagement	Lecture, discussion and questioning	The establishment of parties in Turkey	theoretical	2	٢١
Oral questions and student participation	Lecture, discussion and questioning	The army and its role in political life	theoretical	2	٢٢
Oral questions and student participation	Lecture, discussion and questioning	Turkey's Foreign Relations	theoretical	2	٢٣
	Lecture	Turkish-Arab Relations	theoretical	2	٢٤
Oral questions	Discussion and	Turkey in the seventies	theoretical	2	٢٥

		questioning			
Student Engagement	Lecture	Coups in Turkey	theoretical	2	٢٦
Oral questions	Lecture, discussion and questioning	Economic problems in Turkey	theoretical	2	٢٧
Oral questions and student participation	Lecture, discussion and questioning	Economic development in Turkey and Turkey's position	theoretical	2	٢٨
Student Engagement	Lecture, discussion and questioning	Turkey in the eighties	theoretical	2	٢٩
Oral questions and student participation	Lecture, discussion and questioning	Turkey after the 1980 coup	theoretical	2	٣٠
		Second Semester Exam			31

5. Course Description of the History of the Great Interwar Powers

Tikrit University	**1.Educational Institution**
Faculty of Arts - Department of History	**2.University Department / Center**
Hi4Cw5	**Name/Code Course.٣**
Student attendance is basic and not distance learning	**4. Available Attendance Forms**
Yearly 2024-2025	**5.Semester/Year**
90	**Number of credit hours .٦ (total)**

1/9/2024	**Date of preparation of this .Ⅴ description**

(Course admin name (if more than one name is mentioned .Λ

Prf dr. salih hasan abdullah   Dr-salih@tu.edu.iq
Ahmad esmail Khalil   ahmed.ikh19@tu.edu.iq

9. Course Objectives

- This course aims to give the student an idea of the history of the major countries between the two wars.

- This course deals with the history of countries (Britain - France - the United States of America - Italy - Germany - the Soviet Union) between the two wars.

- Giving an illustrative picture of the political thought that prevailed in the above countries during the interwar period.

10. Required Learning Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge and understanding

A1- Analysis: Give the student an opportunity to create an ability to analyze and conclude politically and historically

A2- Understanding: Trying to reach the interpretation of the historical event according to the data caused and resulting from the historical event

A3- Method: The possibility of consolidating and understanding the historical method according to the principle of causality.

B - Subject-specific skills

B1 – Motivate the student to discuss.

B2 – Pushing the student towards scientific research.

B3 – Urging the student to write historical research according to the correct historical

method.

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

D1- Developing the student's research skills

D2- Motivating the student to read externally in support of his academic curriculum

11. Teaching and learning methods
• Giving theoretical lectures supported by detailed explanations   • Use of the unannounced examination system   • Encourage the student to use the library

12. Evaluation methods
• Ability to discuss   • Unannounced exams   • Preparation of non-binding historical research

13.Planning for personal development
• Research Writing   • Building bridges of cooperation with other universities in the corresponding specialization   • Developing skills for using the Internet

14. Admission criterion (setting regulations related to admission to the college or institute)
A central system adopted by the Ministry of Higher Education and Scientific Research

15.Infrastructure	
Modern World History 1914-1945	▪ Textbook
Major powers between the two world wars 1914-1945 Doctor Muhammad Muhammad Saleh and others Political history of the major European countries between the two wars Rabie Haidar Tahir Al , Musawi	Main sources
Studies in Modern and Contemporary European History Khalil Ali Murad and others Contemporary history - Europe from the French Prussian War to World War II 1871 - 1945 Abd El , Aziz Suleiman Nawar	Recommended references to review
Electronic Library of Alexandria Al Mustafa Electronic Library	Electronic References

16. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Discussio quiz n and	Lecture and explanation	Causes and consequences	Preludes to the First World War	3	١
Discussio quiz n and	Lecture and explanation	International treaties and organizations	Versailles Conference	3	٢
Discussio quiz n and	Lecture and explanation	Political, economic and social conditions	Britain between the two wars	9	٣-٥
Discussio quiz n and	Lecture and explanation	Political, economic and social conditions	Interwar France	12	٦-٩
Discussio quiz n and	Lecture and explanation	A brief history of the United States of America and the political, economic and social conditions	United States	9	١٠-١٢
Frequently Asked Questions	Written exams and live discussions	Student Assessment	Dialogues, exams and study of a research methodology	9	١٣-١٥
Discussio quiz n and	Lecture and explanation	Political, economic and social conditions	Italy between the two wars	12	١٦-١٩
Discussio quiz n and	Lecture and explanation	Political, economic and	Soviet Union	12	٢٠-٢٣

Discussion quiz n and	Lecture and explanation	social conditions			
Discussion quiz n and	Lecture and explanation	Political, economic and social conditions	Germany	9	٢٤-٢٦
Discussion quiz n and	Lecture and explanation	The concept of totalitarianism – the role of totalitarian regimes in World War II	Totalitarian regimes	6	٢٧-٢٨
Frequently Asked Questions	Written exams and live discussions	Student Assessment	Dialogues, exams and study of a research methodology	6	٢٩-٣٠

6. Description of the course of the history and civilization of the Arabs in Andalusia

Tikrit University	1.Educational Institution
Faculty of Arts - Department of History	2.University Department / Center
Hi4An6	Name/Code Course.٣
Student attendance is basic and not distance learning	4. Available Attendance Forms
Yearly 2024-2025	5.Semester/Year
60	Number of credit hours .٦ (total)
29/1/2025	Date of preparation of this .٧ description
8. Course admin name (if more than one name is mentioned)	
Prof. Khalil Khalaf Hussein khkhaljbory@tu.edu.iq M.M. Ahmad Hamadi Jassim a.homadi@tu.edu.iq	

9. Course Objectives

- This course aims to give the students of the second stage a complete and adequate idea of the history of the Arabs and their civilization in Andalusia, and to address the most important historical eras that Andalusia went through during the days of Muslim rule, and the stages of development that Andalusia went through politically, socially, economically and intellectually. This is done through lectures and the daily participation of students.

- Study of the political, social, intellectual and economic conditions of the Iberian Peninsula (Spain and Portugal) under the rule of the Visigoths.

- Studying the factors of the Arab-Islamic conquest of the Iberian Peninsula and its motives, and tracking the military conquest campaigns on the map of Andalusia.

- Providing the student with in-depth and adequate information about the sources and references of the study of Morocco and Andalusia, and learning how to draw a map of Andalusia.

- Studying the historical eras that Andalusia went through and its wisdom over eight centuries, starting with the era of the rulers and ending with the era of the Sultanate of Granada from 92 _ 897 AH.

- Identify the (Moriscos) the last presence of Muslims in Spain after its final fall to the Spaniards in 897 AH, and the ways in which the Spaniards deal as a government with them and try to forcibly Christianize them and practice the most severe means of torture against them.

- Study of the Spanish Inquisition and the methods and means of forced Christianization used against the Moriscos.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive objectives

A1- Preparing students cognitively, professionally and academically.

A2- Preparing students and enabling them to apply scientific methods.

A3- Deepening scientific cooperation with educational and scientific institutions.

A4- Enhancing the cognitive abilities of students through the use of scientific levels in explaining the material and delivering it to them, such as the level of (remembering, understanding, application, analysis, synthesis, evaluation) and all this is done through the actions used by students in trying to understand the course and master it in understanding and studying.

B - Skills objectives of the course.

B1 – Enable students to acquire basic skills.

B2 – Acquisition of self-education skills.

B3 – Students should discuss the issues of the history of Andalusia on a clear critical basis.

B 4 - Pushing students towards critical thinking - analytical.

B5- Urging students to write reports and research in this field of course.

C. Emotional and value goals

C1- Love of science and knowledge by encouraging students in the course in a smooth manner.

C2- Helping students acquire intellectual trends and scientific and cultural values.

C3- Developing cognitive trends and moral values for students through the use of value and emotional levels that contribute to explaining the material and delivering it to them in a smooth and effective way in students' acceptance of the course materials, such as the level of (reception and acceptance, response, value judgment - judgment in the light of value _, value organization).

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Leadership skills and effective communication.

D2- Familiarize students with the material and understand it through explanation and participation.

D3- Developing students' skills by focusing on some external influences that help them develop themselves.

D4- Students memorize the stages of the history of Andalusia and the most important civilized roles that it went through.

11. Teaching and learning methods

- Giving lectures (explanation and clarification).
- Using teaching aids as teaching aids (educational films, electronic lectures).
- The method of self-learning by supporting a learner-centered learning environment.
- Encourage students to use the library as a learning method.

12. Evaluation methods

- Written tests.
- Daily classroom activities.
- Oral tests .

- Completion of reports and duties.

	13. Infrastructure
The history and civilization of the Arabs in Andalusia	1 Required textbooks
History of Andalusia (Muhammad Abdullah Anan) / Andalusian History (Abd al-Rahman Muhammad al-Hajji)	2 Main references (sources)
The date of the opening of Andalusia (Ibn Gothic) / Nafh Tayeb from the branch of Andalusia (Al-Muqri) / History of Andalusia from conquest to fall (humbled Maadidi) / History of Andalusia (Hussein Munis) / Journal of Historical Studies	Recommended books and references (scientific journals, reports,....)
Comprehensive Library, Great Mosque, Andalusian Library / History of Andalusia Site / Waqf Library Site, Hadith Library Site, Scientific Council Site (Alokah)	B Electronic references, websites ....

14. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Student Engagement and Oral Questions	Lecture and discussion	The conditions of Spain under the rule of the Visigoths before the Arab-Islamic conquest of it	theoretical	2	First
Student Engagement and Oral Questions	Lecture and discussion	Study of sources and references of the history of Morocco and Andalusia and study of the political and administrative map of Andalusia	theoretical	2	Second
Student Engagement and Oral Questions	Lecture and discussion	The Arab-Islamic conquest of Spain - its motives and causes	theoretical	2	Third
Student participation, oral questions and the method of surprise test (COZ)	Lecture and discussion	The operations of the Arab-Islamic conquest led by Tariq bin Ziyad and Musa bin Nusair and the battles of the conquest	theoretical	2	Fourth
Student Engagement and Oral Questions	Lecture and discussion	The conquest of Andalusia in full and the beginning of the rule of Muslims in it, which is known as the era of rulers 92_138 AH	theoretical	2	V
Student Engagement and Oral Questions	Lecture and discussion	Achievements and works of governors at the military, social and administrative levels	theoretical	2	Sixth

Student participation, oral questions and the method of surprise test (COZ)	Lecture and discussion	A study of the personality of Abd al-Rahman al-Dakhil and the reasons for his entry into Andalusia - its acquisition and independence away from the rule of the Abbasid Caliphate in Baghdad	theoretical	2	Seventh

7. Description of the late Abbasid history course

Tikrit University	**1. Educational institution**
Faculty of Arts / Department of History	**2. University Department/Center**
Hi4Al7	**Course Name/Code .٣**
64	**Number of credit hours .٤ (total)**
Mandatory	**5. Available Attendance Forms**
Yearly 2024−2025	**6. Semester/Year**
1/9/ 2024	**Date of preparation of this .٧ description**
(Course admin name (if more than one name is mentioned .٨	
Prf dr. rashid Latif abrahim dr.rashed2017@tu.edu.iq **. Firas Mohammed Jassim firas.m20@tu.edu.iq** **. Muthanna Mohammed Suleiman Muthanna.m.suliman@tu.edu.iq**	
9. Course Objectives	
• This program aims to give an overview of Islamic history. • It aims to teach students how to analyze historical texts.	

- It focuses on (Seljuk domination, Buyid domination, Crusades, Mongol occupation).

- Explains the most important and prominent historical events in the late Abbasid era.

10. Learning outcomes and teaching, learning and assessment methods

A- Knowledge and understanding

A1- Ticket: The student must remember some important terms in Abbasid history (retrieve important things, know some historical terms, attribute some historical things to their locations, choose some terms, identify and choose historical matters).

A2- Understanding: The student must (understand, interpret, explain, deduce, separate, know).

A3- Analysis: The student learns (deduces, analyzes, clarifies, chooses preferred).

A4 - criticism: the student to learn criticism and use some terms (and seems, and deduces, and apparent, and among those novels, and most likely).

A5- Date: The student must understand (Hijri date, Gregorian date, linking the two dates).

B - Subject-specific skills

B1 – Discussion: The student must learn to discuss, especially in historical matters.

B2 – Analysis: The student must learn how to analyze the historical text.

B3 – Urging the student to write research and reports.

C- Thinking skills

C1- The student's mastery of linking ancient historical information with recent historical information

A2- Mastering the knowledge of dates.

C3- Developing the student's skills through analysis

C4- Knowledge of taking out historical information from the stomachs of manuscripts

D - General and transferred skills (other skills related to employability and personal development)

D1- Mastering the use of historical terminology.

D2- Speaking inside the hall about historical matters.

D3- Conducting a seminar (Sumner) inside the hall (by the student)

D4- Student development to lead the student in the future.

11. Teaching and learning methods

- By giving a lecture (explanation and clarification).

- The use of modern technology (educational films, electronic lectures).

- Discuss the student through questions and answers.

- Requesting the student to submit scientific reports and research.

12. Evaluation methods

- Written exam.

- Oral exam.

- Carrying out scientific research.

- Carrying out daily activities (signs, simplified report).

13. Course Structure

Evaluation method	Method of education	Name of the unit/course or topic	Required Learning Outcomes	Hours	The week
Questions & Discussion	Lecture and explanation	The stages of the emergence of the Buyids on the political scene	Studying the emergence of the Buyids throughout history	2	١
Questions & Discussion	Lecture and explanation	Buyid authoritarianism and its transcendence	Links the emergence of the Buyids to Abbasid history	2	٢
Questions, discussion and daily exam	Lecture and explanation	Official and popular resistance to the Buyids	Shows the type of Arab resistance throughout history	2	٣
Questions, discussion and daily exam	Lecture, explanation and analysis of what was explained during 8 weeks	The weakness and fall of the Buyids	The student learns the reasons for the fall of states	2	٤
Questions & Discussion	Lecture and explanation	The era of Seljuk domination	The student learns how to establish a state on the ruins of another state	2	٥
Questions & Discussion	Lecture and explanation	The stages of the emergence of the Seljuks on the political scene	The student learns the emergence of the Seljuk era	2	٦
Exam model two branches A/B	Written Exam	First semester exam	The student learns how to unload his historical information in writing	2	٧
Questions & Discussion	Lecture and explanation	The era of the powerful Seljuk sultans	The development of the student's mindset by linking information	2	٨
Questions and discussion on maps	View wall maps and display screens	Surpassed the Seljuks	Showing the Seljuk excesses and linking them to all occupations	2	٩
Questions & Discussion	Lecture and explanation	Official and popular	The student learns through resistance	2	١٠

		resistance to the Seljuks	a sense of patriotism		
Questions & Discussion	Lecture and explanation	The era of the revival of the caliphate and the fall of the Seljuks	Develops student skills through the analysis of historical texts	2	١١
Questions & Discussion	Lecture and explanation	The era of the Crusades	The student learns to link the past and the present	2	١٢
Questions & Discussion	Lecture and explanation	Crusade conditions	Understanding the circumstances surrounding the occupation	2	١٣
Questions & Discussion	Lecture and explanation	The first campaign in 491 / The second campaign in 542 /	Understanding the analysis of historical texts	2	١٤
Questions & Discussion	Lecture and explanation	The emergence of Saladin and the Battle of Hattin	The student learns how to appear a successful leader	2	١٥
Exam two models / A / B	Written Exam	Second semester exam	Teach the student how to unload information	2	١٦
	Sunnah		half		Holiday
Questions & Discussion	Lecture and explanation	Third and Fourth Crusade	The student understood how to analyze	2	١٧
Questions & Discussion	Lecture and explanation	The reasons for the deviation of the quarter to Constantinople	Develops student skills through the analysis of historical texts	2	١٨
Questions & Discussion	Lecture and explanation	The Fifth Crusade against Egypt	The student learns to link the past and the present	2	١٩
Questions & Discussion	Lecture and explanation	Sixth Crusade	Ticket skills (listening, analysis, conclusion)	2	٢٠
Questions & Discussion	Lecture and explanation	The Seventh Crusade against Egypt	Learn and understand narrative	2	٢١

			historical matters		
Exam model two branches / a b /	Written Exam	Semester exam	Teach the student how to unload information	2	٢٢
& Questions Discussion	Lecture and explanation	The Eighth Crusade against Tunisia	Developing student skills (recitation, analysis)	2	٢٣
Questions & Discussion	Lecture, explanation and display of wall maps with display screens	Results of the Crusades	Understand and analyze historical texts through deduction	2	٢٤
Questions & Discussion	Lecture and explanation	Mongol occupation of Iraq 656 AH	Develop the student's skills through knowledge of historical texts	2	٢٥
& Questions Discussion	Lecture and explanation	Introducing the Mongols and their foreign and internal policies	Encouraging the student to give the lecture	2	٢٦
Questions & Discussion	Lecture and explanation	The elimination of the state of China in 608	The student learns the reasons for the fall of states	2	٢٧
Questions & Discussion	Lecture and explanation	Elimination of the algorithmic state	Understanding the analysis of historical texts	2	٢٨
Questions & Discussion	Lecture and explanation	The position of the caliphs on Mongol influence	Understand how resistance	2	٢٩
Questions & Discussion	Lecture and explanation	The killing of Caliph Al-Mustansir and the end of the caliphate	Student understanding of criticism of historical texts	2	٣٠
General history questions	General discussion	Responsibility for the occupation of Baghdad	Through analysis, the student understands who is responsible for occupying Baghdad.	2	٣١

Exam two branches / A / B	Written Exam	Semester exam	Teach the student how to unload information	2	٣٢

8. Third World History Course Description

Tikrit University	**1.Educational Institution**
Faculty of Arts / Department of History	**2.University Department / Center**
Hi4Tw8	**Code/Name Course.٣**
64	**Total number of .٤ hours**
annual	**5.Academic System**
Mandatory	**6. Available attendance forms**
1/9/2024	**Date of preparation .٧ of the description**
8. Course admin name (if more than one name is mentioned)	
Dr. Osama Hamed Khalil usama_hemid@tu.edu.iq . Suhad Farouk Ibrahim suhad.f23@tu.edu.iq	
9. Objectives of the Academic Program	
• Introducing the university student to the history of the third world from an objective and impartial point of view	
• Developing the ability to criticize ideas, opinions and historical narratives in order to build the student's independent personality capable of analyzing, understanding and benefiting from historical incidents in knowing the history of the third world	
• Contribute to community service by involving students in dialogue	

seminars and workshops
• Enable the student to identify himself objectively, impartially and open to the other
• Contribute to spreading historical awareness according to historical sources in the history of the third world and adopting the scientific method in that
• Providing the student with the skills of modern and contemporary scientific historical research
• Familiarize students with the history of the Third World through their acquaintance with the geography and nature of the countries called the Third World and identify the economic and social components, the reasons behind that name, the beginnings of colonial intervention and the methods used to impose its control, as well as identify the experiences that the peoples of those countries went through in the process of liberation and independence.

10. Required Learning Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive Objectives

A1- Pushing the student towards critical thinking - analytical.

A2- Knowing the stages and events experienced by the countries of the third world since the beginnings of colonial domination until independence

A3- The students were able to distinguish and cognitive awareness to identify the most prominent figures who had a leading role in the history of the third world, as well as to know the economic and social developments experienced by the third world society at

that stage.

A4- The student should discuss the history of the third world on a clear basis.

A5- Preparing the student to have the ability to prepare the lesson.

A6- Developing students' skills in using modern technical means such as the Internet, scientific sources and others.

B – Subject-specific skills

B1 – Enable students to know and understand the basics of the history of the third world.

B2 – Enhancing the student with the analytical method in reading the historical events experienced by the history of the third world.

B3 – Enable students with the skills of analysis, scientific thinking and deduction.

11. Teaching and learning methods

- Explanation and clarification through scientific lectures and new illustrative methods with the presentation of documentary films inside the classroom in addition to the sources of the history of the third world to achieve full understanding of vocabulary and improve students' comprehension.

- Guiding students to websites to benefit from them to develop their abilities.

- The method of interrogation.

- The method of lecture and discussion.

12. Evaluation Methods

- Written exams

- Oral exams

- Daily Posts

- Completion of reports

C- Thinking skills

C1- Reception and acceptance: that the student reaches the understanding of the lecture and benefit from it.

C2- Response: The student should find pleasure in reading the stages of the history of the third world.

C3- Value judgment: The student should appreciate the role of the civilization of the third world and the history of struggle in the process of liberation and independence.

C4 - Value organization: introducing the student to the value of the history of the third world and its importance in influencing and affecting the policies of the countries of the world.

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

D1- Graduating teaching competencies with the ability to teach and research.

D2- Graduating models of students with the ability to complete postgraduate studies.

D3- Enabling students to work in other nearby institutions.

13. Teaching and learning methods

- Explanation and clarification through scientific lectures and illustrative methods with the presentation of documentary films in the classroom as well as sources on the history of the third world to achieve a full understanding of vocabulary and improve students' comprehension.

- Guiding students to use technological teaching aids as teaching aids through websites to benefit from them to develop their abilities.

- The method of learning by enabling students to develop continuously even after graduation.

- Asking the student for scientific research and urging him to participate in

scientific discussions.

- Introducing students to the value of the history of the third world and its importance among the countries of the world.

14. Evaluation methods

- Analytical and oral tests

- Daily Posts

- Completion of research and assignments

15.Planning for personal development

- Developing students' abilities in research and investigation by urging them to visit libraries weekly to view sources, books and periodicals as a source of information, as well as visiting websites and following the published reports and research from recent sources and studies in the field of Third World history.

- The ability to guide and motivate others and work to highlight the student's personality through the role model.

- Contribute to building the student's personality in a way that helps him perform his role in his practical life and how to apply the ideas and skills acquired during his studies to be an active element in society.

16. Admission criterion (setting regulations related to admission to the college or institute)

- Approving the admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research

- Choose the student's desire more than one rank according to preference

- The rate of the course of the department in which the student wishes to

study

- The absorptive capacity of the scientific department
- The applicant has a preparatory school witness

17.The most important sources of information about the program
- The central library at the university and the college library or the department library   - Websites   - Methodological books prescribed by the Ministry of Higher Education and Scientific Research

18.Infrastructure	
1-Zuhair Al-Nahhas / History of the Third World	1- Required textbooks:
1- Ibrahim Khalil Ahmed and Awni Abdul Rahman Al-Sabawi / History of the Third World 2- Abdul Hamid Al-Batriq and others / Africa dream of British colonialism	2. Main sources
1. Guy de Buster/Keys for the Third World 2- Generation Magazine 3. Journal of International Politics	A- Recommended books (magazines, reports)
Science Way Library, New Books Library, Al-Hindawi Library, Your Library Library with You	B - Electronic References, Websites

Evaluation method	Method of education	Theoretical material	Required Learning Outcomes	Hours	The week
			19.Course Structure		
Oral questions	Lecture and explanation	Learn about the term third world: its origin and development	theoretical	3	١
Student Engagement	Discussion and questioning	Characteristics of the Third World	theoretical	3	٢
Questions & Discussion	Lecture and explanation	Asia Introduction to the liberation movement in the Asian continent as a model China	theoretical	3	٣-٤
First Semester Exam (First Month)	Lecture and explanation	India	theoretical	12	٥-٨
Questions & Discussion and report writing	Lecture, discussion and questioning	Indonesia	theoretical	12	٩-١٢
Questions & Discussion and report writing	Lecture, discussion and questioning	Turkey	theoretical	3	١٣
Questions & Discussion and report writing	Lecture, discussion and questioning	The continent of Africa includes the liberation movement in the continent of Africa as a model	theoretical	6	١٤ - ١٥
First Semester Exam (Second Month)	Lecture, discussion and questioning	Sub-Saharan Africa	theoretical	3	١٦
		Nigeria	Midyear vacation		
Oral questions and student participation	Lecture, discussion and questioning	South Africa	theoretical	3	١٧
Oral questions and student participation	Lecture, discussion and questioning	Senegal	theoretical	15	١٨ - ٢٢
Student	Lecture,	Kenya	theoretical	3	٢٣

Engagement	discussion and questioning				
Oral questions and student participation	Lecture, discussion and questioning	Latin American liberation movement	theoretical	18	٢٨ - ٢٤
Second Exam Semester (First Month)	Lecture, discussion and questioning	examination	theoretical	3	٢٩
Oral questions and student participation	Lecture, discussion and questioning	First course holiday	theoretical	3	٣٠
Second Semester Exam (Second Month)	Lecture, discussion and questioning	Central American countries	theoretical	3	٣١-٣٢
		Nicaragua			
		Mexico			
		examination			
		and the Caribbean			
		examination			
		Cuba			
		South America			
		examination			
		Brazil			
		Argentina			
		Third World in International Relations			
		Non-Aligned Movement			
		Third World Regional Organizations			
		examination			

9. English Course Description

Tikrit University	**1. Educational institution**

	2. University Department/Center
Faculty of Arts / Department of History	
Hi4En9	**Course Name/Code .٣**
Yearly 2024-2025	**4. Semester/Year**
Mandatory	**5. Available Attendance Forms**
30	**Number of credit hours .٦ (total)**
1/9/2024	**Date of preparation of this .٧ description**

(Course admin name (if more than one name is mentioned .٨

Saad hmid   sadalihamd@to.edu.a

9. Course Objectives

- Understand and use English as a means of communicating and learning in their disciplines.
- Understanding the read material creates a link between its various components.
- Use colloquial English in their daily lives.
- Write a correct sentence based and meaningful.
- Graduating cadres with a high degree of education, qualification and excellence.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive Objectives:

A1 - Enhancing reading skill by urging him to read literary texts.

A2 Ability to synthesize, link, generalize and deduce.

A3- Enhancing the skill of speaking English by urging him to answer questions related to text analysis.

A4- The ability to analyze by urging him to express his opinions and his own understanding of the literary text.

A5- Enhancing listening and listening skills.

B - Skills objectives .

B1 Urging the student to use the library or the Internet as one of the methods of learning.

B 2 - Giving lectures (reading the literary text with explanation and clarification).

B3 - The use of technological teaching aids as teaching aids (educational films, electronic lectures).

B4- The method of self-learning by supporting the learner-centered learning environment.

C- Emotional and value goals.

Emotional and value goals: It is a set of goals that are concerned with building personality in its psychological manifestations as well as various abilities and starting from acceptance to excitement and the desire to see. These objectives can be summarized:

C1- Enhancing the student's self-confidence by urging him to think, analyze, conclude and give his personal opinions

C2 - Enhancing the ability to understand the other and his ideas.

10. Teaching and learning methods

- Delivering electronic lectures (reading the literary text with explanation and clarification).
- The method of self-learning by supporting the learner-centered learning environment .
- Use technological teaching aids as teaching aids (educational films, presentations, electronic lectures). (

11. Assessment methods

- Written tests
- Oral tests
- Daily Posts
- Duties

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1 - Leadership skills and effective communication.

D2- Urging the student to watch plays and educational films for English literature to develop the language.

D3- Proficiency in the use of the English language reading, writing and applying general concepts of English language and literature.

D4- Urging the student to memorize some literary texts to enhance his general culture .

12. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
	Discussions	The Future Tense		2	١
	Discussions	The Present Perfect Tense		2	2
	Discussions	Ernest Hemingway		2	3
	Discussions	Monthly Exam		2	4
		conversation		2	5
	Discussions	Direct and Indirect Speech		2	6
	Discussions	The clown Doctors		2	7

13. Infrastructure

Required textbooks ١	- New Headway Plus- student's book workbook by John and Liz Sors Intermediate
(Main references (sources ٢	New Headway Plus- student's book + workbook by John and Liz Sors Intermediate
Recommended books and references (scientific journals, reports,....)	

https://learnenglish.britishcouncil.org/englis **h-grammar-reference/present-simple** **https://www.englishpage.com/verbpage/pre** **sentcontinuous.html** **https://www.ef.com/wwen/english-** **resources/english-grammar/present-** **perfect/**	**Electronic references,** B **.... websites**

14. Course Development Plan

1- Practical study of the English language through the preparation of language courses for students in English-speaking countries.

use of language laboratories in order to hear the English Encouraging the -٢ .language by native speakers of the language and pronounce it correctly