

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

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

<https://uomisan.edu.ig/edu/ar/history/>

Department website

**the university: University of Misan**

**College /Institute : College of Education**

**Scientific Department : History**

**Date of filling the file: //2020**

**: Signature : Signature**

**Name of department head:Mr. Dr . Muhammad Hussein Zaboun**

**:Name of scientific assistant**

**: Date2024 // : Date**

**Check the file before**

**Division of Quality Assurance and University Performance**

**Name of the Director of the Quality Assurance and  
: University Performance Division**

**the date**

**the signature**

### **Authentication of the Dean**

**Description of the academic program**

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

University of Misan	Educational institution .1
College of Education for Human Sciences	Scientific department .2 center/
BSC	Name of the academic .3 or professional program
BSC	Name of the final .4 certificate
annual	: Academic system .5 Annual/courses/others
the date	Accredited .6 accreditation program

Field visits/application for middle and high school students	Other external influences .7
2024/ /	Date the description was prepared .8
<p>Objectives of the academic program .9</p> <p>The Department of History at the College of Education aims to prepare a successful and competent history teacher who is proud of his homeland, Iraq, and his loyalty to the Arab nation, its heritage, its authentic civilization, and its active role in human : history, and at the same time he can use history in order to achieve the following</p>	
<p>Understanding the present, anticipating the future, revealing the requirements of changing social life, realizing the reality of social development, and highlighting the causal relationships in events and events -1</p>	
<p>Developing actual skills and abilities by training and exercising the student on the principles of research based on thinking, analysis, criticism and comparison -2</p>	
<p>Developing the ability to transfer knowledge to others, especially students, in order to serve the upbringing of the new generation -3</p>	
<p>Emphasizing the human cultural role of the Arabs in the past and their ability to draw inspiration from their history in a new civilizational breakthrough that enhances the status of the Arab nation and its role in building contemporary human civilization in general and the modern Arab state in particular -4</p>	

program outcomes and teaching, learning and evaluation methods.10
<p>Cognitive objectives -1</p> <p>A1- To become familiar with the concept of teaching history</p> <p>A2- To become familiar with the concept of methods and strategies for teaching history</p> <p>A3- To use the latest methods in teaching</p>
<p>B - The program 's skill objectives</p> <p>B - Performance skills by involving the student in the lesson</p> <p>B - Using illustrative means through the use of pictures that indicate ancient</p>

historical monuments B - Application of the lesson by students
Teaching and learning methods
Method of giving lectures -1 Class discussion (group dialogue method - seminar method - discussion circle -2 ( Sumner / Educational units -3
Evaluation methods
The way of expression in the face -1 Feedback from students -2
.Emotional and value goals -1 Developing an admiring view of Iraq's ancient heritage-2 Strengthening the heritage of fathers and grandfathers and considering them as a -3 successful cultural manifestation of the historical stage Appreciating the role of Islam as a revolution against injustice and backwardness -4 and highlighting the leadership role of the Noble Messenger Appreciating the cultural role of the Arabs and their influences in the era of the -5 Renaissance of modern and contemporary Europe
Teaching and learning methods Class discussion -1 Cognitive conflict -2 Thinking beyond thinking -3 Evaluation methods
The way of expression in the face -1 Feedback from students -2 Oral exam -3 Written test -4

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

D1- Verbal communication: The student must be able to express ideas clearly  
 and confidently in speech

Teaching and learning methods

. Brainstorming -1  
 Survey -2

Evaluation methods

Introductory calendar -1  
 Tracking calendar (written tests) -2  
 Final calendar -3

Program structure.11

Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	3	History of ancient Iraq	the date	The first stage
	3	History of the Arabs before Islam		
	3	History of the era of the Message and the Rightly Guided Caliphate		
	3	History of medieval Europe		
	2	General geography		
	2	Educational psychology		
2	1	Calculators		
	2	Arabic		

	2	human rights		
	2	Foundations of education		
	2	English		
2	25	the total		
Credit hours		Name of the course or course	Course or course code	Educational level
practical	theoretical			
	2	History of the ancient Arab world	the date	the second
	2	History of the Arab state in the Umayyad era		
	2	History of Andalusia		
	2	History of the modern Arab world		
	2	History of Europe in the Renaissance		
	2	History of ancient civilizations		
	2	Geography of the Arab world		
	2	Historical research method		
	2	Developmental psychology		
2	1	Calculators		
	2	Management and supervision		
	2	English		

<b>2</b>	<b>23</b>	<b>the total</b>		
	<b>3</b>	<b>History of modern Europe</b>	<b>the date</b>	<b>Third</b>
	<b>3</b>	<b>History of modern Iraq</b>		
	<b>3</b>	<b>History of the Abbasid state</b>		
	<b>3</b>	<b>History of modernization in Islamic countries</b>		
	<b>3</b>	<b>History of Arab-Islamic civilization</b>		
	<b>2</b>	<b>Modern and contemporary history of Asia</b>		
	<b>2</b>	<b>Philosophy of history</b>		
	<b>2</b>	<b>Curricula and teaching methods</b>		
	<b>2</b>	<b>Counseling and mental health</b>		
	<b>23</b>	<b>the total</b>		
	<b>3</b>	<b>Contemporary history of Iraq</b>	<b>the date</b>	<b>Fourth</b>
	<b>3</b>	<b>History of the contemporary Arab world</b>		
	<b>3</b>	<b>History of the contemporary world</b>		
	<b>2</b>	<b>Contemporary history of Iran and Turkey</b>		
	<b>2</b>	<b>Historical texts in English</b>		
	<b>2</b>	<b>History of the Americas</b>		

	2	Graduation Project		
	2	Measurement and evaluation		
2		View and apply		
	21	<b>the total</b>		

Planning for personal development.12

Admission standard (establishing regulations related to admission to the college .13  
(or institute  
central

The most important sources of information about the program.14

The college or university website

University's library

College library

The most important books and sources for the History Department

Virtual library





**Curriculum skills chart**

Please tick the boxes corresponding to the individual learning outcomes from the program being assessed

Learning outcomes required from the programme

General and qualifying transferable skills ( other skills related to employability and ( personal development					Emotional and value goals			Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level	
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Basic	History of ancient Iraq	the date	The first stage
																	Basic	History of the Arabs before Islam		



## The second phase

The second phase																			
																<b>Basic</b>	<b>History of the ancient Arab world</b>	<b>the date</b>	<b>The second phase</b>
																<b>Basic</b>	<b>History of the Arab state in the Umayyad era</b>		
																<b>Basic</b>	<b>History of Andalusia</b>		
																<b>Basic</b>	<b>History of the modern Arab world</b>		
																<b>Basic</b>	<b>History of Europe in the Renaissance</b>		
																<b>Basic</b>	<b>History of ancient civilizations</b>		







																		<b>English</b>			
																		<b>optional</b>	<b>History of the Americas</b>		
																		<b>Basic</b>	<b>Graduation Project</b>		
																		<b>Basic</b>	<b>Measurement and evaluation</b>		
																		<b>Basic</b>	<b>View and apply</b>		



<b>University of Maysan/College of Education</b>	<b>Educational institution .1</b>
<b>Department of History</b>	<b>Scientific department .2 center/</b>
<b>human rights</b>	<b>name /code .3</b>
<b>My presence</b>	<b>Available attendance .4 forms</b>
<b>Annual course</b>	<b>Semester/year .5</b>
<b>Theoretical study</b>	<b>Accredited .6 accreditation program</b>
<b>2024/28/3</b>	<b>Date this description .7 was prepared</b>
<b>Headquarters objectives .8</b>	
<b>Developing the student's awareness of the history of the emergence of the issue of human rights -أ</b>	
<b>Familiarize the student with the stages of development of human rights laws -ب</b>	
<b>C- Introducing the student to the stages and countries that had an impact on human rights legislation</b>	
<b>Introducing the student to the importance of human rights and their effects on reality -ت</b>	
<b>The required program outcomes and teaching, learning and evaluation methods - 9</b>	
<b>:Cognitive objectives -أ</b> To become familiar with the concept of teaching human rights -1 To become familiar with the concept of methods and strategies for teaching human rights -2 It uses the latest methods in teaching -3	
<b>:B - Skills objectives of the program</b> Performance skills by involving the student in the lesson -1 Using explanatory means by reviewing the laws issued regarding human rights -2 Sharing the lesson by students -3	

Name of the unit or topic	the week
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<p><b>: Teaching and learning methods</b></p> <p>Method of giving lectures -4  Class discussion (group dialogue method - seminar method - discussion circle / -5  (Summer  Educational units -6</p>	
<p><b>: Evaluation methods</b></p> <p>The way of expression in the face -3  Feedback from students -4</p>	
<p><b>:C- Emotional and value goals</b></p> <p>Develop an admiring view of the issue of human rights -1  Enhancing the sense of responsibility among the individual in particular and -2  .society in general towards human rights issues</p>	
<p><b>: Teaching and learning methods</b></p> <p>Class discussion -4  Cognitive conflict -5  Thinking beyond thinking -6</p>	
<p><b>: Evaluation methods</b></p> <p>The way of expression in the face -5  Feedback from students -6  Oral exam -7  Written test -8</p>	
<p>D- General and qualifying transferable skills ( other skills related to employability  . (and personal development</p> <p>communication : The student must be able to express ideas clearly and confidently in  .speech</p>	

The concept of human rights and characteristics	the first
:The roots of human rights in human history include Human rights in ancient civilizations -1 Mesopotamia civilization - other ancient ) (civilizations .Human rights in the Middle Ages -2	the second
Human rights in Islamic laws (Judaism - Christianity (Islam -	the third
Human rights in the modern era and contemporary recognition of human rights	the fourth
Contents of human rights 1- Rights in international conventions (League of Nations, United Nations), .regional and national legislation	Fifth
Terrorism (its causes, combating terrorism) -1 Corruption (its definition, concepts, causes, -2 methods of combating and treating it, types, political corruption, administrative and financial (corruption	Sixth and seventh
Forms and generations of human rights (individual and social rights) The first generation (the generation of civil and political rights) The second generation (economic, social and cultural) The third generation (the generation of new rights) and women's rights	VIII
Human rights guarantees and protection at the national, regional and international levels	The ninth and tenth
Common general characteristics of non- governmental organizations (the International Committee of the Red Cross, the International Committee for Relief to the Wounded, Amnesty International, Human Rights Watch, the	Twelfth and thirteenth

Organization of the Islamic Conference, the Organization of African Unity, the Red Crescent, .(.etc	
Ancient and modern democracy and the concept of political and cultural legitimacy	Fourteenth and fifteenth
Types of democracy (1- Direct 2- Indirect (representative) 3- Semi-direct and principles of (democracy	The sixteenth, seventeenth and eighteenth
The development of democratic values in the Middle Ages and waves of democracy in the twentieth century	Nineteen, twenty and twenty-one
The basic components of the democratic system, characteristics of the democratic system, features of the democratic system, pillars of the democratic system and its conditions	Twenty-second and twenty-third
Principles governing majority rule (principles of separation of powers, the concept of the rule of law, the concept of transfer of power, the concept of (decentralization	The twenty-fourth until the end of the second semester

University of Maysan/College of Education	<b>Educational institution .1</b>
Department of History	<b>Scientific .2 department/center</b>
Contemporary world history	<b>Course name/code .3</b>
My presence	<b>Available attendance .4 forms</b>
Annual course	<b>Semester/year .5</b>
Theoretical study	<b>Accredited accreditation .6 program</b>
2024/3/28	<b>Date this description was .7 prepared</b>
<b>Course objectives .8</b>	
أ- Developing the student's awareness of the history of the contemporary world	
ب- Introducing the student to the importance of studying the history of the contemporary world and the transformations that took place after that	
ت- The student's familiarity with the stages of contemporary world history	
ث- Introducing the student to the stages and countries that ruled in the history of the contemporary world and their historical importance	
9- Required program outcomes and teaching, learning and evaluation methods	
:Cognitive objectives أ- The student becomes familiar with the concept of teaching contemporary world history -1 The student becomes familiar with the concept of methods and strategies for teaching the subject of contemporary world history -2 It uses the latest methods in teaching -3	
:B - Skills objectives of the program -1 Performance skills by involving the student in the lesson -2 Using illustrative means through the use of pictures that indicate ancient historical monuments -3 Using maps to know the locations of cities, details of battles, and army movements -4 Application of the lesson by students	

<p>:Teaching and learning methods</p> <p>Method of giving lectures -1  Class discussion (group dialogue method - seminar method - discussion circle / -2  ( Summer  Educational units -3</p>
<p>:Evaluation methods</p> <p>The way of expression in the face -1  Feedback from students -2</p>
<p>:C- Emotional and value goals</p> <p>.Developing an admiring view of contemporary world history -1  Strengthening the heritage of fathers and grandfathers and considering them as -2  .a successful cultural manifestation of the historical stage</p>
<p>:Teaching and learning methods</p> <p>Class discussion -1  Cognitive conflict -2  Thinking beyond thinking -3</p>
<p>:Evaluation methods</p> <p>The way of expression in the face -1  Feedback from students -2  Oral exam -3  Written test -4</p>

<p>Dr.. Transferable general and qualifying skills (other skills related to employability and  .(personal development</p> <p>Verbal communication: The student must be able to express ideas clearly and -1  .confidently in speech</p>

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture, discussion and questioning	First World War	Attend my class	3	the first
Oral and assignment tests	Lecture, discussion and questioning	Causes and results of the war	Attend my class	3	the second
Oral and assignment tests	Lecture, discussion and questioning	The first global stages	Attend my class	3	the third
Oral and assignment tests	Lecture, discussion and questioning	The entry of the United States into World War I	Attend my class	3	the fourth
Oral and assignment tests	Lecture, discussion and questioning	Socialist revolution in Russia	Attend my class	3	Fifth
Oral and assignment tests	Lecture, discussion and questioning	End of World War I	Attend my class	3	VI
Oral and assignment tests	Lecture, discussion and	Peace Conference in Paris 1919	Attend my class	3	Seventh

	questioning				
Oral and assignment tests	Lecture, discussion and questioning	The emergence of totalitarian regimes	Attend my class	3	VIII
Oral and assignment tests	Lecture, discussion and questioning	Fascism in Italy	Attend my class	3	Ninth
Oral and assignment tests	Lecture, discussion and questioning	Nazism in Germany	Attend my class	3	The tenth
Oral and assignment tests	Lecture, discussion and questioning	Spanish Civil War	Attend my class	3	eleventh
Oral and assignment tests	Lecture, discussion and questioning	International crises in the world	Attend my class	3	twelveth
Oral and assignment tests	Lecture, discussion and questioning	Economic crisis of 1929	Attend my class	3	Thirteenth
Oral and assignment tests	Lecture, discussion and questioning	Manchurian Crisis of 1931	Attend my class	3	fourteenth
Oral and assignment tests	Lecture and discussion	Italian occupation of Abyssinia	Attend my class	3	Fifteenth



nt tests					
Oral and assignment tests	Lecture and discussion	Austrian crisis	Attend my class	3	sixteen
Oral and assignment tests	Lecture, discussion and questioning	Czechoslovak and Polish crisis	Attend my class	3	seventeenth
Oral and assignment tests	Lecture, discussion and questioning	The outbreak of World War II	Attend my class	3	eighteen
Oral and assignment tests	Lecture, discussion and questioning	Its introduction, most important stages and results	Attend my class	3	nineteenth
Oral and assignment tests	Lecture, discussion and questioning	Allied conferences and the emergence of the United Nations	Attend my class	3	The twentieth
Oral and assignment tests	Lecture, discussion and questioning	The Cold War, stages and consequences	Attend my class	3	21st
Oral and assignment tests	Lecture, discussion and questioning	The emergence of international alliances	Attend my class	3	twenty two
Oral and assignment tests	Lecture, discussion and	Non-Aligned Movement	Attend my class	3	twenty three

	questioning				
Oral and assignment tests	Lecture, discussion and questioning	Contemporary modernization experiences: Germany and France	Attend my class	3	twenty fourth
Oral and assignment tests	Lecture, discussion and questioning	Korea and Japan	Attend my class	3	25th
Oral and assignment tests	Lecture, discussion and questioning	International crises during the Cold War	Attend my class	3	twenty-sixth
Oral and assignment tests	Lecture, discussion and questioning	The Korean War and the German Crisis	Attend my class	3	27th
Oral and assignment tests	Lecture, discussion and questioning	The Cuban Missile Crisis and the American intervention in Vietnam	Attend my class	3	Twenty-eighth
Oral and assignment tests	Lecture, discussion and questioning	Soviet intervention in Afghanistan	Attend my class	3	XXIX
Oral and assignment tests	Lecture, questioning and discussion	Transformations in the socialist camp	Attend my class	3	thirty

<b>University of Misan</b>	<b>Educational institution .9</b>
<b>Department of History</b>	<b>Scientific .10 department/center</b>
<b>History of ancient world civilizations</b>	<b>Course name/code .11</b>
<b>Attendance in the hall or via the model platform or Zoom program</b>	<b>Available attendance .12 forms</b>
<b>annual</b>	<b>Semester/year .13</b>
<b>Theoretical study</b>	<b>Accredited .14 accreditation program</b>
<b>2024/3/27</b>	<b>Date this description .15 was prepared</b>
<b>Course objectives .16</b>	
Developing the student's awareness of the history of ancient world civilizations –1	
B– Introducing the student to the history of ancient world civilizations, their effects, and the transformations that took place after that	
C– The student's familiarity with the stages of the history of ancient world civilizations	
H– Introducing the student to the stages and countries that ruled and their .historical importance	
The required program outcomes and teaching, learning and evaluation methods –9	

**Cognitive objectives – ب**

A1– To become familiar with the concept of teaching the subject of the history of .ancient Arab countries

A2– To become familiar with the concept of methods and strategies for teaching .the subject of the history of ancient Arab countries

.A3– To use the latest methods in teaching

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

B1 – Performance skills by involving the student in the lesson

B2 – Using illustrative means through the use of pictures that indicate ancient historical monuments

B3 – Application of the lesson by students

**Teaching and learning methods**

Method of giving lectures –4

Class discussion (group dialogue method – seminar method – discussion –5  
( circle / Sumner

Educational units –6

Evaluation methods

The way of facial expression –1

Feedback from students –2

**.C- Emotional and value goals**

.C1– Developing an admiring view of the historical period of ancient civilizations

C2– Strengthening the heritage of neighboring civilizations and considering them as  
.a successful cultural manifestation of the historical stage

### **Teaching and learning methods**

Class discussion -4

Cognitive conflict -5

Thinking beyond thinking -6

### **Evaluation methods**

The way of expression in the face -1

Feedback from students -2

Oral exam -3

Written test -4

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

D1– Verbal communication: The student must be able to express ideas clearly  
.and confidently in speech

### Course structure

<b>Evaluation method</b>	<b>Method of learning or evaluation</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>World Civilizations: The Concept of Ancient Civilization</b>		<b>2</b>	<b>the first</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Factors for the emergence of global civilizations: (the political factor – the economic (factor</b>		<b>2</b>	<b>the second</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The religious factor – the social factor</b>		<b>2</b>	<b>the third</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Greek civilization</b>		<b>2</b>	<b>the fourth</b>
<b>Oral and</b>	<b>Lecture and</b>	<b>The cultural roles</b>		<b>2</b>	<b>Fifth</b>

<b>assignment tests</b>	<b>discussion</b>	<b>of Greece</b>			
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Characteristics and features of Greek civilization before the establishment of its ruling systems</b>		<b>2</b>	<b>VI</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Political history of Greece</b>		<b>2</b>	<b>Seventh</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The political history of Greece from the emergence of rule until the emergence of Alexander</b>		<b>2</b>	<b>VIII</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The political history of Greece from the establishment of Alexander's</b>		<b>2</b>	<b>Ninth</b>

		<b>empire until the end of its political influence</b>			
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The internal politics of Alexander and his successors</b>		<b>2</b>	<b>The tenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The foreign policy of Alexander and his successors in leading the empire</b>		<b>2</b>	<b>eleventh</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Cultural aspects in Greece administration ) and government (system</b>		<b>2</b>	<b>twelveth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Religious ideas and beliefs</b>		<b>2</b>	<b>Thirteen th</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Intellectual, philosophical and historical aspects</b>		<b>2</b>	<b>fourteen th</b>



<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Roman Empire: geographical location</b>		<b>2</b>	<b>Fifteenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Historical roles of the Romans</b>		<b>2</b>	<b>sixteen</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The internal political situation of the Roman Empire</b>		<b>2</b>	<b>seventeenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The foreign political situation of the Roman Empire</b>		<b>2</b>	<b>eighteen</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Aspects of Roman Civilization (Law and Administration)</b>		<b>2</b>	<b>nineteenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Literature, thought, art, influence and influence</b>		<b>2</b>	<b>The twentieth</b>

<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Sasanian :civilization  Geographic formation and political history</b>		<b>2</b>	<b>21st</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The origin of the name Iran and its history before the appearance of the Sasanians</b>		<b>2</b>	<b>twenty tow</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Location, climate and its impact on population composition</b>		<b>2</b>	<b>twenty third</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The rise of the Sasanian Empire</b>		<b>2</b>	<b>twenty fourth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Aspects of the Sasanian civilization: language and literature</b>		<b>2</b>	<b>25th</b>

<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The Iranian religion and its relationship with Judaism and Christianity during the era of the Sassanid state</b>		<b>2</b>	<b>twenty-sixth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Art and architecture</b>		<b>2</b>	<b>27th</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Aztec civilization</b>		<b>2</b>	<b>Twenty-eighth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Mayan civilization</b>		<b>2</b>	<b>XXIX</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Peruvian civilization</b>		<b>2</b>	<b>thirty</b>

<b>University of Maysan/College of Education</b>	<b>Educational institution</b>
<b>Department of History</b>	<b>Scientific department .17 center/</b>
The era of the message and the Rightly Guided Caliphate	<b>name /code .18</b>
Attendance in the hall or via the model platform or Zoom program	<b>Available forms of -4 attendance</b>
Annual course	<b>Semester/year -5</b>
Theoretical study	<b>Accredited accreditation -6 program</b>
2023/31/8	<b>The date this description -7 was prepared</b>

**Objectives of the course : The student is familiar with Islamic history, including the -8 biography of the Messenger of God, may God's prayers and peace be upon him and his family, and the achievements of the caliphs, in a way that qualifies him to teach in .secondary schools**

The required program outcomes and teaching, learning and evaluation methods -9

ت- Cognitive goals

- The student's knowledge of the concept of the message era -1
- To become familiar with the concept of methods and strategies for teaching this subject -2
- To use the latest methods in teaching -3

B - The program 's skill objectives

- Performance skills by involving the student in the lesson -1
- Use illustrative means -2
- Application of the lesson by students -3

Teaching and learning methods

Method of giving lectures -1 Educational units -2
Evaluation methods
The way of facial expression -1 Feedback from students -2
.C- Emotional and value goals  Developing the specialized cognitive side and taking pride in the person of the -1 .Messenger and the first Muslims  Enhancing the life of the Messenger of God (PBUH) and the caliphs and emulating -2 .them
Teaching and learning methods  Class discussion -1 Cognitive conflict -2 Thinking beyond thinking -3
Evaluation methods
The way of expression in the face -1 Feedback from students -2 Oral exam -3 Written test -4
D- General and qualifying transferable skills ( other skills related to employability and . (personal development  communication : The student must be able to express ideas clearly and confidently in .speech

**Course structure**

Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture and discussion	Sources for studying the era of the message	Class attendance	2	the first
Oral and assignment tests	Lecture and discussion	The Meccan stage/the life of the Prophet before the mission, his spiritual life	Class attendance	2	the second
Oral and assignment tests	Lecture and discussion	The revelation descends	Class attendance	2	the third
Oral and assignment tests	Lecture and discussion	Stages of Islamic advocacy	Class attendance	2	the fourth
Oral and assignment tests	Lecture and discussion	Migration to Abyssinia	Class attendance	2	Fifth
Oral and assignment tests	Lecture and discussion	Social and economic boycott of Bani	Class attendance	2	VI

ent tests	discussion	Hashim			
Oral and assignment tests	Lecture and discussion	Calling the people of Taif	Class attendance	2	Seventh
Oral and assignment tests	Lecture and discussion	The first and second Aqaba sales	Class attendance	2	VIII
Oral and assignment tests	Lecture and discussion	The civil stage: migration to Yathrib and building the Islamic community, building the mosque, brotherhood, consolidating the values of civil ,coexistence	Class attendance	2	Ninth
Oral and assignment tests	Lecture and discussion	newspaper , newspaper organizations	Class attendance	2	The tenth
Oral and assignment tests	Lecture and discussion	Battles of the Messenger	Class attendance	2	eleventh
Oral and assignment tests	Lecture and discussion	The position of the ,Jews	Class attendance	2	twelveth
Oral and	Lecture and	Peace of Hudaibiyyah	Class attendance	2	Thirteenth

assignment tests	discussion	The call of the kings to Islam , the ,conquest of Mecca			
Oral and assignment tests	Lecture and discussion	General of Delegations, ,Farewell Pilgrimage	Class attendance	2	fourteenth
Oral and assignment tests	Lecture and discussion	Pledge of Ghadir	Class attendance	2	Fifteenth
Oral and assignment tests	Lecture and discussion	The Rashidun era/Caliphate between text and designation	Class attendance	2	sixteen
Oral and assignment tests	Lecture and discussion	Caliph Abu Bakr	Class attendance	2	seventeenth
Oral and assignment tests	Lecture and discussion	Caliph Omar	Class attendance	2	eighteen
Oral and assignment tests	Lecture and discussion Lecture and discussion	Caliph Othman	Class attendance	2	nineteenth
Oral and assignment tests	Lecture and discussion	Caliph Ali bin Abi Talib	Class attendance	2	The twentieth



ent tests					
Oral and assignment tests	Lecture and discussion	Caliph Hassan bin Imam Ali	Class attendance	2	21st
Oral and assignment tests	Lecture and discussion	Called to Prophethood Apostasy ) (Movements	Class attendance		twenty tow
Oral and assignment tests	Lecture and discussion	Zakat blockers movement	Class attendance	2	twenty third
Oral and assignment tests	Lecture and discussion	The spread of Islam, the conquests of the Levant and Iraq, the conquests of the Peninsula, Egypt and Africa	Class attendance	2	twenty fourth
Oral and assignment tests	Lecture and discussion	Building state institutions, offices	Class attendance	2	25th
Oral and assignment tests	Lecture and discussion	The state's financial resources ( spoils, .(tax , tribute	Class attendance	2	twenty-sixth
Oral and assignment tests	Lecture and discussion	tithes , zakat	Class attendance	2	27th

Oral and assignment tests	Lecture and discussion	Public expenses giving and ) (provision	Class attendance	2	Twenty-eighth
Oral and assignment tests	Lecture and discussion	Administrative organizations (Egypt Governors, governors and workers	Class attendance	2	XXIX
Oral and assignment tests	Lecture and discussion	(judiciary, police)	Class attendance	2	thirty

University of Maysan/College of Education	<b>Educational institution .19</b>
Department of History	<b>Scientific department .20 center/</b>
Andalusian history	<b>name /code .21</b>
Attendance in the hall or via the model platform or Zoom program	<b>Available attendance .22 forms</b>
Annual course	<b>Semester/year .23</b>
Theoretical study	<b>Accredited .24 accreditation program</b>
2023/31/8	<b>Date this description .25 was prepared</b>
<b>The objectives of the course are for the student to become acquainted with .26 Andalusian Islamic history, including its civilization and achievements, in a .way that qualifies him to teach in secondary schools</b>	
The required program outcomes and teaching, learning and evaluation methods -9	
Cognitive goals -ث The student's knowledge of the concept of Andalusia -4 To become familiar with the concept of methods and strategies for teaching -5 this subject To use the latest methods in teaching -6	
B - The program 's skill objectives Performance skills by involving the student in the lesson -4 Use illustrative means -5 Application of the lesson by students -6	
Teaching and learning methods	
Method of giving lectures -3 Educational units -4	
Evaluation methods	

<p>The way of facial expression -3  Feedback from students -4</p>
<p>.C- Emotional and value goals</p> <p>Developing the specialized knowledge side and taking pride in the historical -1 -1  .ability of Muslims</p> <p>Strengthening the heritage of fathers and grandfathers and considering them a -2  successful cultural manifestation of the historical stage</p>
<p>Teaching and learning methods</p> <p>Class discussion -4  Cognitive conflict -5  Thinking beyond thinking -6</p>
<p>Evaluation methods</p>
<p>The way of expression in the face -5  Feedback from students -6  Oral exam -7  Written test -8</p>
<p>D- General and qualifying transferable skills ( other skills related to employability  . (and personal development</p> <p>communication : The student must be able to express ideas clearly and confidently  .in speech</p>

## Course description form

### Course description

**Subject Name :Development psychology and**

**The second phase**

<p><b>This course description provides a necessary summary of the most important characteristics of the course, the course outcomes, and the learning outcomes expected of the student to achieve, demonstrating whether he has benefited from the available . learning opportunities . It must be linked to the program description</b></p>	
<p> </p>	
<p><b>universityMaysan /collegeEducation</b></p>	<p><b>Educational institution .1</b></p>
<p><b>Department of History</b></p>	<p><b>scientific department .2</b></p>
<p><b>scienceselfthe growth</b></p>	<p><b>name / code .3</b></p>
<p><b>daily</b></p>	<p><b>Available attendance .4 forms</b></p>
<p><b>annual</b></p>	<p><b>Semester / year .5</b></p>
<p><b>hoursWeekly2</b></p>	<p><b>Number of study hours ( .6 ( total</b></p>
<p>2024/3/23</p>	<p><b>The date this description .7 was prepared</b></p>
<p><b>thatHe recognizesrequesteronConceptsciencesameGrowth . and areasHis interestsAnd study it</b></p>	<p><b>Course objectives .8</b></p>
<p><b>thatHe recognizesrequesteronmeaningGrowth with various intellectual, physical, functional and emotional developmental changes</b></p>	
<p><b>Describing psychological processes at different ages and revealing the characteristics of the change that occurs at each age</b></p>	
<p><b>Explaining the phenomenon of temporal changes in human behavior and revealing the factors and . variables that determine this change</b></p>	
<p><b>. Reaching growth standards at every stage</b></p>	

<b>Detect the factors affecting the growth process</b>	
<b>The ability to develop curricula and courses appropriate to the age level</b>	
<b>Increased predictability in growth and development</b>	
<b>.Evaluation of the growth process</b>	
<b>Course outcomes and teaching, learning and evaluation methods -</b>  <b>Cognitive objectives</b> <b>To enable the student to understand the meaning of developmental psychology</b>  <b>For the student to recognize the importance of the age stages from childhood to - old age</b>  <b>thatHe recognizesrequesteronTheories the growthAnd its -</b> <b>. applicationsEducational</b>  <b>Skill objectives</b>  <b>thatHe isSkillfulinEatthe topicthatHe speaksin i</b>  <b>.thatHe isAbleonDiscussionAnd he offeredIdeasWith a pictureGood</b>	
	<b>Teaching and learning methods</b>
<b>Lecture , discussion, discussion session</b>  <b>The generative thinking</b>	
<b>Evaluation methods</b>	

in ) weekly) .,And monthly( Tests  
additiontoPreparationalIstudentLeavesResearchonThemelecture

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

**C 1- CreationMotivationI haverequesteronroadlinkConceptsthe  
.basicinscienceThe same growthWith interestsrequesterAnd society**

**C 2- DevelopmenttrendsrequesterTowardCreateMotivationwhenEducated  
peopleonroadlinkObjectivesEducationalNeedAnd interestsAnd  
. natureLearningAnd society**

**C3- - DevelopmentAnd developmentdirectioneAnd the valuesEthicalAnd  
objectivitythatRelatedWith conceptsAnd fieldsscienceGrowth and  
helprequesteronto bearresponsiblereceiptKnowledgetoEducated people**

**C 4- ThatBefor  
. himAbilityonDiscussionorDialogueonestablishfromObjectivityAnd logical**

**Teaching and learning methods**

**Evaluation methods**

**Infrastructure -**

<b>Psychology of childhood and adolescence</b>	<b>Required prescribed -1 books</b>
<b>Theories of human evolution</b> <b>Evolutionary psychology</b>	<b>Main references ( -2 ( sources</b>
	<b>Recommended books and references ( scientific journals , (... , reports</b>

## Headquarters Description R



Ministry of Higher Education and Scientific Research / University of Maysan / College of Education	Educational -1 institution
the date	Scientific -2 Department
Management and supervision / second stage	Course name / -3 code
Daily ( morning )	attendance forms 4 available
annual	Semester / year -1
2024/23/3	The date this -3 description was prepared
Introducing students to the importance of educational administration	Course objectives -4
Introducing students to the principles of educational administration	
Empowering students with educational administration, educational administration, school administration, classroom management, educational supervision, and administrative .processes	
Identifying modern trends in educational administration	

## Course outcomes and teaching, learning and evaluation methods

### Cognitive objectives -1

A1- What is the definition of both educational administration and  
? educational supervision

A2- What are the modern trends in the science of educational  
? administration

A3- What is the appropriate curriculum for studying educational  
?administration

A 4- What are the principles and laws of educational  
?administration

?A 5- What are the factors affecting educational administration

A6- What are the different aspects of administration after  
? graduating as a teacher or educational supervisor

. Skills objectives for the course -2

.Conducting research studies by students -

.Asking students questions related to the subject of the study -

	Teaching and learning methods
Lecture method, discussion, circle discussion, cooperative learning, generative thinking .	
Evaluation methods	
The quarterly written exam, the oral exam, preparing research, and .bringing photos related to the subject of the study	
- : C - Emotional and value goals	

C1- Assigning the student to write reports according to the curriculum  
.items

C2- Assigning students to obtain data and information related to some  
.components of the curriculum

C3- Giving them some external questions related to the curriculum  
.vocabulary

Teaching and learning methods

Conducting discussion circles among students , and assigning students to  
prepare lectures that they conduct within the lecture as an intellectual  
. skill for the students

.Oral and written tests

hours	Required learning outcomes	Name of the unit or topic	Evaluation method	Teaching method	the week
2	Introducing the student to the science of educational administration	Introduction and general idea  Basic definitions of educational administration	the exams  Oral	Lecture and discussion method And recording	.1
2	Introducing the student to the administration	Administration entrances	the exams  Oral	Lecture and discussion method And recording	.2
2	Introducing the student to educational administration	educational administration	the exams  Oral	Lecture and discussion method And recording	.3
2	Introducing the student to the elements of management	management jobs	the exams  Oral	Lecture and discussion method And recording	.4
=	=	=	the exams  Oral	=	.5
		Examination of the first month of the first semester	the exams  Oral		.6
2	For the student to know	Management styles	the exams	Lecture and discussion method And	.7

	management styles		Oral	recording	
2	For the student to know the meaning of theory and types of management theories	Management theories	the exams Oral	Lecture and discussion method And recording	.8
2	=	=	the exams Oral	Lecture and discussion method	.9

2	For the student to become familiar with school administration and the duties of the school principal	The school administration	the exams Oral	Lecture and discussion method And recording	.10
2	For the student to recognize the important qualities of the school principal	School principal specifications		Lecture and discussion method And recording	.11
		Second month exam, first semester			.12

2	The student gets to know discipline and the school system	Discipline and school system	the exams Oral	Lecture and discussion method And recording	.13
2	The student gets to know classroom management	Classroom management	the exams Oral	Lecture and discussion method And recording	.14
2	Introducing the student to classroom management methods	Classroom management methods	the exams Oral	Lecture and discussion method And recording	.15
2		First month exam, second semester	the exams Oral		.16
2	That the student knows how to drive	Leadership	the exams Oral	Lecture and discussion method And recording	.17
2	The student gets to know leadership theories	Leadership theories	the exams Oral	Lecture and discussion method And recording	.18
2	=	=	the exams Oral	Lecture and discussion method And recording	.19
2	=	-	the exams	Lecture and discussion method And	.20

			Oral	recording	
2	For the student to know the general characteristics of educational leadership	General characteristics of leadership	the exams Oral	Lecture and discussion method And recording	.21
2	The student gets to know the concept of educational supervision	Educational Supervision	the exams Oral	Lecture and discussion method And recording	.22
2	=	=	the exams Oral	Lecture and discussion method And recording	.23
2	=	=	the exams Oral	Lecture and discussion method And recording	.24
2		Second month exam, second semester	the exams Oral	Lecture and discussion method And recording	.25
2	For the student to know the types of educational supervision	Types of educational supervision	the exams Oral	Lecture and discussion method And recording	.26
2	The student will be familiar with the	Educational supervision jobs	the exams	Lecture and discussion method And	.27

	functions of educational supervision		Oral	recording	
2	For the student to become familiar with individual supervision methods	Individual supervisory methods	the exams Oral	Lecture and discussion method And recording	.28
2	The student gets to know the methods of group supervision	Group supervisory methods	the exams Oral	Lecture and discussion method And recording	.29
2	For the student to know the types of evaluation in educational supervision	Evaluation in educational supervision	the exams Oral	Lecture and discussion method And recording	.30

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		Infrastructure -
Management, leadership and supervision methodologies	Required prescribed -1 books	
Educational Administration Book -1	Main references ( sources )	
Introduction to the science of . :2	A - Recommended books and	



<p>educational administration , Dr. Al-Qaryouti 2017</p> <p>Principles of educational :3 administration and supervision . Abdullah Al-Saad 2018</p> <p>Educational leadership . Dr. Sami : 4 Abdel Fattah Raouf 2018</p> <p>Management, leadership and :5 supervision methodologies 2021</p>	<p>references ( scientific journals , ( reports</p>
<p>In light of theoretical and field -1 studies , discussion circles , following explanatory methods , and assigning students to write reports and research , in accordance with the vocabulary of , the prescribed subject</p> <p>The student's scientific personality -2 ... can be built through</p> <p>. His acting of roles</p>	<p>Course development plan -13</p>

## Course description form

### Course description

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

<b>University of Maysan / College of Education</b>	<b>Educational institution .27</b>
<b>Department of History</b>	<b>Scientific department .28 center/</b>
<b>All materials</b>	<b>Name of the academic .29 or professional program</b>
<b>Bachelor's</b>	<b>Name of the final .30 certificate</b>
<b>annual</b>	<b>Academic system: .31 semester / year</b>
<b>Theoretical study</b>	<b>Accredited .32 accreditation program</b>
<b>2024/8/31</b>	<b>Date this description .33 was prepared</b>

<b>Course objectives .34</b>
The History Department at the College of Education aims to prepare a <b>-1</b> successful and competent history teacher who is proud of his homeland, Iraq, and loyalty to the Arab nation, its heritage, its authentic civilization, and its . active role in human history
<b>Looking at history and heritage from a renewed perspective that -2 contributes to serving the contemporary life of the Arab nation in .its various aspects, especially the political aspect</b>
<b>Benefit from the historical lesson on the events of the world in the -3 .past and present</b>
<b>Considering history as a means to achieve a better understanding -4 of contemporary relations between peoples in a way that serves .the goals of cooperation for peace and freedom</b>

<b>Infrastructure .10</b>	
Textbooks prescribed for the first stage	Required prescribed -1 books
History of ancient Iraq Dr. Taha Baqir The Biography of the Prophet and the Rightly Guided Caliphate Dr. Hashem Yahya Al-Mallah History of the Arabs before Islam Dr. Rachid Abdullah Lajmeli	
Textbooks prescribed for the second stage	
The Umayyad Arab state d. Rashid Abdullah Al-Jumaili History of Morocco and Andalusia Dr. Muhammad Bashir Radi Al-Amiri History of Europe in the Renaissance Dr. Muhammad Muzaffar Al-Adhami History of the Modern Arab World Dr. Ibrahim Khalil Ahmed	

<p>Scientific research methodology Dr. Hassan Othman</p> <p>History of the ancient Arab world Dr. Sami Saeed Al-Ahmad</p>	
<p>Textbooks prescribed for the third stage</p>	
<p>Modern and contemporary Gulf history Dr. Jaafar Abbas Hameed and others</p> <p>Modern European History Dr. Muhammad Muzaffar Al-Adhami</p> <p>Studies in the philosophy of history Dr. Hashem Yahya Al-Mallah</p> <p>History of the Abbasid State Dr. Abdul-Jabbar Naji et al</p> <p>Contemporary history of Iraq Dr. Ibrahim Khalil Ahmed and others</p> <p>Studies in Arab-Islamic Civilization Dr. Khasha Al-Maadidi and Dr. Abdul Amir Dixon</p>	
<p>Textbooks prescribed for the fourth stage</p> <p>History of the Contemporary World by Dr. Abdel Wahhab Abbas Al-Qaisi and others</p> <p>History of Iran and Turkey Dr. Khalil Ali Murad and Dr. Ibrahim Khalil Ahmed</p> <p>History of the modern and contemporary Arab world Dr. Khalil Ibrahim Ahmed</p> <p>History of the Abbasid state, the late Abbasid eras, Dr. Rashid Abdullah Al-Jumaili</p> <p><b>An English Course For The Students of . Curriculum in English History</b></p>	

Historical studies journals	Recommended books and references ( scientific journals, ( ...,reports
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<b>University of Maysan/College of Education</b>	<b>Educational institution .35</b>
<b>College of Education/History</b>	<b>Scientific department .36 center/</b>
<b>Methods of teaching history to history departments</b>	<b>name /code .37</b>
<b>My presence</b>	<b>Available attendance .38 forms</b>
<b>annual</b>	<b>Semester/year .39</b>
<b>Theoretical study</b>	<b>Accredited .40 accreditation program</b>
<b>2024/26/3</b>	<b>Date this description .41 was prepared</b>
<b>Headquarters objectives .42</b>	
<p><b>The need for third stage students to learn the importance of studying teaching - -1 methods</b></p> <p><b>Explaining the importance of studying methods of teaching history in historical -2 studies and using them in writing and writing</b></p> <p><b>Determine the level of the student's scientific and historical knowledge -3</b></p>	
<b>The required program outcomes and teaching, learning and evaluation -9 methods</b>	

**Cognitive objectives -८**

**Knowledge and understanding -1**

**The field of scientific knowledge among students -2**

**Adopting modern scientific methods to develop the educational level-3**

**Preparing a sober and successful researcher -4**

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

**Preparing a study summary in which we focus on the conclusions and their -1 importance**

**Conduct a workshop inside the hall -2**

**Preparing a summary of the study that focuses on the most important -3 conclusions**

**Teaching and learning methods**

**Lecture 2- Discussion 3- Interrogation -1**

**Evaluation methods**

**Conduct daily and monthly tests -1**

**Discussion and dialogue -2**

**.C- Emotional and value goals**

**Knowing the value that the subject has established for the recipient student •  
How useful it is in his public life and dealings •**

**The importance of history teaching methods in consolidating the principles •  
of patriotism**

**Linking the events that accompanied this era to the events that preceded and •  
followed them**

**Trying to link the past and the present to instill morale •**

**Teaching and learning methods**

**How to present the material and activate its vocabulary for students - 1**

**Emphasis on practical applications in the vocabulary of history teaching methods-2**

**Ensure that the student's understanding of history teaching methods is sound - 3**

**Discussion and dialogue - 4**

**Evaluation methods**

**Using different questions and texts in history teaching methods -1**

**Using the blackboard and modern technology to present the material -2**

**Discussion and dialogue -3**

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

**communication : The student must be able to express ideas clearly and  
.confidently in speech**

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Concepts related to teaching: teaching - teaching - learning - method	Attend my class	2	the first
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Foundations of successful teaching	Attend my class	2	the second
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Factors affecting the choice of teaching method	Attend my class	2	the third
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Traditional teaching methods - the recitation method	Attend my class	2	the fourth



Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Lecture method - story - description	Attend my class	2	Fifth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Discussion method types -	Attend my class	2	VI
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Discussion method its advantages - - disadvantages	Attend my class	2	Seventh
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Interrogation style	Attend my class	2	VIII
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Questioning strategies convergent, ) divergent , reflective, ( evaluative	Attend my class	2	Ninth
Theoretical tests	Lecture -1 -2 Discussion	The inductive method - its concept	Attend my class	2	The tenth

	-3 Interrogation				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Educational applications of the inductive method	Attend my class	2	eleventh
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Deductive method - its concept	Attend my class	2	twelveth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Educational applications of the deductive method	Attend my class	2	Thirteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Examples of active learning strategies	Attend my class	2	fourteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Examples of cooperative learning strategies	Attend my class	2	Fifteenth

Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Multiple Intelligences	Attend my class	2	sixteen
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Objectives of teaching history: Objectives - their types	Attend my class	2	seventeenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Objectives - their areas - their levels	Attend my class	2	eighteen
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Standards for formulating the educational objective	Attend my class	2	nineteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Teaching competencies	Attend my class	2	The twentieth
Theoretical tests	Lecture -1 -2 Discussion	Competencies necessary for studying history	Attend my class	2	21st

	-3 Interrogation				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Competencies necessary for studying history	Attend my class	2	twenty two
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Review the material and the exam	Attend my class	2	twenty three

Sources: 1- Dawoud Maher Muhammad, and Majeed Mahdi .Muhammad, Basics in Teaching Methods

.Saad Ali Zayer , and others, general teaching methods -2

Khalil Youssef Al-Khalili, teaching science in the general -3 .education stages

Qusay Muhammad Latif Al-Samarrai, Methods of Teaching -4 .History

Ministry of Higher Education and Scientific Research / University of Maysan / College of Education	Educational institution
/Department of History	1. Scientific department/center
Foundations of education	2. Name of the academic or professional program
Bachelor's degree	3. Name of the final certificate
Annual study system	4. :Academic system Annual/courses/others
3/23/2024	5. Date the description was prepared
6. Objectives of the academic program	
The student's familiarity with the importance of the foundations of _1 .education	
The student's familiarity with the importance of the stages through which _2 .education passes	
.Enabling the student to achieve general educational goals _3	
Informing the student in detail about the eras during which education _4 .passed	
Empowering the student to know Spartan education _5	
The student's familiarity with the objectives of education, ancient and _6 .modern	
.Enabling the student to research the history of education - 7	

7. Required program outcomes and teaching, learning and evaluation methods
<p>Cognitive objectives -</p> <p>That the student knows the concept of education -</p> <p>    The student should explain the importance of education -</p> <p>The student sets a set of educational goals -</p> <p>    The student should analyze the types of education -</p> <p>    The student should conclude the importance of modern education -</p> <p>The student should express his opinion on the importance of education -</p>

<p>B - The program's skill objectives</p> <p>The student draws a diagram showing the most important types of education</p> <p>The student prepares a picture on the board explaining the eras through which education passed</p>
Teaching and learning methods
Lecture and discussion Cyclic reasoning and generative thinking
Evaluation methods
the exams
<ul style="list-style-type: none"> <li>. Emotional and value goals -</li> <li>. The student should conclude the importance of the essay questions -</li> <li>. The student should analyze the types of objective questions -</li> <li>The student understands the relationship between education and the environment</li> <li>The student should express his opinion about the role of education in human life</li> </ul>
Teaching and learning methods
<ul style="list-style-type: none"> <li>- Discussion and questioning , cooperative learning, and circular debate</li> </ul>
Evaluation methods
<ul style="list-style-type: none"> <li>. Achievement tests</li> </ul>

<p>Transferable general and qualifying skills ( other skills related to employability and personal development )</p> <ul style="list-style-type: none"> <li>Class management and control skill -</li> <li>The skill of asking questions -</li> <li>Calendar skill -</li> <li>The skill of linking the material to reality using reinforcement -</li> <li>. examples from daily life</li> </ul>

Teaching and learning methods
Lecture and discussionCyclic reasoning and generative thinking
Evaluation methods
. Achievement tests of various types and levels

## Course description form

### Course description

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

Transferable general and qualifying skills ( other skills related to employability - .and personal development )  
 Class management and control skill -  
 The skill of asking questions -  
 Calendar skill -  
 The skill of linking the material to reality using reinforcement examples from daily - . life

Evaluation method	Teaching method	Name of the unit topic /	Required learning outcomes	hours	the week
Achievem ent / written and oral tests	Lecture, discussion and questionin g	Basic concepts in education	The student should know the concept of education	2	the first
=	=	What do we measure? Definition of education, types of education	=	2	the second
=	=	Forms of education	=	2	the third



=	=	The eras through which education passed	=	2	the fourth
=	=	Education and its relationship to the environment	=	2	Fifth
=	=	Types of modern education	=	2	VI
Written exam		Semester exam	=	2	Seventh
and oral tests	=	Spartan education	=	2	VIII
=	=	Raising girls among the tribes	=	2	Ninth
=	=	Athenian education	=	2	The tenth
=	=	Education in Mesopotamia	=	2	The eleventh week
=	=	Education system in Mesopotamia	=	2	The twelfth week
=	=	Ancient Chinese education	=	2	The thirteenth week
=	=	Education system in ancient China	=	2	The fourteenth week
=	=	Raising girls in China	=	2	The fifteenth week
=	=	Spartan education system	=	2	The sixteenth week
=	=	Research methods in the history of education	=	2	The seventeenth week
=	=	Modern education	=	2	The eighteenth

					h week
=	=	Education in ancient times	=	2	The nineteenth week
=	=	Education in the Middle Ages	=	2	The twentieth week
=	=	Christian education	=	2	twenty one
=	=	Islamic education	=	2	twenty tow
=	=	Institutes of education in Islam	=	2	twenty third
=	=	Principles of Islamic education	=	2	twenty fourth
=	=	The historical basis of education	=	2	25th
=	=	The social basis of education	=	2	twenty-sixth
=	=	The relationship between education and the environment	=	2	27th
=	=	Development of education	=	2	Twenty-eighth
=	=	Benefit from education	=	2	XXIX

10.Infrastructure	
.Foundations of education	The required prescribed - 1 books
Foundations of modern and contemporary .education	Main references ( sources - 2 (

<p>Scientific journals, periodicals, research and .studies in the field of specialization</p>	<p>Recommended books and references ( scientific journals (... , reports ,</p>
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<p>11.Course development plan</p>
<p>Developing the academic material according to the nature of the curriculum and the year of writing . Development occurs through deleting, adding or replacing parts or chapters from the prescribed curriculum if there are actual reasons for . development that are determined in advance</p>

<b>University of Maysan/College of Education</b>	<b>Educational institution .43</b>
<b>College of Education/History</b>	<b>Scientific department/center .44</b>
<b>Educational psychology</b>	<b>Course name/code .45</b>
<b>My presence</b>	<b>Available attendance forms .46</b>
<b>annual</b>	<b>Semester/year .47</b>
<b>Theoretical study</b>	<b>Accredited accreditation program .48</b>
<b>2024/23/3</b>	<b>Date this description was prepared .49</b>
<b>Course objectives .50</b>	
For the student to become familiar with the concept of educational . psychology and its areas of interest and study	
The student gets to know the relationship of educational psychology .with other sciences	
For the student to recognize the importance of motivation in the field of educational psychology	
For the student to know the meaning of memory, its nature, and its role in teaching	
For the student to know the meaning of forgetting, its theories, .and the factors affecting it	
The student gets to know the meaning of the transfer of the learning effect and its educational applications	
For the student to know the meaning of feedback, its types, and its . importance to the teacher	
that The student knows the conditions for good learning and their	

.applications in academic achievement
The student gets to know the skills and habits and how to acquire them and benefit from them in learning
The student gets to know the theories of education and their educational . applications
For the student to know the meaning of the learning curve and its .types
. Skills objectives for the course To be skilled in using innovative and creative thought when - . expressing To be able to explain, interpret, analyze and criticize what he reads - . and hears To be skilled in dealing with the topic he or she is speaking about - . To be able to discuss and present ideas well - •
Teaching and learning methods
Lecture method - Discussion method - Cyclic debate strategy and generative thinking
Tests ( weekly and monthly ) , in addition to each student preparing - . research papers on the lecture topic
Emotional and value goals - Creating student motivation by linking the basic principles and - concepts in educational psychology to the needs and interests of the . student and society Developing student attitudes towards creating motivation among -

learners by linking educational goals to the needs, interests, and nature  
. of learning and society

Developing and developing ethical and objective attitudes and values -  
related to the concepts and fields of educational psychology and  
helping the student to assume responsibility for communicating  
.knowledge

To the learners

To have the ability to discuss or dialogue on the basis of objectivity -  
. and logic

D - Transferable general and qualifying skills ( other skills related to  
( employability and personal development  
Class management and control skill -  
The skill of asking questions-  
Calendar skill-  
The skill of linking the material to reality using reinforcement examples from -  
.daily life

Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical tests	Lecture -1 -3 Discussion Debate -3	scienceEdu cational psychology and its developme nt	Learn about the meaning of educational psychology	2	the first
Theoretical tests	Lecture -1 -2 Discussion Debate -3	Educational psychology and other sciences	The student gets to know the relationship of educational psychology with other sciences	2	the second
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Motivation	For the student to recognize the importance of motivation in the field of educational psychology	2	the third
=	=	=	=	2	the fourth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Memory and its types	For the student to know the meaning of memory, its nature, and its role in teaching	2	Fifth
=	=	=	=		VI

			Examination of the first month of the first semester	2	Seventh
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	Forgetting, its theories, and the factors .affecting it	For the student to know the meaning of forgetting, its theories, and the factors .affecting it	2	VIII
=	=	=	=	2	Ninth
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	Transfer learning effect	The student gets to know the meaning of the transfer of the learning effect and its educational applications	2	The tenth
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	Feedback	For the student to know the meaning of feedback, its types, and its importance to the teacher	2	eleventh
=	=	=	=	2	twelveth
=	=	=	=	2	Thirteenth
			The second exam for the		fourteenth



			first semester		
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	Conditions for good learning and their applications in academic achievemen t	that The student knows the conditions for good learning and their applications in academic achievement	2	Fifteenth
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	=	=	2	sixteen
		=	=	2	seventeen th
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	Learning and acquiring skills	The student gets to know the skills and habits and how to acquire them and benefit from them in learning	2	eighteen
		=	=	2	nineteenth
		=	=		The twentieth
			Exam of the first month of the second semester		21st
Theoretic	Lecture -1 -2	Learning	The student gets to know the		twenty tow

al tests	Discussion Debate -3	theories	theories of education and their educational applications		
			=		twenty third
			=		twenty fourth
=	=	=	=	=	25th
=	=	=	=	=	twenty- sixth
=	=	=	=		27th
=	=	=	The second exam of the semester for the second month		Twenty- eighth
Theoretic al tests	Lecture -1 -2 Discussion Debate -3	Learning curves	The student gets to know learning curves and their types		XXIX
Theoretic	Lecture -1 -2	=	=	=	thirty

al tests	Discussion Debate -3				
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This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the ; .program description

the date	2. Scientific department / center
counseling and guidance / third	3. name / code
My presence	4. Available attendance forms
annual	5. Semester / year
2	6. Number of study hours ( total (
24 20/23/3	7. Date this description was prepared
8. Course objectives	
- Understanding the meaning of guidance, its origins, development , and .its relationship with other sciences	
- Identify the groups that benefit from guidance	
- Identify the areas of guidance	
- Learn about individual and group counseling	
- Scientific knowledge and familiarity with the vocabulary of the course .curriculum	

10. Course outcomes and teaching, learning and evaluation methods
<p>A- Cognitive objectives</p> <ul style="list-style-type: none"> <li>. The student should know guidance and direction -</li> <li>. To compare guidance and guidance -</li> <li>. To compare psychological counseling and psychotherapy -</li> <li>. That the student understands the beneficiaries -</li> </ul> <p>The student should know the theory, its functions, and the -</p> <ul style="list-style-type: none"> <li>. characteristics of a good theory</li> </ul>
<p>.B - The skills objectives of the course</p> <p>That the student applies the information he acquired during the school - year to control his natural impulses</p> <p>The student should link the importance of preserving the integrity of the - .human organism and normal behavior</p>
Teaching and learning methods
<p>lecture</p> <p>Discussion</p> <p>Brainstorming</p> <p>Recording</p> <p>.....Other methods</p>
Evaluation methods
<ul style="list-style-type: none"> <li>. Achievement tests</li> <li>. Note</li> </ul>
<p>C - Emotional and value-based goals</p> <p>C 1- The student should discuss the difference between normal and . abnormal human behavior from a physiological standpoint</p> <p>C 2- That the student expresses his desire to become familiar with the types of physiological changes that accompany innate drives or . sensations, their impact on humans, and how to control them</p> <p>C 3- That the student proposes to prepare a research or report explaining . the effect of motives on human behavior</p>
Teaching and learning methods
<p>lecture</p> <p>Discussion</p>

Brainstorming ..... Other methods
Evaluation methods
. Achievement tests . Note
D - Transferable general and qualifying skills ( other skills related to . ( employability and personal development D1- To participate in seminars and workshops related to the field of . specialization

11. Course structure					
Evaluation method	Teaching method	Name of the unit / topic	Required learning outcomes	hours	the week
- Achievement tests . Note -	lecture - - Discussion - Brainstorming Recording	The meaning of psychological counseling, its origins and development	The student should know psychological counseling	2	the first
- Achievement tests . Note -	lecture - - Discussion - Brainstorming Recording	The difference between the terms guidance and counseling	For the student to understand the difference between the terms guidance and counselling	2	the second
- Achievement tests . Note -	lecture - - Discussion - Brainstorming Recording	Justifications for guidance	The student should state the justifications for guidance	2	the third
- Achievement tests . Note -	lecture - - Discussion - Brainstorming	Principles of guidance and guidance	To enumerate the principles of guidance and instruction	2	the fourth

	Recording				
			First semester exam, first month		Fifth
- Achievement tests . Note -	lecture - - Discussion - Brainstorming A debate	Areas of guidance according to beneficiary groups	Mention areas of guidance	2	VI
- Achievement tests . Note -	lecture - - Discussion - Brainstorming A debate	=	=	2	Seventh
- Achievement tests . Note -	lecture - - Discussion - Brainstorming	Areas of guidance according to field of study	To mention the areas of guidance according to the field or field of study	2	VIII
- Achievement tests . Note -	lecture - - Discussion - Brainstorming	=	=	2	Ninth
- Achievement tests . Note -	lecture - - Discussion - Brainstorming	Individual guidance	To know individual guidance	2	The tenth
Achievement tests . Note -	lecture - - Discussion - Brainstorming		Second month exam, first semester	2	eleventh



Achievement tests . Note -	lecture - - Discussion - Brainstorming	Group counseling	To know group counseling	2	twelvet h
Achievement tests . Note -	lecture - - Discussion - Brainstorming	=	=	2	Thirteenth
		Psychological foundations	To know the psychological foundations	2	fourteenth
				2	Fifteenth
- Achievement tests . Note -	lecture - - Discussion - Brainstorming	=	=	2	sixteen
=	=		First month exam, second semester	2	seventeenth
		Psychoanalytic theory	The student should know the school of psychoanalysis	2	The twentieth
Achievement tests . Note -	lecture - - Discussion - Brainstorming	=	=	2	21st
=	=	Suki school	For the student	2	twenty tow

			to become familiar with the behavioral school		
		=	=	2	twenty third
Achievement tests . Note -	lecture - - Discussion - Brainstorming	Information needed for guidance	Provide the necessary information for guidance	2	twenty fourth
Achievement tests . Note -	lecture - - Discussion - Brainstorming		=	2	25th
		Means of collecting information	To know the means of collecting information	2	twenty-sixth
Achievement tests . Note -	lecture - - Discussion - Brainstorming		Second month exam, second semester	2	27th
Achievement tests . Note -	lecture - - Discussion - Brainstorming	Psychological health	The student should know the meaning of mental health		Twenty eighth-
Achievement tests . Note -	lecture - - Discussion - Brainstorming	and abnormal personality	The student should know the criteria of	2	XXIX

			normal and abnormal personality		
		=	=	2	thirty

<b>12. Course development plan</b>
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<b>University of Maysan/College of Education</b>	<b>Educational institution .51</b>
<b>College of Education/History</b>	<b>Scientific department .52 center/</b>
<b>History of the Arabs before Islam</b>	<b>name /code .53</b>
<b>My presence</b>	<b>Available attendance .54 forms</b>
<b>annual</b>	<b>Semester/year .55</b>
<b>Theoretical study</b>	<b>Accredited .56 accreditation program</b>
<b>2024/23/3</b>	<b>Date this description .57 was prepared</b>
<b>Course objectives .58</b>	
<p><b>The need for fourth stage students to learn the importance of studying the -1 history of the Arabs before Islam</b></p> <p><b>Explaining the importance of studying the history of the Arabs before Islam in -2 historical studies and using it in writing and writing</b></p> <p><b>Determine the level of the student's scientific and historical knowledge -3</b></p>	

**The required program outcomes and teaching, learning and evaluation methods -9**

**Cognitive objectives -ح**

**Knowledge and understanding -1**

**The field of scientific knowledge among students -2**

**Adopting modern scientific frameworks to develop the educational level-3**

**Preparing a sober and successful researcher -4**

**Explanation of Wesberg's history - 5**

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

**Prepare a study summary in which we focus on the conclusions and their importance -1**

**Conduct a workshop inside the hall -2**

**Preparing a summary of the study that focuses on the most important conclusions -3**

**Teaching and learning methods**

**Lecture 2- Discussion 3- Interrogation -1**

**Evaluation methods**

**Testing students during the application phase .1**

**Discussing annual research .2**

**Preparing discussion papers and related reports .3**

**Daily and monthly examination procedures - 4**

**Conduct personal tests by asking direct questions -2**

**Ensuring the student's sound understanding of Arabs before Islam -3**

**Preparing discussion and research papers related to the subject -4**

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

- **Knowing the value that the subject has established for the recipient student**
- **How useful it is in his public life and dealings**
- **The importance of the subject of pre-Islamic Arab history in consolidating the principles of patriotism**
- **Linking the events that accompanied this era with the events that preceded and followed them**
- **Trying to link the past and the present to instill morale**

### **Teaching and learning methods**

**How to present the material and activate its vocabulary for students - 1**

**Emphasizing practical applications in the vocabulary of historical material for pre-Islamic Arabs -2**

**Ensuring the student's sound understanding of the subject of the history of Arabs before Islam - 2**

**Discussion and dialogue -3**

**to Using a political and natural map of the history of the Arabs before Islam - 4 know the location of the Arab state and its influence on other nations and to .determine the paths of cultural transition**

### **Evaluation methods**

**Using different questions and texts to view the events of pre-Islamic Arab history -1**

**Using the blackboard and modern technology to present the material -2**

**Discussion and dialogue -3**

**Using a political and natural map of the history of the Arab state before Islam -4**

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

**communication : The student must be able to express ideas clearly and  
.confidently in speech**

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Sources of pre-Islamic history	Attend my class	3	the first
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Semites	Attend my class	3	the second
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Arabs	Attend my class	3	the third
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Geography of the Arabian Peninsula	Attend my class	3	the fourth

	n				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Political life in the Arabian Peninsula before Islam	Attend my class	3	Fifth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Yemen	Attend my class	3	VI
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Political life in Yemen	Attend my class	3	Seventh
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The designated state	Attend my class	3	VIII
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The Qataban state	Attend my class	3	Ninth
Theoretical tests	Lecture -1 -2	Hadhrama state	Attend my	3	The tenth



I tests	Discussion -3 Interrogation		class		
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Osan Kingdom	Attend my class	3	eleventh
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The Sabaean state	Attend my class	3	twelveth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The Himyarite state	Attend my class	3	Thirteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Kingdom of Kinda	Attend my class	3	fourteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Kingdom of Lahyan	Attend my class	3	Fifteenth

	n				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Kingdoms of the Levant	Attend my class	3	sixteen
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The state of the Nabataeans	Attend my class	3	seventeenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Palmyra state	Attend my class	3	eighteen
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The state of the Ghassanids	Attend my class	3	nineteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Kingdoms of Iraq	Attend my class	3	The twentieth
Theoretical tests	Lecture -1 -2	The emergence and development of the	Attend my	3	21st

I tests	Discussion -3 Interrogation	Kingdom of Maysan	class		
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Urban	Attend my class	3	twenty tow
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Al-Manathira	Attend my class	3	twenty third
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Cities of Hijaz	Attend my class	3	twenty fourth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Mecca	Attend my class	3	25th
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Yathrib	Attend my class	3	twenty-sixth

	n				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Taif	Attend my class	3	27th
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Chapter Six: Social life in pre-Islamic society	Attend my class	3	Twenty-eighth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	life in pre-Islamic society	Attend my class	3	XXIX
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Review and take the exam	Attend my class	3	thirty

**Prescribed books: History of the Arabs before Islam , Dr. Abdullah Rashid Al-Jumaili**

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

University of Maysan/College of Education	Educational institution .59
College of Education/History	Scientific .60 department/center
History of Islamic civilization	Course name/code .61
My presence	Available attendance .62 forms
annual	Semester/year .63
Theoretical study	Accredited .64 accreditation program
2024/23/3	Date this description .65 was prepared
Course objectives .66	
thatUnderstandsrequesterConceptCivilizationIslamic •	
IdentifyonIngredientsCivilizationIslamic •	
thatKnownrequesterCivilizationlanguageAnd terminologically •	
thatIt comes outrequesteronEffectCivilizationArabicinCivilizationsThe other •	
The required program outcomes and teaching, learning and evaluation -9 methods	
Cognitive objectives • thatHe recognizesrequesteronfeaturesCivilizationIslamic • thatUnderstandsrequesterEffectCivilizationinCivilizationsThe other • thatHe recognizesrequesteronclassificationthe sciencesAnd acquaintancesinIslam • thatUnderstandsrequesterhowappearedthe sciencesMentalityAnd • scienceTransportation	
B - The program's skill objectives  capacityStudentonanalysisEvents • capacityStudentonlinkEvents • abilityStudentonto understandEvents •	
Teaching and learning methods • Use the blackboardTo clarify • had broughtSourcesMainRelatedWith a topicthe studyTo increaseKnowledge • haveStudents UseMapsTo find outSitesthe citiesAnd detailsBattlesAnd movementsArmies •	

an offerfilmsDefinitionHistoricRelatedWith the topic •

### Evaluation methods

Discussion, dialogue , report writing and how toDeduction. ProcedureTestsmohtly

### .C- Emotional and value goals

- Abilityonlinkthe pastIn the present •
- BenefitfromExperimentsThe other •
- attemptApply itonOur reality •

### Teaching and learning methods

### Teaching and learning methods

How to present the material and activate its vocabulary for students -1

Ensuring the student's sound understanding of the subject of Islamic civilization -2

Discussion and dialogue-3

### Evaluation methods

TestsPaperSafiaAs well asonGuidanceQuestionsA quick

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

Verbal communication: The student must be able to express ideas clearly  
.and confidently in speech

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	An introduction to the history of Islamic civilization	Attend my class	3	the first
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Sources for studying the history of Islamic civilization	Attend my class	3	the second
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The concept of Islamic civilization	Attend my class	3	the third
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Features of Islamic civilization	Attend my class	3	the fourth

	on				
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The impact of Islam on Arab civilization	Attend my class	3	Fifth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Cultural and scientific institutions in Islamic civilization	Attend my class	3	VI
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Sources for studying the history of Islamic civilization	Attend my class	3	Seventh
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The institution of the caliphate in Islamic civilization	Attend my class	3	VIII
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Ministry Foundation in Islamic Civilization	Attend my class	3	Ninth
Theoretical tests	Lecture -1 -2	The Foundation of Hijabah in Islamic	Attend my	3	The tenth



I tests	Discussion 3- Interrogation	Civilization	class		
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Foundation for Writing in Islamic Civilization	Attend my class	3	eleventh
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Dictionaries in the Arab Islamic State	Attend my class	3	twelveth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	General review and distribution of grades for the first semester	Attend my class	3	Thirteenth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The guardianship system in the Arab Islamic state	Attend my class	3	fourteenth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The military regime in the Islamic Arab state	Attend my class	3	Fifteenth

	on				
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The judicial system in Islamic civilization ( judiciary and police	Attend my class	3	sixteen
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The judicial system in Islamic civilization (grievances and hisbah)	Attend my class	3	seventeenth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The financial system in the Arab Islamic state	Attend my class	3	eighteen
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The guardianship system in the Arab Islamic state	Attend my class	3	nineteenth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The military regime in the Islamic Arab state	Attend my class	3	The twentieth
Theoretical tests	Lecture -1 -2	The judicial system in Islamic civilization (	Attend my	3	21st

I tests	Discussion 3- Interrogation	( judiciary and police	class		
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Economic life in the Arab Islamic State agriculture - industry - ) (trade	Attend my class	3	twenty tow
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Social life in the Arab Islamic state	Attend my class	3	twenty third
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Arab arts and architecture	Attend my class	3	twenty fourth
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	The impact of Arab civilization on the formation of human civilization	Attend my class	3	25th
Theoretical tests	Lecture -1 -2 Discussion 3- Interrogation	Economic life in the Arab Islamic State agriculture - industry - ) (trade	Attend my class	3	twenty-sixth

	on				
Theoretical tests	Lecture -1 -2 Discussion n 3- Interrogation	Social life in the Arab Islamic state	Attend my class	3	27th
Theoretical tests	Lecture -1 -2 Discussion n 3- Interrogation	Arab arts and architecture	Attend my class	3	Twenty-eighth
Theoretical tests	Lecture -1 -2 Discussion n 3- Interrogation	The phenomenon of loss of books in the Islamic heritage and Islamic thought	Attend my class	3	XXIX
Theoretical tests	Lecture -1 -2 Discussion n 3- Interrogation	General review and distribution of grades for the second semester	Attend my class	3	thirty

The Islamic systems of Subhi Al-Saleh, The Islamic Civilization of Al-Karawi, The Islamic systems of Abdel Aziz Al-Douri, The Islamic systems of Maliha Rahmatullah, The Islamic systems of Abdul Islamic Arabic L L Doctor Civilization Al-Yuzbekdate Hussein Mahdi Al-Rahim

<b>University of Maysan/College of Education</b>	<b>Educational institution .67</b>
<b>Department of History</b>	<b>Scientific .68 department/center</b>
<b>Contemporary history of Iraq (1921-1968)</b>	<b>Course name/code .69</b>
<b>Attendance in the hall or via the model platform or Zoom program</b>	<b>Available attendance .70 forms</b>
<b>Annual course</b>	<b>Semester/year .71</b>
<b>Theoretical study</b>	<b>Accredited .72 accreditation program</b>
<b>2024/31/8</b>	<b>Date this description .73 was prepared</b>
<b>Course objectives .74</b>	
<b>Developing student awareness of contemporary Iraqi history -ج</b>	
<b>Introducing the student to the importance of studying the contemporary -ح history of Iraq and the transformations that took place after that</b>	
<b>The student's familiarity with the stages of contemporary Iraqi history -خ</b>	
<b>Introducing the student to the stages and countries that ruled in the -د .contemporary history of Iraq and their historical importance</b>	
<b>Required program outcomes and teaching, learning and evaluation methods.1</b>	
<b>Cognitive objectives -ح</b>	
<b>A1- To become familiar with the concept of teaching the subject of contemporary Iraqi history</b>	
<b>A2- To become familiar with the concept of methods and strategies for teaching the subject of contemporary Iraqi history</b>	

**A3– To use the latest methods in teaching**

**B – The program’s skill objectives**

**B1 – Performance skills by involving the student in the lesson**

**B2 – Using illustrative means through the use of pictures that indicate  
ancient historical monuments**

**B3 – Application of the lesson by students**

**Teaching and learning methods**

**Method of giving lectures –7**

**Class discussion (group dialogue method – seminar method – –8  
( discussion circle / Sumner**

**Educational units –9**

**Evaluation methods**

**The way of expression in the face –3**

**Feedback from students –4**

**.C– Emotional and value goals**

**.C1– Developing an admiring view of the period of contemporary Iraqi history**

**C2– Strengthening the heritage of fathers and grandfathers and considering  
.them as a successful cultural manifestation of the historical stage**

**Teaching and learning methods**

**Class discussion -7**

**Cognitive conflict -8**

**Thinking beyond thinking -3**

**Evaluation methods**

**The way of expression in the face -5**

**Feedback from students -6**

**Oral exam -7**

**Written test -8**

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

**D1– Verbal communication: The student must be able to express ideas clearly  
.and confidently in speech**

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Method of learning or evaluation</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Historical introduction</b>		<b>3</b>	<b>the first</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The general conditions in Iraq until the revolution of 1920</b>		<b>3</b>	<b>the second</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Establishing the modern Iraqi state and building institutions</b>		<b>3</b>	<b>the third</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The problem of the political system in Iraq</b>		<b>3</b>	<b>the fourth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Legislature</b>		<b>3</b>	<b>Fifth</b>
<b>Oral and assignment</b>	<b>Lecture and discussion</b>	<b>Executive Authority</b>		<b>3</b>	<b>VI</b>



<b>tests</b>					
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Economic structure and social conditions</b>		<b>3</b>	<b>Seventh</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Foreign affairs</b>		<b>3</b>	<b>VIII</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The political and economic conditions in Iraq 1932–1939</b>		<b>3</b>	<b>Ninth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Reference political elite and backgrounds</b>		<b>3</b>	<b>The tenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Ottoman and British</b>		<b>3</b>	<b>eleventh</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Iraqi tribes</b>		<b>3</b>	<b>twelveth</b>
<b>and assignment tests</b>	<b>Lecture and discussion</b>	<b>Iraqi army</b>		<b>3</b>	<b>Thirteen th</b>

<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Economic structure</b>		<b>3</b>	<b>fourteenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Religious leaders</b>		<b>3</b>	<b>Fifteenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>education</b>		<b>3</b>	<b>sixteen</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Iraq in the years of World War II 1939–1945</b>		<b>3</b>	<b>seventeenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Political developments</b>		<b>3</b>	<b>eighteen</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Economic conditions</b>		<b>3</b>	<b>nineteenth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Social phenomena</b>		<b>3</b>	<b>The tenth</b>
<b>Oral and</b>	<b>Lecture and</b>	<b>Diagnosis and</b>		<b>3</b>	<b>21st</b>

<b>assignment tests</b>	<b>discussion</b>	<b>treatments</b>			
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Political reform</b>		<b>3</b>	<b>twenty tow</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Economic reform</b>		<b>3</b>	<b>twenty third</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Iraq's foreign policy</b>		<b>3</b>	<b>twenty fourth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Iraq's foreign policy in light of regional and international changes</b>		<b>3</b>	<b>25th</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>Internal political transformations</b>		<b>3</b>	<b>twenty– sixth</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The impact of political transformations on social life</b>		<b>3</b>	<b>27th</b>
<b>Oral and assignment</b>	<b>Lecture and discussion</b>	<b>The impact of political transformations on</b>		<b>3</b>	<b>Twenty– eighth</b>

<b>tests</b>		<b>economic life</b>			
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The impact of all transformations on the first Republican eras</b>		<b>3</b>	<b>XXIX</b>
<b>Oral and assignment tests</b>	<b>Lecture and discussion</b>	<b>The impact of political transformations on the second Republican era</b>		<b>3</b>	<b>thirty</b>

University of Misan	Educational institution .75
Department of History	Scientific .76 department/center
ancient Arab countries	Course name/code .77
Attendance in the hall or via the model platform or Zoom program	Available attendance .78 forms
annual	Semester/year .79
Theoretical study	Accredited accreditation .80 program
2024-27-3	Date this description .81 was prepared
Headquarters objectives .82	
Developing the student's awareness of the history of the ancient Arab -ب countries	
B- Introducing the student to the history of the ancient Arab countries, their effects, and the transformations that took place after that	
C- The student's familiarity with the stages of the history of ancient Arab countries	
H- Introducing the student to the stages and countries that ruled and their .historical importance	
The required program outcomes and teaching, learning and evaluation methods -9	

Cognitive objectives -١

A1- To become familiar with the concept of teaching the subject of the history of  
.ancient Arab countries

A2- To become familiar with the concept of methods and strategies for teaching  
.the subject of the history of ancient Arab countries

. A3- To use the latest methods in teaching

B – The program’s skill objectives

B1 – Performance skills by involving the student in the lesson

B2 – Using illustrative means through the use of pictures that indicate ancient  
historical monuments

B3 – Application of the lesson by students

Teaching and learning methods

Method of giving lectures -10

Class discussion (group dialogue method – seminar method – discussion -11

( circle / Sumner

Educational units -12

Evaluation methods

The way of facial expression -1

Feedback from students -2

.C- Emotional and value goals
.C1– Developing an admiring view of the historical period of ancient civilizations
C2– Strengthening the heritage of neighboring civilizations and considering them as .a successful cultural manifestation of the historical stage
Teaching and learning methods
Class discussion -9 Cognitive conflict -10 Thinking beyond thinking -11
Evaluation methods
The way of expression in the face –5 Feedback from students –6 Oral exam –7 Written test -8
D– General and qualifying transferable skills (other skills related to employability .(and personal development
D1– Verbal communication: The student must be able to express ideas clearly .and confidently in speech

### Course structure

Evaluation method	Method of learning or	Name of the unit or topic	Required learning	hours	the week

	evaluation		outcomes		
Oral and assignment tests	Lecture and discussion	History of Ancient Egypt ( Historical Geography of (Ancient Egypt		3	the first
Oral and assignment tests	Lecture and discussion	Prehistoric times		3	the second
Oral and assignment tests	Lecture and discussion	Egypt in ancient historical times		3	the third
Oral and assignment tests	Lecture and discussion	The ancient Egyptian Kingdom, the era of nobility and feudal lords		3	the fourth
Oral and assignment tests	Lecture and discussion	Middle Egyptian Hyksos Kingdom		3	Fifth
Oral and assignment tests	Lecture and discussion	The modern Egyptian Kingdom is a		3	VI



		place of decadence and foreign .domination			
Oral and assignment tests	Lecture and discussion	Ancient Egyptian civilization and its influences		3	Seventh
Oral and assignment tests	Lecture and discussion	Administration and governance system		3	VIII
Oral and assignment tests	Lecture and discussion	Religious beliefs		3	Ninth
Oral and assignment tests	Lecture and discussion	Language and literature		3	The tenth
Oral and assignment tests	Lecture and discussion	Science and knowledge		3	eleventh
Oral and assignment tests	Lecture and discussion	Art and architecture		3	twelveth

Oral and assignment tests	Lecture and discussion	The ancient history of the Levant		3	Thirteenth
Oral and assignment tests	Lecture and discussion	The Levant and its cultural roles		3	fourteenth
Oral and assignment tests	Lecture and discussion	demographics		3	Fifteenth
Oral and assignment tests	Lecture and discussion	Historical eras in the Levant		3	sixteen
Oral and assignment tests	Lecture and discussion	Ancient Levant civilization		3	seventeenth
Oral and assignment tests	Lecture and discussion	Canaanite alphabet		3	eighteen
Oral and assignment tests	Lecture and discussion	Religious beliefs		3	nineteenth
Oral and assignment tests	Lecture and discussion	Art and		3	The

assignment tests	discussion	architecture			twentieth
Oral and assignment tests	Lecture and discussion	commerce		3	21st
Oral and assignment tests	Lecture and discussion	The effects of trade on Mediterranean civilizations		3	twenty tow
Oral and assignment tests	Lecture and discussion	Ancient North African civilizations		3	twenty third
Oral and assignment tests	Lecture and discussion	An overview of historical eras in North Africa and their role		3	twenty fourth
Oral and assignment tests	Lecture and discussion	The Kingdom of Carthage and its political and civilizational role		3	25th
Oral and assignment	Lecture and discussion	History of the civilization of the ancient Arabian		3	twenty–sixth

tests		Peninsula			
Oral and assignment tests	Lecture and discussion	Centers of ancient civilization in the Arabian Peninsula		3	27th
Oral and assignment tests	Lecture and discussion	Dilmun, place		3	Twenty-eighth
Oral and assignment tests	Lecture and discussion	The role of cultural centers in strengthening relations with the Far East		3	XXIX
Oral and assignment tests	Lecture and discussion	The importance of those relationships		3	thirty

## Course description form

### Course description

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

University of Maysan / College of Education	Educational institution.1
History Department / First Stage	Scientific .2 department/stage
Calculators	Course name/code.3
Attendance hours are according to the schedule announced in the department	Available attendance .4 forms
annual	School system.5
. (weeks 30 * hours ( 2 hours per week 60	Number of study hours .6 (total)
2024/4/3	Date this description .7 was prepared
Course objectives.8	
<p>8 and Windows7 Students distinguish between Windows -1</p> <p>To qualify and train students on the AI-Ward program to write research -2 . and scientific papers in the future</p> <p>Students are able to arrange PowerPoint slides and present their -3 . research or reports in them in the future</p> <p>. Learn to create electronic spreadsheets through the Excel program -4</p> <p>Enable students to distinguish between types of networks and how to -5 . use the Internet in the future</p>	

Course outcomes and teaching, learning and evaluation methods.9
<p style="text-align: center;">A- Cognitive objectives</p> <p>Defining the concept of electronic computer and its classifications (1)</p> <p>The student's knowledge of the Windows 7 operating system and the (2)</p> <p style="text-align: center;">8 operating system Windows</p> <p>The student's knowledge and application of the Rose program (3)</p> <p>.The student's knowledge and application of the PowerPoint program (4)</p> <p>. The student's knowledge and application of the Excel program (5)</p> <p>.Introducing the student to networks, their types and benefits (6)</p>
<p style="text-align: center;">B - Objectives and skills of the course</p> <p>. Providing students with how to use a computer (1)</p> <p>Teach students how to use the Windows 7 operating system and the (2)</p> <p style="text-align: center;">.Windows 10 operating system</p> <p>.Providing students with how to use Microsoft Office 2019 programs (3)</p> <p>. Students acquire the skill of activating and using email (4)</p>
Teaching and learning methods
<p style="text-align: center;">.In-person lectures .1</p> <p style="text-align: center;">.Discussion style .2</p> <p style="text-align: center;">. Video lectures Help within the teacher's YouTube channel .3</p>
Evaluation methods
<p style="text-align: center;">monthly attendance testsand Daily quizzes ❖</p> <p>Assigning the student to academic assignments for which he will be ❖</p> <p style="text-align: center;">rewarded</p> <p>Assigning the student to make reports on computer application ❖</p> <p style="text-align: center;">topics</p>
<p style="text-align: center;">: General goals</p> <p>The student should show interest in the explanation the teacher (1)</p> <p style="text-align: center;">. provides of the subject</p> <p>The student must have sufficient conviction about the importance of (2)</p> <p style="text-align: center;">. the material he is receiving</p> <p>That the student will be able to use and organize the data he received (3)</p> <p style="text-align: center;">after explaining the material in the future</p> <p>The student should be able to discuss and suggest some other (4)</p> <p style="text-align: center;">. possible solutions to the problem</p>

Teaching and learning methods
<p style="text-align: center;">.Education using modern educational methods1.</p> <p>Teaching using competitions, which stimulate the spirit of enthusiasm 2.  . among students</p> <p>Learning by making the student a teacher to enhance his self-confidence3.</p> <p style="text-align: center;">.</p> <p style="text-align: center;">. Learning through brainstorming among students4.</p>
Evaluation methods
<p>The method of discussion and dialogue between the student and the 1.  . teacher</p> <p style="text-align: center;">. Observation method .2</p> <p style="text-align: center;">.Attendance exams3.</p>
<p style="text-align: center;">:D Targeted skills</p> <p style="text-align: center;">Using the acquired information in the field of life (1</p> <p style="text-align: center;">Personal development through linking traditional education and e- (2  . learning</p> <p style="text-align: center;">Building the personality of a competent mathematics teacher who can (3  . transfer his experiences to students in the future</p> <p style="text-align: center;">Preparing the student scientifically and educationally according to solid (4  . scientific foundations</p>

Course vocabulary.11					
Evaluation method	Teaching method	Unit name/orthe topic	Required learning outcomes	hours	the week
Quarterly and daily exams Urbanism	Lecture and discussion	What is a computer and what is its importance? Computer's components Computer generations	The student is able to understand the given material	hours 6	weeks 3-1
Quarterly and daily exams Urbanism	Lecture and discussion	Output units Input Units for computer	The student is able to understand the given material	hours 4	a week 5-4
Quarterly and daily exams Urbanism	Lecture and discussion	Operation system software Windows 10	The student is able to understand the given material	hours 4	a week 7-6
Quarterly and daily exams Urbanism	Lecture and discussion	Numerical System Converting from systems to decimal	The student is able to understand the given material	hours 6	a week 10-8
Quarterly and daily exams Urbanism	Lecture and discussion	Converting the binary system to the octal system Convert from binary to Hexadecimal system	The student is able to understand the given material	hours 10	a week 15-11



Quarterly and daily exams Urbanism	Lecture and discussion	Computer Network	The student is able to understand the given material	hours 10	a week 20-16
Quarterly and daily exams Urbanism	Lecture and discussion	Internet Benefits of the Internet and services	The student is able to understand the given material	hours 10	weeks 25-21
Quarterly and daily exams Urbanism	Lecture and discussion	Information Security Password Email	The student is able to understand the given material	hours 10	weeks 30-26

Helping sources	
nothing	Required prescribed -1 books
:Other sources	Main references -2 (sources)
Lessons in computer principles, written by Dr. -1 .2310 Ahmed Abdel Salam Al-Barawy Learn Microsoft Word, PowerPoint, and Excel -2 .2314 issued by Dr. Khaled Farhoud ,2313	
by Sherine Al-Masry 2313 book Microsoft Word by Sherine Al-Masry2313 book Microsoft Excel	A ) Books and references
<a href="https://books-library.net/free-167753289-download">https://books-library.net/free-167753289-download</a>	b ) Electronic references

Course development plan.12
Developing the academic vocabulary for the current curriculum by deleting some paragraphs and adding others
:We suggest adding the following topics

Windows 11 A brief overview of -1  
 ( and its most prominent applications in Chapter Five Google engine Adding the -2  
 .) Learning the Internet

University of Maysan/College of Education	Educational institution .83
Department of History	Scientific department .84 center/
History of contemporary Arab countries	name /code .85
Attendance in the hall or via the model platform or Zoom program	Available attendance .86 forms
Annual course	Semester/year .87
Theoretical study	Accredited accreditation .88 program
2023/31/8	Date this description was .89 prepared
Headquarters objectives .90	
Developing student awareness of the history of contemporary Arab أ . countries	
Introducing the student to the importance of studying the history of ب- contemporary Arab countries and the transformations that took place .after that	
C- The student's familiarity with the stages of the history of contemporary Arab countries	
D- Introducing the student to the Arab events that took place after the First and Second World Wars, the countries that ruled in the history of the Arab .countries, and the political transformations	

The required program outcomes and teaching, learning and evaluation methods -9
<p style="text-align: center;">Cognitive objectives -٣</p> <p>To become familiar with the concept of teaching the history of contemporary Arab countries -7</p> <p>To recognize the concept of methods and strategies for teaching the history of contemporary Arab countries -8</p> <p style="padding-left: 40px;">To use the latest methods in teaching -9</p>
<p style="text-align: center;">B - The program 's skill objectives</p> <p style="padding-left: 40px;">Performance skills by involving the student in the lesson -7</p> <p style="padding-left: 80px;">Use illustrative means -8</p> <p style="padding-left: 40px;">Application of the lesson by students -9</p>
Teaching and learning methods
Method of giving lectures -5
Educational units -6
Evaluation methods
The way of facial expression -5
Feedback from students -6
.C- Emotional and value goals
<p>Developing an admiring view of the history of contemporary Arab countries -1 -3</p> <p>Strengthening the heritage of fathers and grandfathers and considering them a successful cultural manifestation of the historical stage -4</p>
Teaching and learning methods
Class discussion -7
Cognitive conflict -8
Thinking beyond thinking -9

Evaluation methods
The way of expression in the face -9 Feedback from students -10 Oral exam -11 Written test -12
D- General and qualifying transferable skills ( other skills related to employability . (and personal development communication : The student must be able to express ideas clearly and confidently .in speech

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture and discussion	Federalist policy towards the Arab countries 1908-1914	Class attendance	2	the first
Oral and assignment tests	Lecture and discussion	general conditions in the Arab countries and the Arab reform movement	Class attendance	2	the second
Oral and assignment tests	Lecture and discussion	The impact of World War I on the future of the Arabs	Class attendance	2	the third
Oral and assignment tests	Lecture and discussion	Secret and public international bargaining between Arabs and allies	Class attendance	2	the fourth
Oral and assignment tests	Lecture and discussion	The emergence of the Arab Revolution movement after World War I	Class attendance	2	Fifth
Oral and assignment tests	Lecture and discussion	Establishing regional Arab political entities	Class attendance	2	VI
Oral and	Lecture	World War II and its	Class	2	Seventh

assignment tests	and discussion	impact on the Arabs	attendance		
Oral and assignment tests	Lecture and discussion	The positions of Arab countries regarding World War II	Class attendance	2	VIII
Oral and assignment tests	Lecture and discussion	The rise of the Arab Revolution movement after World War II	Class attendance	2	Ninth
and assignment tests	Lecture and discussion	Egypt Revolution 1952 Algeria Revolution 1954	Class attendance	2	The tenth
Oral and assignment tests	Lecture and discussion	revolution in 1958 Iraq	Class attendance	2	eleventh
Oral and assignment tests	Lecture and discussion	Lebanon Revolution 1958 Eritrean revolution 1961	Class attendance	2	twelveth
Oral and assignment tests	Lecture and discussion	Yemen Revolution 1962 South Yemen Revolution 1963	Class attendance	2	Thirteenth
Oral and assignment tests	Lecture and discussion	Palestinian revolution 1965	Class attendance	2	fourteenth

Oral and assignment tests	Lecture and discussion	The growth of the decolonization movement in the Arab world after World War II	Class attendance	2	Fifteenth
Oral and assignment tests	Lecture and discussion	Libyan independence 1951	Class attendance	2	sixteen
Oral and assignment tests	Lecture and discussion	The independence of Sudan 1956	Class attendance	2	seventeenth
Oral and assignment tests	Lecture and discussion	Moroccan independence 1956	Class attendance	2	eighteen
Oral and assignment tests	Lecture and discussion	Tunisia's independence 1956	Class attendance	2	nineteenth
Oral and assignment tests	Lecture and discussion	Mauritania's independence 1960	Class attendance	2	The twentieth
Oral and assignment tests	Lecture and discussion	Somali independence 1960	Class attendance	2	atheistic And the twenty
Oral and assignment tests	Lecture and discussion	Kuwaiti independence 1961	Class attendance	2	twenty tow
Oral and assignment tests	Lecture and discussion	Bahrain's independence 1971	Class attendance	2	twenty third
Oral and assignme	Lecture and	Qatar's	Class attend	2	twenty

nt tests	discussion	independence 1971	ance		fourth
Oral and assignment tests	Lecture and discussion	Independence of the United Arab Emirates	Class attendance	2	25th
Oral and assignment tests	Lecture and discussion	Independence of the Sultanate of Oman 1971	Class attendance	2	twenty-sixth
Oral and assignment tests	Lecture and discussion	The intensification of the call movement to achieve Arab unity	Class attendance	2	27th
Oral and assignment tests	Lecture and discussion	Fertile Crescent Project Greater Syria Project	Class attendance	2	Twenty-eighth
Oral and assignment tests	Lecture and discussion	Establishment of the League of Arab States	Class attendance	2	XXIX
Oral and assignment tests	Lecture and discussion	The establishment of the United Arab Republic	Class attendance	2	thirty



Ministry of Higher Education and Scientific Research / University of Maysan / College of Education	8. Educational institution
/Department of History	9. Scientific department/center
Foundations of education	10.Name of the academic or professional program
Bachelor's degree	11.Name of the final certificate
Annual study system	12.:Academic system Annual/courses/others
3/23/2024	13.Date the description was prepared
14.Objectives of the academic program	
The student's familiarity with the importance of the foundations of _1 .education	
The student's familiarity with the importance of the stages through which _2 .education passes	
.Enabling the student to achieve general educational goals_3	
Informing the student in detail about the eras during which education _4 .passed	
Empowering the student to know Spartan education_5	
The student's familiarity with the objectives of education, ancient and _6 .modern	
.Enabling the student to research the history of education - 7	
15.Required program outcomes and teaching, learning and evaluation methods	

<p>Cognitive objectives -</p> <p>That the student knows the concept of education -</p> <p>    The student should explain the importance of education -</p> <p>The student sets a set of educational goals -</p> <p>    The student should analyze the types of education -</p> <p>    The student should conclude the importance of modern education -</p> <p>The student should express his opinion on the importance of education -</p>
<p>B - The program's skill objectives</p> <p>    The student draws a diagram showing the most important types of education</p> <p>    The student prepares a picture on the board explaining the eras through which education passed</p>
<p>Teaching and learning methods</p>
<p>Lecture and discussion Cyclic reasoning and generative thinking</p>
<p>Evaluation methods</p>
<p>the exams</p>
<p>. Emotional and value goals -</p> <p>. The student should conclude the importance of the essay questions -</p> <p>    . The student should analyze the types of objective questions -</p> <p>    The student understands the relationship between education and the environment -</p> <p>    The student should express his opinion about the role of education in human life -</p>
<p>Teaching and learning methods</p>
<p>- Discussion and questioning , cooperative learning, and circular debate</p>
<p>Evaluation methods</p>
<p>. Achievement tests</p>

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

Class management and control skill -

The skill of asking questions -

Calendar skill -

The skill of linking the material to reality using reinforcement -  
. examples from daily life

Teaching and learning methods

Lecture and discussionCyclic reasoning and generative thinking

Evaluation methods

. Achievement tests of various types and levels

## Course description form

### Course description

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

Transferable general and qualifying skills ( other skills related to employability - .and personal development )  
 Class management and control skill -  
 The skill of asking questions -  
 Calendar skill -  
 The skill of linking the material to reality using reinforcement examples from daily - . life

Evaluation method	Teaching method	Name of the unit topic /	Required learning outcomes	hours	the week
Achievem ent / written and oral tests	Lecture, discussion and questionin g	Basic concepts in education	The student should know the concept of education	2	the first
=	=	What do we measure? Definition of education, types of education	=	2	the second
=	=	Forms of education	=	2	the third
=	=	The eras through which education	=	2	the fourth

		passed			
=	=	Education and its relationship to the environment	=	2	Fifth
=	=	Types of modern education	=	2	VI
Written exam		Semester exam	=	2	Seventh
and oral tests	=	Spartan education	=	2	VIII
=	=	Raising girls among the tribes	=	2	Ninth
=	=	Athenian education	=	2	The tenth
=	=	Education in Mesopotamia	=	2	The eleventh week
=	=	Education system in Mesopotamia	=	2	The twelfth week
=	=	Ancient Chinese education	=	2	The thirteenth week
=	=	Education system in ancient China	=	2	The fourteenth week
=	=	Raising girls in China	=	2	The fifteenth week
=	=	Spartan education system	=	2	The sixteenth week
=	=	Research methods in the history of education	=	2	The seventeenth week
=	=	Modern education	=	2	The eighteenth week
=	=	Education in	=	2	The

		ancient times			nineteenth week
=	=	Education in the Middle Ages	=	2	The twentieth week
=	=	Christian education	=	2	twenty one
=	=	Islamic education	=	2	twenty two
=	=	Institutes of education in Islam	=	2	twenty three
=	=	Principles of Islamic education	=	2	twenty four
=	=	The historical basis of education	=	2	25th
=	=	The social basis of education	=	2	twenty-sixth
=	=	The relationship between education and the environment	=	2	27th
=	=	Development of education	=	2	Twenty-eighth
=	=	Benefit from education	=	2	XXIX

12.Infrastructure	
.Foundations of education	The required prescribed - 1 books
Foundations of modern and contemporary .education	Main references ( sources - 2 (
Scientific journals, periodicals, research and .studies in the field of specialization	Recommended books and references ( scientific journals (... , reports ,

### 13.Course development plan

Developing the academic material according to the nature of the curriculum and the year of writing . Development occurs through deleting, adding or replacing parts or chapters from the prescribed curriculum if there are actual reasons for . development that are determined in advance

University of Maysan/College of Education	Educational institution .91
College of Education/History	Scientific department .92 center/
History of modern Iraq (1508-1914)	name /code .93
My presence	Available attendance .94 forms
annual	Semester/year .95
Theoretical study	Accredited accreditation .96 program
2024/26/3	Date this description was .97 prepared
Headquarters objectives .98	
<p>The need for third stage students to learn the importance of studying the modern -1 history of Iraq</p> <p>Explaining the importance of studying the modern history of Iraq in historical studies -2 and using it in writing</p> <p>Determine the level of the student's scientific and historical knowledge -3</p>	
The required program outcomes and teaching, learning and evaluation methods -9	

<p style="text-align: center;">Cognitive objectives - ٥</p> <p style="text-align: center;">Knowledge and understanding -1</p> <p style="text-align: center;">The field of scientific knowledge among students -2</p> <p style="text-align: center;">Adopting modern scientific methods to develop the educational level-3</p> <p style="text-align: center;">Preparing a sober and successful researcher -4</p> <p style="text-align: center;">Clarifying and exploring the depths of history -5</p>
<p style="text-align: center;">B - The program 's skill objectives</p> <p style="text-align: center;">Preparing a study summary in which we focus on the conclusions and their importance -1</p> <p style="text-align: center;">Conduct a workshop inside the hall -2</p> <p style="text-align: center;">Preparing a summary of the study that focuses on the most important conclusions -3</p>
<p style="text-align: center;">Teaching and learning methods</p>
<p style="text-align: center;">Lecture 2- Discussion 3- Interrogation -1</p>
<p style="text-align: center;">Evaluation methods</p> <p style="text-align: center;">Conduct daily and monthly tests -1</p> <p style="text-align: center;">Discussion and dialogue -2</p>
<p style="text-align: center;">.C- Emotional and value goals</p> <p style="text-align: center;">Knowing the value that the subject has established for the recipient student •</p> <p style="text-align: center;">How useful it is in his public life and dealings •</p> <p style="text-align: center;">The importance of the modern Iraqi history course in consolidating the principles of patriotism •</p> <p style="text-align: center;">Linking the events that accompanied this era with the events before and after them •</p> <p style="text-align: center;">Trying to link the past and the present to instill morale •</p>
<p style="text-align: center;">Teaching and learning methods</p> <p style="text-align: center;">How to present the material and activate its vocabulary for students - 1</p> <p style="text-align: center;">Emphasizing practical applications in the vocabulary of the historical material of modern -2 Iraqi history</p> <p style="text-align: center;">Ensuring the student's sound understanding of the subject of modern Iraqi history - 3</p>



Discussion and dialogue - 4

to determine the state's location and its influence on other nations Using a political and natural map of Iraq's modern history - 5

#### Evaluation methods

Using different questions and texts to view the events of modern Iraqi history -1

Using the blackboard and modern technology to present the material -2

Discussion and dialogue -3

Using a political and natural map of Iraq's modern history -4

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

communication : The student must be able to express ideas clearly and confidently  
.in speech

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Introduction: General conditions in Iraq (1508-1258)	Attend my class	2	the first
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The establishment of the Ottoman Empire	Attend my class	2	the second
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The establishment of the Safavid state in Iran	Attend my class	2	the third
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Motives for the Safavid takeover of Iraq	Attend my class	2	the fourth

	n				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Battle of Chaldiran	Attend my class	2	Fifth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The Ottoman-Safavid conflict in the seventeenth century	Attend my class	2	VI
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Shah Abbas I captures Baghdad	Attend my class	2	Seventh
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The Ottomans recaptured Baghdad in 1638	Attend my class	2	VIII
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Ottoman administrative organization of Iraq	Attend my class	2	Ninth
Theoretical tests	Lecture -1 -2	Ottoman policy in	Attend my	2	The tenth

I tests	Discussion -3 Interrogation	southern Iraq	class		
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Introduction: Iraq under Mamluk rule	Attend my class	2	eleventh
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Use of the Mamluks in Baghdad	Attend my class	2	twelveth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Suleiman Agha assumed the governorship of Baghdad	Attend my class	2	Thirteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The reign of Suleiman Pasha the Great	Attend my class	2	fourteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The reign of Daoud Pasha and the fall of Mamluk rule in 1831	Attend my class	2	Fifteenth

	n				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Egyptian expansion in the Levant and the Arabian Peninsula and its impact on Iraq	Attend my class	2	sixteen
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The beginning of relations between Egypt and Iraq	Attend my class	2	seventeenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Egyptian expansion in the Levant and its impact on Iraq	Attend my class	2	eighteen
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	The penetration of British influence into Iraq	Attend my class	2	nineteenth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Expeditions on the Tigris and Euphrates rivers and their results	Attend my class	2	The twentieth

Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Jasni's journey	Attend my class	2	21st
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Lynch Company	Attend my class	2	twenty tow
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Euphrates Railway	Attend my class	2	twenty third
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Medhat Pasha	Attend my class	2	twenty fourth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Midhat Pasha reforms: states ,law	Attend my class	2	25th
Theoretical tests	Lecture -1 -2 Discussion	Tabu system + urban movement	Attend my class	2	twenty-sixth

	-3 Interrogation				
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Military + judicial education + + transportation organizations	Attend my class	2	27th
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Increased British penetration in Iraq	Attend my class	2	Twenty-eighth
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	British occupation of Iraq in World War I in 1914	Attend my class	2	XXIX
Theoretical tests	Lecture -1 -2 Discussion -3 Interrogation	Review and take the exam	Attend my class	2	thirty

Prescribed books: Modern and contemporary history of Iraq,  
Muhammad Suhail Taqoush

# Course description form

## Course description

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

University of Maysan/College of Education	Educational institution .99
Department of History	Scientific .100 department/center
History of the Americas	Course name/code .101
Attendance in the hall	Available attendance .102 forms
Annual course	Semester/year .103
Theoretical study	Accredited accreditation .104 program
2024/27/4	Date this description was .105 prepared
Course objectives .106	
Developing student awareness of the history of the Americas ذ-	
Introducing the student to the importance of studying the history of the ر- Americas and the transformations that took place after that	
Familiarize the student with the stages of the history of the Americas ز-	
Introducing the student to the stages and countries that ruled in the س- .history of the Americas and their historical importance	
Required program outcomes and teaching, learning and evaluation methods.2	



<p style="text-align: center;">Cognitive objectives - ٥</p> <p>To become familiar with the concept of teaching the history of the Americas -1</p> <p>To become familiar with the concept of methods and strategies for teaching the history of the Americas -2</p> <p style="text-align: center;">To use the latest methods in teaching -3</p>
<p style="text-align: center;">B - The program's skill objectives</p> <p style="text-align: center;">Performance skills by involving the student in the lesson - 1</p> <p>Using illustrative means through the use of pictures that indicate ancient historical monuments -2</p> <p style="text-align: center;">Application of the lesson by students -3</p>
<p>Teaching and learning methods</p>
<p style="text-align: center;">Method of giving lectures -13</p> <p>Class discussion (group dialogue method - seminar method - discussion circle / ( Sumner -14</p> <p style="text-align: center;">Educational units -15</p>
<p>Evaluation methods</p>
<p style="text-align: center;">The way of expression in the face -5</p> <p style="text-align: center;">Feedback from students -6</p>
<p style="text-align: center;">.C- Emotional and value goals</p> <p style="text-align: center;">Developing an admiring view of the history of the Americas -1</p> <p>Strengthening the heritage of fathers and grandfathers and considering them as a .successful cultural manifestation of the historical stage -2</p>
<p style="text-align: center;">Teaching and learning methods</p> <p style="text-align: center;">Class discussion -12</p> <p style="text-align: center;">Cognitive conflict -13</p> <p style="text-align: center;">Thinking beyond thinking -14</p>

Evaluation methods
The way of expression in the face -9 Feedback from students -10 Oral exam -11 Written test -12

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

Verbal communication: The student must be able to express ideas clearly and -1 .confidently in speech

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture and discussion	Introduction to geographical explorations		2	the first
Oral and assignment tests	Lecture and discussion	Discovery of the American continent		2	the second
Oral and assignment tests	Lecture and discussion	United State		2	the third
Oral and	Lecture	British colonies in		2	the

assignment tests	and discussion	North America			fourth
Oral and assignment tests	Lecture and discussion	Methods of governance		2	Fifth
Oral and assignment tests	Lecture and discussion	Political situation in the British colonies		2	VI
Oral and assignment tests	Lecture and discussion	Social and religious conditions		2	Seventh
Oral and assignment tests	Lecture and discussion	Economic conditions		2	VIII
Oral and assignment tests	Lecture and discussion	Cultural and intellectual conditions, identity, and the growth of the national spirit		2	Ninth
Oral and assignment tests	Lecture and discussion	The War of Independence, the American Constitution, and state building		2	The tenth
Oral and assignment tests	Lecture and discussion	American Civil War		2	eleventh
Oral and	Lecture	The emergence of		2	twelv

assignment tests	and discussion	the United States of America			eth
and assignment tests	Lecture and discussion	French colonies in the far north		2	Thirteenth
Oral and assignment tests	Lecture and discussion	French-British rivalry		2	fourteenth
Oral and assignment tests	Lecture and discussion	The relationship with the Native Americans and the fur trade		2	Fifteenth
Oral and assignment tests	Lecture and discussion	Leather trade		2	sixteenth
Oral and assignment tests	Lecture and discussion	The French role in the War of Independence		2	seventeenth
Oral and assignment tests	Lecture and discussion	The end of the French presence in the Americas		2	eighteenth
Oral and assignment tests	Lecture and discussion	Spanish and French colonies in South America		2	nineteenth
Oral and assignment tests	Lecture and discussion	Introduction to the liberation movement in Latin America		2	The twentieth

Oral and assignment tests	Lecture and discussion	Central American and Caribbean countries		2	21st
Oral and assignment tests	Lecture and discussion	Haiti		2	twenty two
Oral and assignment tests	Lecture and discussion	American occupation of Haiti		2	twenty three
Oral and assignment tests	Lecture and discussion	Dominicans		2	twenty four
Oral and assignment tests	Lecture and discussion	American occupation of the Dominicans		2	25th

# Course description form

## Course description

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

University of Maysan/College of Education	Educational institution .107
Department of History	Scientific department .108 center/
History of ancient Iraq	name /code .109
Attendance in the hall or via the model platform or Zoom program	Available attendance .110 forms
Annual course	Semester/year .111
Theoretical study	Accredited accreditation .112 program
2020/31/8	Date this description was .113 prepared
Course objectives .114	
ش- Developing student awareness of the history of ancient Iraq	
ص- Introducing the student to the importance of ancient Iraqi civilization and its effects	
ض- The student's familiarity with the stages of ancient Iraq's history	
ط- Introducing the student to the stages and countries that ruled ancient Iraq and their historical importance	
.3 program outcomes and teaching, learning and evaluation methods	

Cognitive objectives -س

A1- To become familiar with the concept of teaching the subject of ancient Iraqi history

A2- To become familiar with the concept of methods and strategies for teaching the subject of ancient Iraqi history

A3- To use the latest methods in teaching

B - The program 's skill objectives

B1 - Performance skills by involving the student in the lesson

B2 - Using illustrative means through the use of pictures that indicate ancient historical monuments

B3 - Application of the lesson by students

Teaching and learning methods

Method of giving lectures -16

Class discussion (group dialogue method - seminar method - discussion circle -17  
( Sumner /

Educational units -18

Evaluation methods

The way of expression in the face -7

Feedback from students -8

.C- Emotional and value goals

C1- Developing an admiring view of Iraq's ancient heritage

C2- Strengthening the heritage of fathers and grandfathers and considering them as  
.a successful cultural manifestation of the historical stage

Teaching and learning methods

Class discussion -15

Cognitive conflict -16

Thinking beyond thinking -17

Evaluation methods

The way of expression in the face -13  
 Feedback from students -14  
 Oral exam -15  
 Written test -16

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

D1- Verbal communication: The student must be able to express ideas clearly and  
 .confidently in speech

Course structure

Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture and discussion	Geographical location and its impact		3	the first
Oral and assignment tests	Lecture and discussion	Sources of ancient Iraqi history		3	the second
Oral and assignment tests	Lecture and discussion	Cultural roles		3	the third
Oral and assignment tests	Lecture and discussion	The ancient Ajri era		3	the fourth



nt tests	discussion				
Oral and assignment tests	Lecture and discussion	Middle Stone Age		3	Fifth
Oral and assignment tests	Lecture and discussion	Neolithic and Metal Age		3	VI
Oral and assignment tests	Lecture and discussion	The era of the discovery of writing and the beginning of historical eras		3	Seventh
Oral and assignment tests	Lecture and discussion	The emergence of Sumerian city-states		3	VIII
Oral and assignment tests	Lecture and discussion	The Akkadians and the emergence of the central state		3	Ninth
Oral and assignment tests	Lecture and discussion	Kutian occupation and the end of the Akkadian state		3	The tenth
Oral and assignment tests	Lecture and discussion	Modern Sumerian period (Third Dynasty of Ur) - Isin era - Larsa		3	eleventh
Oral and assignment tests	Lecture and discussion	The emergence of the Babylonian state		3	twelveth
Oral and assignment tests	Lecture and discussion	Restoring the unity of the country		3	Thirteenth

Oral and assignment tests	Lecture and discussion	Middle Babylonian era		3	fourteenth
Oral and assignment tests	Lecture and discussion	Kassite state and the second Qatar-Mahri dynasty		3	Fifteenth
Oral and assignment tests	Lecture and discussion	The ancient Assyrian era		3	sixteen
Oral and assignment tests	Lecture and discussion	Middle Assyrian era		3	seventeenth
Oral and assignment tests	Lecture and discussion	The Neo-Assyrian era		3	eighteen
Oral and assignment tests	Lecture and discussion	The emergence of the Chaldeans		3	nineteenth
Oral and assignment tests	Lecture and discussion	The establishment of the New Babylonian state		3	The twentieth
Oral and assignment tests	Lecture and discussion	Achaemenid occupation		3	21st
Oral and assignment tests	Lecture and discussion	The end of the Neo-Babylonian state		3	twenty two
Oral and assignment tests	Lecture and discussion	Iraq was in a stage of weakness and disintegration until AD 612		3	twenty third

Oral and assignment tests	Lecture and discussion	Social conditions		3	twenty fourth
Oral and assignment tests	Lecture and discussion	Religious beliefs		3	25th
Oral and assignment tests	Lecture and discussion	political system		3	twenty-sixth
Oral and assignment tests	Lecture and discussion	Economic conditions of human rights and laws		3	27th
Oral and assignment tests	Lecture and discussion	Education and pure sciences		3	Twenty-eighth
Oral and assignment tests	Lecture and discussion	Humanities		3	XXIX
Oral and assignment tests	Lecture and discussion	The impact of Iraqi civilization on other civilizations		3	thirty

<b>University of Maysan/College of Education</b>	<b>Educational institution .1</b>
<b>Department of History</b>	<b>Scientific .2 department/center</b>
<b>Modern Arab countries</b>	<b>Course name/code .3</b>
<b>Attendance in the hall or via the model or zoom platform</b>	<b>Available attendance .4 forms</b>
<b>A course</b>	<b>Semester/year .5</b>
<b>Theoretical study</b>	<b>Accredited accreditation .6 program</b>
<b>2024-18-3</b>	<b>Date this description was .7 prepared</b>
<p style="text-align: center;"><b>Course objectives .8</b></p> <p>Developing students' awareness of the history of modern Arab countries -1</p> <p>.Introducing students to the historical transformations in modern Arab countries -2</p> <p>Students gain a positive attitude towards the subject of modern Arab countries -3</p> <p>Introducing the student to the stages and countries that ruled in the modern Arab -4 .countries</p>	
<p style="text-align: center;"><b>The required program outcomes and teaching, learning and evaluation -9 methods</b></p>	
<p style="text-align: center;"><b>A- Cognitive objectives</b></p> <p>That the student becomes familiar with the concept of studying the history -1 .of modern Arab countries</p> <p>They clearly recognize the motives for the European invasions into the -2 .Arab region</p> <p>.Knowing the impact of European invasions on the Arab region -3</p>	
<p style="text-align: center;"><b>B- Skills goals</b></p> <p>Performance skills by involving the student in the lesson - 1</p> <p>Using illustrative means through the use of maps that indicate regional boundaries - 2</p>	

<p>in that period</p> <p>Application of the lesson by students -3</p>
<p>Teaching and evaluation methods</p>
<p>Method of giving lectures -1</p> <p>Class discussion (group dialogue method - seminar method - discussion circle / -2 ( Sumner</p> <p>Educational units -3</p>
<p>Evaluation methods</p>
<p>The way of facial expression -1</p> <p>Feedback from students -2</p>
<p>C- Emotional and value goals</p>
<p>.Developing an admiring view of the history of contemporary Arab countries -1</p> <p>Enhancing the heritage of fathers and grandfathers and considering them as a -2 .cultural manifestation in accordance with the historical stage</p>
<p>Teaching and learning methods</p>
<p>Class discussion -1</p> <p>Cognitive conflict -2</p> <p>Thinking beyond thinking -3</p>
<p>Evaluation methods</p>

The method of facial expression -1

Feedback from students -2

Oral exam -3

The written test -4

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

Verbal communication: The student must be able to express ideas clearly and  
.confidently in speech

### Course structure

Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture and discussion	Introduction to the Ottoman expansion of the Arab .countries		2	The first week
Oral and assignment tests	Lecture and discussion	The Ottoman administration in the Arab countries during the sixteenth century. Egypt and .Sudan		2	second week

Oral and assignment tests	Lecture and discussion	The Ottoman administration in the .Levant		2	the third week
Oral and assignment tests	Lecture and discussion	The Ottoman administration in the Maghreb countries		2	fourth week
Oral and assignment tests	Lecture and discussion	Regional powers and the state competed over the Arab countries from the sixteenth century until the nineteenth century. Spanish-.Portuguese rivalry		2	The fifth week
Oral and assignment tests	Lecture and discussion	Portuguese conquest in the Arabian Gulf and the Arabian Peninsula. .Dutch invasion		2	the sixth week
Oral and assignment tests	Lecture and discussion	British strategy in the .Arabian Gulf		2	The seventh week
Oral and assignment tests	Lecture and discussion	British strategy in the .Arabian Peninsula		2	The eighth week

Oral and assignment tests	Lecture and discussion	French strategy in the Arabian Gulf		2	The ninth week
Oral and assignment tests	Lecture and discussion	French strategy in the Arabian Peninsula		2	The tenth week
Oral and assignment tests	Lecture and discussion	Growing Arab national awareness		2	The eleventh week
Oral and assignment tests	Lecture and discussion	Conferences on Islamic thought in confronting Western challenges		2	The twelfth week
Oral and assignment tests	Lecture and discussion	Renewal movements in the Arab countries		2	The thirteenth week
Oral and assignment tests	Lecture and discussion	National movements in the Arab countries		2	The fourteenth week
Oral and assign	Lecture and	Reviews		2	The fifteenth week



ment tests	discussion				
Infrastructure					
Ibrahim Khalil Ahmed: The History of the Modern Arab World in the Ottoman Era, Mosul University .Press, 1981			Required prescribed books -1		
Abdul Karim Mahmoud Gharaibeh: Arabs and .Turks, Damascus, 1961			Main references (sources) -2		

# Course description form

## Course description

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

University of Maysan/College of Education	Educational institution .115
Department of History	Scientific .116 department/center
European Renaissance	Course name/code .117
Attendance in the hall or via the model platform or Zoom program	Available attendance .118 forms
Annual course	Semester/year .119
Theoretical study	Accredited accreditation .120 program
2024/27/4	Date this description was .121 prepared
Course objectives .122	
Developing student awareness of the history of the European Renaissance   ظ-	
Introducing the student to the importance of studying the history of the European Renaissance and the transformations that took place after that   ع-	
The student's familiarity with the stages of the history of the European Renaissance   غ-	
Introducing the student to the stages and countries that ruled during the   ف-	

. European Renaissance and their historical importance
Required program outcomes and teaching, learning and evaluation methods.4
<p style="text-align: center;">Cognitive objectives -ش</p> <p>A1- To become familiar with the concept of teaching the history of the European Renaissance</p> <p>A2- To become familiar with the concept of methods and strategies for teaching the subject of the history of the European Renaissance</p> <p style="text-align: center;">A3- To use the latest methods in teaching</p>
<p style="text-align: center;">B - The program's skill objectives</p> <p style="text-align: center;">B1 - Performance skills by involving the student in the lesson</p> <p>B2 - Using illustrative means through the use of images that indicate the European Renaissance</p> <p style="text-align: center;">B3 - Application of the lesson by students</p>
Teaching and learning methods
<p style="text-align: center;">Method of giving lectures -19</p> <p>Class discussion (group dialogue method - seminar method - discussion circle / -20 ( Sumner</p> <p style="text-align: center;">Educational units -21</p>
Evaluation methods
<p style="text-align: center;">The way of expression in the face -9</p> <p style="text-align: center;">Feedback from students -10</p>
<p style="text-align: center;">.C- Emotional and value goals</p> <p style="text-align: center;">C1- Developing an admiring view of the European Renaissance period</p> <p>C2- Strengthening the heritage of fathers and grandfathers and considering them as a .successful cultural manifestation of the historical stage</p>

Teaching and learning methods Class discussion -18 Cognitive conflict -19 Thinking beyond thinking -20
Evaluation methods
The way of expression in the face -17 Feedback from students -18 Oral exam -19 Written test -20

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

D1- Verbal communication: The student must be able to express ideas clearly and  
 .confidently in speech

Course structure					
Evaluation method	Method of learning or evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
Oral and assignment tests	Lecture and discussion	Renaissance and resurgence		3	the first
Oral and assignment	Lecture and discussion	The impact of Arab-Islamic civilization on the renaissance of		3	the second

tests		Europe			
Oral and assignment tests	Lecture and discussion	Aspects of the Renaissance Intellectual ) (Renaissance Greco-Roman heritage revival movement		3	the third
Oral and assignment tests	Lecture and discussion	Aspects of the Renaissance Intellectual ) (Renaissance Greco-Roman heritage revival movement		3	the fourth
Oral and assignment tests	Lecture and discussion	Development of science and culture  Scientific development of history and politics ( ( Machiavelli		3	Fifth
Oral and assignment tests	Lecture and discussion	Artistic Renaissance architecture, ) sculpture, (painting		3	VI
Oral and	Lecture and	The Renaissance moved to Western		3	Seventh

assignment tests	discussion	Europe			
Oral and assignment tests	Lecture and discussion	Modern times and its political, economic and religious manifestations		3	VIII
Oral and assignment tests	Lecture and discussion	Geographical explorations		3	Ninth
Oral and assignment tests	Lecture and discussion	Geographical explorations		3	The tenth
Oral and assignment tests	Lecture and discussion	Religious reform		3	eleventh
Oral and assignment tests	Lecture and discussion	Reformation of the Catholic Church		3	twelveth
Oral and assignment	Lecture and discussion	Sectarian wars (France)		3	Thirteenth

tests					
Oral and assignment tests	Lecture and discussion	Sectarian wars in Germany (The Thirty Years' War (of 1816-1848		3	fourteenth
Oral and assignment tests	Lecture and discussion	Sectarian wars in Germany (The Thirty Years' War (of 1816-1848		3	Fifteenth
Oral and assignment tests	Lecture and discussion	Development of governance systems		3	sixteen
Oral and assignment tests	Lecture and discussion	Political developments in Russia		3	seventeenth
Oral and assignment tests	Lecture and discussion	Political developments in Russia		3	eighteen
Oral and assignment tests	Lecture and discussion	England in the sixteenth century		3	nineteenth
Oral	Lecture	Britain in the		3	The twentieth

and assignment tests	and discussion	seventeenth century			
Oral and assignment tests	Lecture and discussion	Britain in the seventeenth century		3	21st
Oral and assignment tests	Lecture and discussion	Prussia		3	twenty tow
Oral and assignment tests	Lecture and discussion	France		3	twenty third
Oral and assignment tests	Lecture and discussion	The War of the Spanish Successions 1713-1702		3	twenty fourth
Oral and assignment tests	Lecture and discussion	The War of the Austrian Successions 1748-1740		3	25th
Oral and assignment	Lecture and discussion	The Seven Years' War 1756-1763		3	twenty-sixth



tests					
Oral and assignment tests	Lecture and discussion	The American War of Independence and the establishment of the United States of America		3	27th
Oral and assignment tests	Lecture and discussion	British colonialism on the American continent		3	Twenty-eighth
Oral and assignment tests	Lecture and discussion	Factors for the outbreak of the War of Independence		3	XXIX
Oral and assignment tests	Lecture and discussion	Declaration of independence and war		3	thirty