

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



Academic Program and Course Description

2024-2025

Academic Program Description Form

University Name:

Faculty/Institute:

Scientific Department:

Academic or Professional Program Name:

Final Certificate Name:

Academic System:

Description Preparation Date:

File Completion Date:

Signature:

Head of Department Name:

Date:

Signature:

Scientific Associate Name:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:


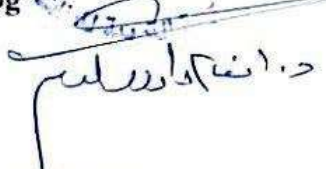
Date:

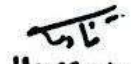
Signature:

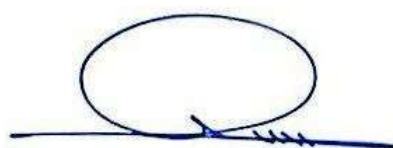
Approval of the Dean

Academic Program Description Form

University Name: University of Baghdad
Faculty/Institute: College of Education for Women
Scientific Department: History
Academic or Professional Program Name:
Final Certificate Name: Bachelor of History
Academic System: annual
Description Preparation Date:
File Completion Date: 2024/2025


Signature: 
Head of Department Name:
Ass. Prof. Abdullah Hameed
Marzog
Date: 

Signature:
Scientific Associate Name:
Prof. Enaam Daowd Saloum
Date: 
Nadin Hussien Mankhi
12/11/2025

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date:
Signature: 

Approval of the Dean
Ass. Prof. Athmar Shaker Majeed Al Shatri
مجن




C.50 / C.10

1. Program Vision

The college seeks to graduate academically and pedagogically qualified female teachers and to create an educational generation capable of building and reforming society in socially acceptable scientific and educational fields. It seeks to prepare female teachers capable of assuming responsibility through various scientific and technical means and methods.

2. Program Mission

Preparing female students in line with scientific and technical progress, and preparing qualified cadres who possess specialized and professional competencies, continuous development competencies, and community service competencies to work in the stages of higher education.

3. Program Objectives

1. General objectives of the History department:

Introducing students to the historical stages that the method went through.

2. Providing students with a set of historical information and concepts in particular.
3. Providing students with a scientific background on the objectives, characteristics and principles of the method.
4. Introducing students to modern trends in the practice of teaching history at the level of small units.
5. Developing the national spirit and moral values towards professional preparation for teaching history.

6. Providing students with the skill of teaching, research and scientific participation in preparing and presenting scientific material to develop the personality for social interaction and administrative leadership.

4. Required program outputs and teaching, learning and evaluation methods:

A– Cognitive objectives:

A1– Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical approach.

A2– The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner.

A3– Achieving the goals of the profession in scientific awareness of historical events.

A4– Understanding students as future leaders in managing the educational process.

A5– Linking historical events to existing experiences and benefiting from these experiences.

A6– Increasing the ability and effectiveness of the individual in performing his teaching duties.

B– Program specific skill objectives

B1– Empowering students to teach.

B2– Developing students' ability to manage the classroom.

B3– Empowering students to prepare new generations to manage the educational process.

5. Teaching and learning methods:

1. – Explanation and clarification. 2. – Method of presenting historical events. 3. – Lecture method. 4. – Self-learning method. 5. – Preparing historical research.
6. Evaluation methods:
1. – Theoretical tests. 2. – Reports and studies.
C– Emotional and value goals:
C1– Working effectively and actively within the group C2– Managing time effectively and setting priorities with the ability to work organized according to deadlines C3– The ability to direct and motivate others. C4– Cooperation and understanding between students
Teaching and learning methods: – Explanation and clarification – Discussion method to present historical events – Lecture method
Evaluation Methods: Theoretical Tests.
D– General and transferable skills (other skills related to employability and personal development):

D1– Application (which is the process of teaching a group of students and providing them with historical information).

D2– Acquiring the abilities to adapt and perform cognitively

D3– The skill of influencing others

D4– The skill of transferring information

Teaching and learning methods:

1– Explanation and clarification.

2– Study of a specific historical event.

3– Use of the Internet.

1. Program structure for undergraduate studies :

The first stage

Credit hours			Course name	Subject	Course code		
Number of units	Practical	Theoretical					
6		3	Ancient History of Iraq	The Ancient History of Iraq	O1	Ahl	1o1HAhl
6		3	Arab history before Islam	Pre-Islamic History	106 H Ahl	Ahl	1o6HAhl
6		3	History of the era of the message and the Rightly Guided Caliphate	History of Prophet tim and Orthodox Caliphate	108 HHoM	HoM	108 H HOM
6		3	History of Europe in the Middle Ages	Europein Medieval History	112 HEMA	EMA	112HEMA
4		2	General Geography	Geneeral Geography	109 H GG	GG	109 H GG
4		2	Educational Psychology	Educational Psychology	107 H EP	EP	107 HEP
2	1	1	Computer science	Computer Science	104 H CS	CS	104HCS
2		1	Arabic	Arabic Language	105 H AL	AL	105HAL
4		2	Basics of education	Principles of Eduction	102 H PE	PE	102HPE
2		1	Human rights and democracy	Human Rights and Democracy	103H HRD	HRD	03

2		1	English language	English Language	H 110 EL		EL
4		2	Historical research method	Historical Methodology	H 111		SRC SRC

Second grade

Credit hours			Course name	Subject	Course code		
Number of units	Practical	Theoretical					
4		2	History of the Civilizations of the Ancient World	Ancient world Civilizations History	HAWC721	AWC	
4		2	History of the Umayyad State	Umayyad History	H UH521	UH	
4		2	History of the Arab Civilization in Andalusia	Andalusia History	H AH621	AH	
6		3	History of the Ancient Arab Countries	Ancient History of Arab Countries	H 321 AHA	AHA	
4		2	Curriculum and Textbook	Curriculum &Textbook	111 H SRC	SRC	
4		2	History of Europe in the Renaissance	Renaissance History of Europe	H 821 RHE	RHE	
4		2	Modern History of the Arab Countries	Modern History of Arab countries	H MC322	MC	
4		2	Geography of the Arab World	Geography of Arab Homeland	H 202 GAH	GAH	
4		2	Developmental Psychology	Growth Psychology	HGP122	GP	
4		2	Secondary Education	Secondary Management	H SM222	SM	
2	1	1	Computer Science	Computer Science	H CS421	CS	
2		1	English Language	English Language	210 H EL	EL	

Third grade							
Credit hours			Course name	Subject	Course code		
Number of units	Practical	Theoretical					
6		3	Abbasiae History	Abbasiae History	632 HAbA	Ab A	
6		3	History of Arab Islamic civilization	History of Arab Islamic civilization	732 HAIC	Al C	
4		2	Iraqi Modern History	Iraqi Modern History	H444 ChI	ChI	
4		2	History of Asia	History of Asia	932 HMhA	Mh A	
4		2	History of 19 th Century Europe	History of 19 th Century Europe	303 H MhE	Mh E	
4		2	Philosophy of History	Philosophy of History	323 H PH	PH	
4		2	Modernization in Islamic states	Modernization in Islamic states	H 336 MIS	MI S	
4	2	1	Methods of Teaching	Methods of Teaching	433 H TM	TM	
4	2	2	Psychological Guidance and Educational Guidance	Psychological Guidance and Educational Guidance	313 H PGEG	PG EG	
4		2	Educational Technologies and Educational Technology	Educational Technologies and Educational Technology	333 HETE T	ET ET	
2		1	English Language	English Language	H 335 EL	EL	

Fourth grade

Credit hours			Course name	Subject	Course code		
Number of units	Practical	Theoretical					
4		2	Islamic Emirates History	Islamic Emirates History	H 743 SIE	SIE	
6		3	Modern History of Arab Homeland	Modern History of Arab Homeland	H 843 CAC	CAC	
4		2	American History	American History	H HA943	HA	
6		3	Contemporary World History	Contemporary World History	HChI444	ChI	
4		2	Historical Texts in English	Historical Texts in English	H 434 THE	HTE	
2		–	Research Project	Research Project	H RP464	RP	
4	2	2	Application Teaching	Application Teaching	H AP414	AP	
6		3	Iraq Contemporary History	Iraq Contemporary History	HChI444	ChI	
4		2	Evaluation and measurement	Evaluation and measurement	H ME404	ME	
2		1	English Language	English Language	H EL445	EL	

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

Planning for personal development:

- Teamwork: Working effectively and actively within a group.
- Time management: Managing time effectively and setting priorities with the ability to work organized and on schedule.
- Leadership: The ability to direct and motivate others.
- Independence in work

- **Preparing scientific research and reports to analyze and criticize events.**

Admission Criteria (Setting regulations related to admission to the college or institute):

- **Centralized admission and interview.**

The most important sources of information about the program:

Books on ancient, Islamic and modern history, based on the curricula approved by the Ministry of Higher Education and Scientific Research and the Deans' Committee.

Program Skills Outline																			
				Required program Learning outcomes															
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Program Skill Objectives				Affective and Value Objectives				General and Transferable Skills (Other Skills Related to Employability and Personal Development)			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
The first stage	101 H Ahl	Ancient History of Iraq	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	H 105 Ahl	Pre-Islamic History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	105 H Ahl	Pre-Islamic History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	106 H HoM	History of Prophet tim and	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

		Orthodox Caliphate																	
	109 H EMA	European Medieval History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	107 H GG	General Geography	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	108 H EP	Educational Psychology	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	104 H CS	Computer Science	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	116 HSRC	Historical Methodology	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	110 H AL	Arabic Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	102 H pE	Principles of Education	Basic		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	103HR	Human Rights and Democracy	Basic		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	110 HEI	English Language	Basic		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

The second stage	211 H AAH	Ancient world Civilizations History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	213 H AUP	Umayyad History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	214 H MAI	Andalusia History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	215 H AAH	Modern History of Arab countries	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Ancient History of Arab Countries	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	217 H HE	Renaissance History of Europe	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	212 HCS	Computer Science	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	219 H GAH	Geography of Arab Homeland	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	220 HGP	Growth Psychology	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

	22 2 H SME	Secondary Management	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	223 H EL	English Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
		Arabic Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	224H BPC	Baath Party Crimes	Basic		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
The third stage	322 HASA	Abbasiae History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	323 HAIC	History of Arab Islamic civilization	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	324 HChI	Iraqi Modern History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	325 HMhA	History of Asia	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	326 H MhE	History of 19 th Century Europe	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	328 H PH	Philosophy of History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	329 HMhG	Modernization in Islamic states	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	330 H Cmt	Methods of Teaching	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

	327 H EC	Psychological Guidance and Educational Guidance	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	331 H EL	English Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	332HT ED	Educational Technologies and Educational Technology	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
The fourth stage	431 H ASA	Iraq Contempo rary History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	432 H MAH	Modern History of Arab Homeland	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

436 HInE	Islamic Emirates History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
433 H OO	Contemporary World History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
437 H HTE	Historical Texts in English	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
438 H RP	Research Project	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
435 H AT	Application Teaching	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
439 H OS	American History	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
424 H ME	Evaluation and measurement	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
440HE L	English Language	Basic	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

1. Course Name:	
General Geography	
2. Course Code:	
107 H GG /General Geography	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
1/9/2024	
5. Available Attendance Forms:	
Came	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 Hours	
7. Course administrator's name (mention all, if more than one name)	
Name: M.M. Intisar Jabbar Dahham	
Email: Intessar. Intessar1205@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	<p>To learn about the importance of geography as it studies natural and human phenomena and the relationship of the environment to humans</p> <p>. The most important natural phenomena are the surface, climate, soil, and human phenomena, which include population, agriculture, and industry...</p> <p>.....</p>
9. Teaching and Learning Strategies	
Strategy	Lecture , auditions

10. Course Structure

The week	Hours	Name of the unit/course or topic	Required Learning OutcomesA	Method of education	Evaluation method
1	2	Distributing vocabulary and getting to know the students	Student understanding of the lesson	Lecture	auditions
2	2	Definition of geography	Student understanding of the lesson	Lecture	auditions
3	2	Physical geography and human geography	Student understanding of the lesson	Lecture	auditions
4		The role of Arab scholars in developing geography	Student understanding of the lesson	Lecture	auditions
5	2	External processes to which the Earth's crust is exposed	Student understanding of the lesson	Lecture	auditions
6	2	Earth's internal processes Torsion, verticality, and volcanic activity	Student understanding of the lesson	Lecture	auditions
7	2	Types of rocks	Student understanding of the lesson	Lecture	auditions
8	2	Definition of igneous rocks and their types	Student understanding of the lesson	Lecture	auditions
9	2	Definition of sedimentary rocks and their types	Student understanding of the lesson	Lecture	auditions
10	2	Metamorphic rocks and their composition	Student understanding of the lesson	Lecture	auditions
11	2	Weathering and its types	Student understanding of the lesson	Lecture	auditions
12	2	Chemical weathering, its definition and types	Student understanding of the lesson	Lecture	auditions
13	2	Definition of erosion and its types	Student understanding of the lesson	Lecture	auditions
14	2	Definition of the atmosphere and its importance	Student understanding of the lesson	Lecture	auditions
15	2	Layers of the atmosphere	Student understanding of the lesson	Lecture	auditions
16	2	Climate and its elements	Student understanding of the lesson	Lecture	auditions

17	2	Types of solar radiation	Student understanding of the lesson	Lecture	auditions
18	2	Processes that are exposed to solar radiation	Student understanding of the lesson	Lecture	auditions
19	2	Factors affecting radiation distribution	Student understanding of the lesson	Lecture	auditions
20	2	the heat	Student understanding of the lesson	Lecture	auditions
21	2	Pressure and factors affecting it	Student understanding of the lesson	Lecture	auditions
22	2	Winds and factors affecting them	Student understanding of the lesson	Lecture	auditions
23	2	Wind types	Student understanding of the lesson	Lecture	auditions
24	2	Humidity and condensation	Student understanding of the lesson	Lecture	auditions
25	2	falling	Student understanding of the lesson	Lecture	auditions
26	2	Types of rain	Student understanding of the lesson	Lecture	auditions
27	2	Soil and the factors affecting its formation and properties	Student understanding of the lesson	Lecture	auditions
28	2	Soil types	Student understanding of the lesson	Lecture	auditions
29	2	Soil problems (salinity, erosion) and their treatment	Student understanding of the lesson	Lecture	auditions
30	2	Natural plant	Student understanding of the lesson	Lecture	auditions

1. Course Evaluation	
auditions	
2. Learning and Teaching Resources	
Required textbooks (curriculum books, if any)	
Main references (sources)	
Recommend books and	1- Nigel Bennett, Book of Rocks and Minerals, Part 1, 2001

references (scientific journals, reports...)	2– Muhammad Yusuf Hassan, and others, Fundamentals of Geology, 1st edition, John Wiley & Sons Press, New York, 1983. 3– Khater, Nasri Dhiyab, Natural Geography, Al-Janadriyah Press, Jordan, 20 4– Al-Khashab, Wafiq Hussein and others, geomorphology: its definition, development, fields, and applications, Baghdad University Press, 1977.
Electronic References, Websites	

10. Course Name:	
History of Arabic-Islamic civilization	
11. Course Code:	
323 HACIC	
12. Semester / Year:	
Year	
13. Description Preparation Date:	
15/9/2025	
14. Available Attendance Forms:	
Weekly	
15. Number of Credit Hours (Total) / Number of Units (Total)	
96hours/30 units	
16. Course administrator's name (mention all, if more than one name)	
Name: dr.khdhr abd al ridha and jinan abd al kadhim Email: khdhrkhafaji@coeduw.uobaghdad.edu.iq janan.lazem@coeduw.uobaghdad.edu.iq	
17. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • History of Arab-Islamic civilization • Definition of civilization • Ministry system • Army • Navy • Industry • Commerce • The impact of Islam on Arab-Islamic thought • Innovation and creativity in Arab thought
18. Teaching and Learning Strategies	
Strategy	<p>Introducing students to the historical stages that the Arab-Islamic state passed through at the level of systems and thought.</p> <p>Providing female students with a set of historical information and concepts, especially about the most important events that the Arab Islamic State witnessed throughout its various eras with regard to its systems and the nature of its administration and institutions.</p>

19. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32	3	Introducing students to the most important ideas relate to each word mentioned	History of Arab-Islamic civilization	Giving lectures Explanation and clarification	the exams Reports and studies
1-3	3	The student learns about	Definition of civilization	lecture	Testing and collection
4-6	3	The student learns about	Ministry system	lecture	Testing and collection
7-9	3	The student learns about	army	lecture	Testing and collection
10-12	3	The student learns about	navy	lecture	Testing and collection
13-15	3	The student learns about	Industry	lecture	Testing and collection
16-26	3	The student learns about	commerce	lecture	Testing and collection
27-30	3	The student learns about	The impact of Islam on Arab thought	lecture	Testing and collection
30-32	3	The student learns about	Innovation and creativity in Arab thought	lecture	Testing and collection
20. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc: Yes ,Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation 15 degree, daily oral 15degree, monthly 20 degree, and written exams, 50degree .					
21. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			A book of studies in the history of Arab-Islamic civilization By the authors: Dr. Abdel-Amir Dixon and dr Khader Al-Maadidi And Dr. Abdul Razzaq Al-Anbari (methodical book)		
Main references (sources)			1- A book of studies in the history of Arab-Islamic civilization by Dr. Farouk Omar Fawzi 2- Book of Studies in Islamic Systems and Thought Islamic Civilization, by Dr. Khader Abdel Redha Al-Khafaji. 3- The book of Islamic systems by Sobhi Al-Saleh 4- The book Islamic Systems by Abdul Aziz Al-Dabbas		
Recommended books and references (scientific journals, reports...)			-Journal of Historical Studies - House of Wisdom - Ustad Magazine - College of Education / Ibn Rushd University of Baghdad -College of Education Journal College of Education for Girls - University of Baghdad		
Electronic References, Websites			www.kotobmajjanian.attarikh.orgfree.com www.startimes.com		

22.	Course Name: History of the Arab State in the Umayyad Era	
23.	Course Code: 215 HUH	
24.	Semester / Year: Annual	
25.	Description Preparation Date:2025/2024	
26.	Available Attendance Forms:	
27.	Number of Credit Hours (64 hours) / Number of Units (Total)	
28.	Course administrator's name (mention all, if more than one name)	
	Name: weaam adnan Abbas	
	Email: weaam.adnan@coeduw.uobaghdad.edu.iq	
29.	Course Objectives	
	Course Objectives	<ul style="list-style-type: none"> • Introduce students to the historical stages of Arab history during the Umayyad era. • Provide students with historical knowledge and concepts about key events in Arab history. • Equip students with a scientific background on major historical events during the Umayyad era. • Familiarize students with modern approaches to teaching history at middle and high school levels. • Develop professional teaching skills, particularly in Islamic history. • Promote national spirit and ethical values for professional preparation in teaching Islamic history.
30.	Teaching and Learning Strategies	
	Strategy	<ul style="list-style-type: none"> • Accumulate scientific knowledge through reading and research based on the historical method. • Enable teachers to work within a theoretical framework to guide teaching practices. • Achieve professional goals in raising awareness of historical events. • Understand students as future leaders in the educational process.

- Connect historical events to existing experiences and benefit from them.
- Enhance individuals' effectiveness and performance in teaching roles.
- Written examinations, reports, and studies
- Explanation and clarification
- Enable students to teach.
- Develop students' classroom management skills.
- Enable students to prepare new generations to manage the educational process

31. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-32	2	Introduce students to the main ideas of each topic	History of the Arab Islamic State in the Umayyad Era	Lectures, explanation, and clarification	Written exams, reports, and studies
1-3	2	Understand: Transition of the caliphate to the Umayyads	Transition of the caliphate to the Umayyads	Lecture	Exams and assessments
4-6	2	Understand: The revolution of Al-Hussein bin Ali	The revolution of Al-Hussein bin Ali	Lecture	Exams and assessments
7-9	2	Understand: The movement of Al-Mukhtar ibn Abi Ubaid Al-Thaqafi	The movement of Al-Mukhtar ibn Abi Ubaid Al-Thaqafi	Lecture	Exams and assessments
10-12	2	Understand: The suppression of the Al-Zubayr family movement	The suppression of the Al-Zubayr family movement	Lecture	Exams and assessments
13-15	2	Understand: The major governors of Muawiyah	The major governors of Muawiyah	Lecture	Exams and assessments
16-26	2	Understand: Governance	Governance	Lecture	Exams and assessments
27-30	2	Understand: Judiciary	Judiciary	Lecture	Exams and assessments
31-32	2	Understand: The relationship between the Arab state and neighboring countries	The relationship between the Arab state and neighboring countries	Lecture	Exams and assessments

32. Course Evaluation

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

33. Learning and Teaching Resources

Required textbooks	(<i>Studies in Arab History from the Caliphate of Abu Bakr to the Fall of the Umayyad State</i> by Dr. Jasim Sakban)
Main references	<ul style="list-style-type: none"> - Ancestry of Nobles by Al-Baladhuri - History of Nations and Kings by Al-Tabari - History of Al-Yaqubi by Al-Yaqubi
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> - <i>Encyclopedia of Islamic Studies</i> - <i>History of the Umayyad State</i> by Dr. Mohammed Suhail Taqoush - <i>The Umayyad Era</i> by Salah Tahboub
Electronic References, Websites	Ashnona Electronic Website

1. Course Name: Modernization in Islamic countries

2. Course Code: HMIS 336

3. Semester / Year: 2025-2026

4. Description Preparation Date: 27/1/2025

5. Available Attendance Forms: daily

6. Number of Credit Hours (Total) / Number of Units (Total): 64 hours annually

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

Name: Professor Dr. Samira Abdul-Razaq Abdul-Allal

Email: Samira.a.razaq@coeduw.uobaghdad.edu.iq

Name: Inst. Zahra'a Farooq Alwan

Email: zahraaalwan838@coeduw.uobaghdad.edu.iq

8. Course Objectives

Course Objectives	<ul style="list-style-type: none">• Introducing students to the Islamic countries of East Asia (Türkiye, Iran, Malaysia 00) and modernization movement that swept these countries and the reforms that occurred politically economically.• Providing students with a set of historical information and concepts, especially about the most import reforms and developments witnessed by Islamic countries.• Providing female students with modern trends in teaching history at the middle and middle sch levels.<ul style="list-style-type: none">• Providing female students with professional skills in teaching modern and contemporary history general.• Developing the national spirit and moral values towards professional preparation for teaching mod and contemporary history and providing the student with the scientific skill to prepare research and ability to analyze and conclude.				
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none">- Material Explanation and clarification- Present historical events presentation method<ul style="list-style-type: none">- Lecture method- Self-learning method- Preparing historical research				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One day	2 hours	Bachelor's degree	Modernization contemporary Islamic countries	Explaining and Clarification	Tests, Reports and studies
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Modernization in Islamic countries		
Main references (sources)			1.Maher Jabbar Al Khalili, Mahathir Mohamad and his role in in modernizing Malaysia. 2.Taher Khalaf Al-Baki, Internal Developments in Iran 1941-1951. 3.Ismail Nuri Hamidi, The Modernization Movement in Türkiye 19 1938		
Recommended books and references (scientific journals, reports...)			1. Journal of Historical Studies - House of Wisdom.		

	2. Professor Magazine - College of Education / Ibn Rushd.
Electronic References, Websites	Al-Mustafa Electronic Library, Modern History Library, Wikiped Encyclopedia.

34.	Course Name: Modern History of the Arab Countries
35.	Course Code: H AAH 211
36.	Semester / Year:2025-2026
37.	Description Preparation Date: 27/1/2025
38.	Available Attendance Forms: Weekly
39.	Number of Credit Hours (Total) / Number of Units (Total): 96 hours annually
40.	Course administrator's name (mention all, if more than one name) Name: Professor. Nabras Khalil Ibrahim Email: nibras.khalil@coeduw.uobaghdad.edu.iq Name: Inst. Zahra'a Farooq Alwan Email: zahraaalwan838@coeduw.uobaghdad.edu.iq
41.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> • Introducing students to the historical stages that Arab countries have gone through. • Providing students with a set of historical information and concepts, especially about the most important events witnessed by Arab countries • Providing students with a scientific background on the foreign colonialism to which Arab countries were subjected, the national revolutions that took place against foreign colonialism, the local families that ruled the Arab world. • Introducing female students to modern trends in teaching history at the middle and middle school levels. • Providing female students with professional skills in teaching modern and contemporary history in general and teaching the history of the Arab world in particular • Developing the national spirit and moral values towards professional preparation teaching modern and contemporary history. • Providing female students with the skill of research and scientific participation preparing and presenting scientific material to develop the students' ability for analysis and documentation.

42. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Material Explanation and clarification - Historical events presentation method - Lecture method - Preparing researches of Historical events.
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43. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
32	2	Familiarize students with the most important ideas for each vocabulary item	The fall of the Abbasid dynasty	- Lectures -Explanation and clarification	Tests, Reports and Studies
1-3	2	The student recognizes :	The Ottomans' stance on colonial expansion	Lecture	
4-6	2	The student recognizes :	The Mahdi Movement in Sudan	Lecture	Test and collection
7-9	2	The student recognizes :	Religious orientation	Lecture	Test and collection
10-12	2	The student recognizes :	Secular orientation	Lecture	Test and collection
13-15	2	The student recognizes :	The Revival Movement and its Impact on the Revival of the Arab Idea	Lecture	Test and collection
16-26	2	The student recognizes :	The Widespread education and literary societies	Lecture	Test and collection
27-30	2	The student recognizes :	Beirut Secret Society	Lecture	Test and collection
31-32	2	The student recognizes :	The 1908 Ottoman coup	Lecture	Test and collection

44. Course Evaluation

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

45. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Modern History of the Arab Countries
Main references (sources)	<ol style="list-style-type: none"> 1. Modern History of Arab Countries, Lutsky Taher Khalaf Al-Baki, Internal Developments in Iran 1941-1951. 2. History of the Modern and Contemporary Arab World Ibrahim Khalil Ahmed. 3. A Brief History of the Contemporary Arab World 1919-1993, Abdelmajid Kamel. 4.

Recommended books and references (scientific journals, reports...)	1. Journal of the Faculty of Education for Girls / University of Baghdad. 2. Journal of Studies in History and Archaeology / Faculty of Arts / University of Baghdad.
Electronic References, Websites	—

46. Course Name:
The ancient history of the Arab countries
47. Course Code:
48. Semester / Year:
Annual
49. Description Preparation Date:
25/11/2024
50. Available Attendance Forms:
Applications and viewing
51. Number of Credit Hours (Total) / Number of Units (Total)
52. Course administrator's name (mention all, if more than one name)
Name : Samraa Hameed Naif Email : samraa.h@coeduw.uobaghdad.edu.iq
53. Course Objectives
<ul style="list-style-type: none"> • Introducing the civilizations of Egypt, the Levant, North Africa, and the Arabian Gulf . • Providing students with historical information and concepts related to the subject . • Introducing female students to modern trends in teaching history at the micro-unit level . • Providing female students with professional skills in analyzing historical events and linking them to the present . • Developing the national spirit and moral values towards professional preparation for teaching history . • Providing female students with scientific backgrounds with scientific goals and the correct method in the correct educational orientation
54. Teaching and Learning Strategies

A- Cognitive objectives

A1- Allowing the accumulation of scientific knowledge through reading and investigation

A2- Preparing research and reports according to the historical method

A3- The teacher practices his work according to a theoretical framework and guides students in a scientific manner

A4- Understanding students as future leaders in educational administration

A5- Linking historical events to existing experiences to benefit from them

A6- Increasing the individual's ability and effectiveness in managing teaching functions

B - The skills objectives of the course

B1 -Enabling students to teach

B2 - Enabling students to prepare new generations to manage the educational process

B3 - Developing students' ability to manage the classroom

B4- Developing students' ability to link past events to the present and future

55. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 - 5	3	Bachelor's	Ancient Egypt	Explanation and lecture	Theoretical / electronical
6 - 10			Civilization of ancient Egypt		
11 -14			Ancient Levant		
15	First Month Exam				
16-20			Ancient Levant Civilization		
21-25			North Africa		
26-29			The Arabian Peninsula and the Arabian Gulf		
30	Second Month Exam				

56. Course Evaluation

- daily oral preparation 5.D
- Quiz 5.D
- reports 10.D
- monthly exams . 30.D
- final exam 50.D

57. Learning and Teaching Resources

Required text books (curricular books)	There is no prescribed books
Main references (sources)	<ul style="list-style-type: none"> • Sami Saeed Al-Ahmad, The History of the Arabian Gulf from Ancient Times to the Arab Liberation, Basra , 1985. • Sami Saeed Al -Ahmad, History of the Ancient Near East, Baghdad, 1988 • Khazal Al Majidi, Egyptian Civilization , Ras Al Khaimah, UAE, 2016. • Khazal Al-Majidi, The Early Semitic Amorites, Damascus , 2016
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Journal of the College of Education / University of Wasit • Journal of the College of Education for Girls / College of Education for Girls / University of Baghdad • Journal of the College of Arts / College of Arts / University of Baghdad • Al-Ustad Magazine / College of Education, Ibn Rushd / University of Baghdad • Farouk Ismail, Amarna International Correspondence, cuneiform documents from the 14th century BC, Damascus, 2017 • Mahmoud Hammoud, The Syrian Aramaic Kingdoms, Damascus, 2019 • Qusay Mansour Al-Turki, Cultural Relations between Iraq and the Arabian Gulf during the Third Millennium BC (Political and Civilizational History), Damascus, 2008
Electronic References, Websites	<ul style="list-style-type: none"> • All websites • Digital libraries

58. Course Name:

History

59. Course Code:	
degree, Ph.D/ 2013	
60. Semester / Year:	
Yearly	
61. Description Preparation Date:	
1/10/2023	
62. Available Attendance Forms:	
Weekly	
63. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours yearly	
64. Course administrator's name (mention all, if more than one name)	
Name: Wiam Shaker Ghani Atrah Email: @wiam2009@yahoo.com	
65. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Introducing students to the historical stages through which the method passed • Providing female students with a set of historical information and concepts in particular • Providing students with a scientific background on the method's objectives, characteristics and principles • Introducing female students to modern trends teaching history at the micro-unit level • Providing female students with professional skills in teaching in general and teaching history in particular.

	<ul style="list-style-type: none"> • Developing the national spirit and moral value towards professional preparation for teaching history. • Providing female students with the skill of teaching, research, and scientific participation preparing scientific material and presenting it develop personality in social interaction and administrative leadership. • Developing the national spirit and moral value towards professional preparation for teaching history. • Providing female students with the skill of teaching, research, and scientific participation preparing scientific material and presenting it develop personality in social interaction and administrative leadership.....
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66. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> - Explanation and clarification - How to present historical events - Lecture method - Self-learning method - Preparing historical research
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67. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One day	2 hours	Bachelor's degree	Modern history of Iraq Subject vocabulary The fall of- Baghdad	- Explanation and clarification -Study of a specific historical event	Giving lectures Explanation and clarification and Tests Reports and studies

			<p>at the hands of the Mongols and its aftermath</p> <p>The Safavid state- and its control over Iraq</p> <p>-The emergence of the Ottoman Empire and its attempt to control Iran</p> <p>- The Safavid Ottoman conflict over Iraq in the sixteenth century</p> <p>-Treaty of Amasya 1555</p> <p>- The return of the Safavid-Ottoman conflict</p> <p>-Treaty of Zahab 1639.</p> <p>- Administrative divisions of the states of Iraq during the era of the Ottoman Empire</p> <p>-The army and military forces in Iraq during the era of the Ottoman Empire</p> <p>- Economic aspects in Iraq during the Ottoman era</p> <p>-Social aspects in Iraq during the era of the Ottoman Empire</p> <p>-Components of Iraqi society during the era of the Ottoman</p>	-Use of Internet means	
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			Empire -Women and their role in society during the era of the Ottoman Empire -Reforms and the Most important reformers during the era of the Ottoman Empire. - Medhat Pasha and his most important reforms in Iraq		
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68. Course Evaluation

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

69. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Teamwork: Working within the group effectively and actively
Main references (sources)	-Time management: Managing time effectively and setting priorities with the ability to work organized by appointments
Recommended books and references (scientific journals, reports...)	-Leadership: The ability to direct and motivate others Independence at work
Electronic References, Websites	- Preparing scientific research and reports analyze and criticize events

70.Course Name:

History of Dynasties and Independent Islamic Emirates

71.Course Code:

72.Semester / Year:

Annual

73.Description Preparation Date:	
25 -11 - 2024	
74.Available Attendance Forms:	
Weekly	
75.Number of Credit Hours (Total) / Number of Units (Total)	
Total Study Hours (per year): 96 hours	
76.Course administrator's name (mention all, if more than one name)	
Name: PROF.DR. SHAYMAA FADHEL ABDUL HAMEED Email: Shaymaafadhel2014@coeduw.uobaghdad.edu.iq	
77.Course Objectives	
Course Objectiv	<ul style="list-style-type: none"> - Introducing students to the historical stages through which dynasties and independent Islamic emirates have passed. - Providing students with a set of historical information and concepts, particularly about the significant events witnessed by dynasties and independent Islamic emirates. - Providing students with a scientific background on the reasons for the rise of dynasties and independent Islamic emirates independent of the Abbasid Caliphate. - Introducing students to modern trends in teaching history at the middle and high school levels. - Equipping students with professional skills in teaching Islamic history in general and the history of dynasties and independent Islamic emirates in particular. - Developing national spirit and moral values towards professional preparation for teaching Islamic history. - Equipping students with research and scientific participation ski in preparing and presenting scientific material to enhance student ability to analyze and document
78.Teaching and Learning Strategies	
Strategy	

	<ul style="list-style-type: none"> - Explanation and clarification. - Presentation of historical events. - Lecturing method. - Self-learning method. - Preparation of historical research
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79. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
<p> October, Week 1 2 hours Introduce students to: Reasons for the Rise of Independent Islamic Emirates in the Islamic East Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary Tests and reports </p> <p> October, Week 2 2 hours Students familiarize with: The Taherid and Saffarid States Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary In-person test + Report </p> <p> October, Week 3 2 hours Students familiarize with: The Samanid, Ziyarid, and Zanj States Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary In-person test + Report </p> <p> October, Week 4 2 hours Students familiarize with: The Ghaznavid and Khwarazmian States Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary In-person test + Report </p> <p> November, Week 1 2 hours Conducting the first month test of the first semester Exam Traditional questions In-person exam + Paper exam </p> <p> November, Week 2 2 hours Students familiarize with: Reasons for the Rise of Independent Islamic Emirates from the Abbasid Caliphate in the Islamic Maghreb Lectures with in-person and video explanation on YouTube channel covering course vocabulary In-person test + Report </p> <p> November, Week 3 2 hours Students familiarize with: The Murabit and Almoravid Emirates Lectures with in-person explanation and video</p>					

demonstrations on YouTube channel covering course vocabulary | In-person test + Report |

| November, Week 4 | 2 hours | Students familiarize with: The Fatimid in the Maghreb and Almohads | Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary | In-person test + Report |

| December, Week 1 | 2 hours | Students familiarize with: The Tulunid and Ikhshidid States | Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary | In-person test + Electronic |

| December, Week 2 | 2 hours | Students familiarize with: The Fatimid Caliphate in Egypt and Ayyubid States | Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary | In-person test + Electronic |

| December, Week 3 | 2 hours | Students familiarize with: The Hamdanid and Atabeg States | Lectures with in-person explanation and video demonstrations on YouTube channel covering course vocabulary | In-person test + Electronic |

| December, Week 4 | 2 hours | Conducting the first month test of the second semester | Exam | Traditional questions | In-person exam |

Note: Breaks in the first and second weeks of January.

80.Course Evaluation

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

81.Learning and Teaching Resources

Required textbooks (curricular books, any)	- Al-Jamili, Rashid, "History of Arab Islamic Dynasties in the East and West". - Al-Hajji, Abdul Rahman, "History of Andalusia from the Arab Conquest to the Fall of Granada". - Al-Hadithi, Qahtan, "The Arab Islamic State in the Late Abbasid Era".
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

	<p>- Al-Samer, Faisal, "The Hamdanid State".</p> <p>- Surur, Muhammad Jamal al-Din, "Fatimid Influence in the Levant and Iraq in the Fourth and Fifth Centuries After Hijra".</p> <p>- Al-Shaikhli, Sabah, "History of Islam in Africa and Southeast Asia".</p>
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1. Course Title: History of Morocco and Andalusia	
2. Course Code: 216HAH	
3. Semester/ Year: Annual	
Annual	
4. Date of preparation of this description 2024-2025	
5. Available Attendance Forms:	
My presence only	
6. Number of credit hours (total) / number of units (total):	
64 hours per year	
7. Course administrator's name (if more than one name)	
Name : Ban Ali Mohammad ban.ali@coeduw.uobaghdad.edu.iq Wijdan Fareeq Enad dr.wijdan.fareeq@rashc.uobaghdad.edu.iq Areej Karim Hamad areej.hamad@coeduw.uobaghdad.edu.iq	
8. Course Objectives	
1. Introducing students to the historical stages that Morocco and Andalusia went through.	•
2. Providing students with a set of historical information and concepts in particular about the most important	• ..

events witnessed by Morocco and Andalusia.	
3. Provide students with a scientific background on Morocco and Andalusia.	•
4. Introducing students to modern trends in the practice of teaching history at the level of middle and middle school students.	

1. Course Name:						
The ancient history of the Arab countries						
2. Course Code:						
3. Semester / Year:						
Annual						
4. Description Preparation Date:						
1	12	2024				
5. Available Attendance Forms:						
Applications and viewing						
6. Number of Credit Hours (Total) / Number of Units (Total)						
90						
7. Course administrator's name (mention all, if more than one name)						

8. Course Objectives

- Introducing the civilizations of Egypt, the Levant, North Africa, and the Arabian Gulf .
- Providing students with historical information and concepts related to the subject .
- Introducing female students to modern trends in teaching history at the micro-unit level .
- Providing female students with professional skills in analyzing historical events and linking them to the present .
- Developing the national spirit and moral values towards professional preparation for teaching history .
- Providing female students with scientific backgrounds with scientific goals and the correct method in the correct educational orientation

9. Teaching and Learning Strategies

A- Cognitive objectives

A1- Allowing the accumulation of scientific knowledge through reading and investigation

A2- Preparing research and reports according to the historical method

A3- The teacher practices his work according to a theoretical framework and guides students in a scientific manner

A4- Understanding students as future leaders in educational administration

A5- Linking historical events to existing experiences to benefit from them

A6- Increasing the individual's ability and effectiveness in managing teaching functions

B – The skills objectives of the course

B1 –Enabling students to teach

B2 – Enabling students to prepare new generations to manage the educational process

B3 – Developing students' ability to manage the classroom

B4- Developing students' ability to link past events to the present and future

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 – 5	3	Bachelor's	Ancient Egypt	Explanation and lecture	Theoretical / electronical
6 – 10			Civilization of ancient Egypt		
11 –14			Ancient Levant		
15	First Month Exam				
16-20			Ancient Levant Civilization		
21-25			North Africa		
26-29			The Arabian Peninsula and the Arabian Gulf		
30	Second Month Exam				
11. Course Evaluation					
<ul style="list-style-type: none">● daily oral preparation 5.D● Quiz 5.D● reports 10.D● monthly exams . 30.D● final exam 50.D					
12. Learning and Teaching Resources					
Required text books		There is no prescribed books			

(curricular books)	
Main references (sources)	<ul style="list-style-type: none"> ● Sami Saeed Al-Ahmad, The History of the Arabian Gulf from Ancient Times to the Arab Liberation, Basra , 1985. ● Sami Saeed Al -Ahmad, History of the Ancient Near East, Baghdad, 1988 ● Khazal Al Majidi, Egyptian Civilization , Ras Al Khaimah, UAE, 2016. ● Khazal Al-Majidi, The Early Semitic Amorites, Damascus , 2016
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> ● Journal of the College of Education / University of Wasit ● Journal of the College of Education for Girls / College of Education for Girls / University of Baghdad ● Journal of the College of Arts / College of Arts / University of Baghdad ● Al-Ustad Magazine / College of Education, Ibn Rushd / University of Baghdad ● Farouk Ismail, Amarna International Correspondence, cuneiform documents from the 14th century BC, Damascus, 2017 ● Mahmoud Hammoud, The Syrian Aramaic Kingdoms, Damascus, 2019 ● Qusay Mansour Al-Turki, Cultural Relations between Iraq and the Arabian Gulf during the Third Millennium BC (Political and Civilizational History), Damascus, 2008
Electronic References, Websites	<ul style="list-style-type: none"> ● All websites ● Digital libraries

82. Course Name:

History

83. Course Code:

Historical texts

84. Semester / Year:

2024-2025					
85. Description Preparation Date:					
2024-10-1					
86. Available Attendance Forms:					
weekly					
87. Number of Credit Hours (Total) / Number of Units (Total)					
64 hours/ 2					
88. Course administrator's name (mention all, if more than one name)					
Name: Noor saadi Email: noor.saadi@coeduw.uobaghdad.edu.iq					
89. Course Objectives					
Course Objectives			<p>Introducing students to the most important historic events that had an important role in modern history and Islamic history.....</p> <ul style="list-style-type: none"> • Providing students with a set of historical information and concepts, especially about the most important events witnessed by the countries of Europe, America, and Islamic world. • Providing students with a scientific background on Islamic history . foreign colonialism, and national revolutions 		
90. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • Explanation and clarification. • How to present historical events. • Lecture method. 			
91. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing student to the	Arabia	Giving lectures,	ests, reports and studies

2	2	most important ideas related to each word and will	The prophet	explaining and clarifying	Testing and achievement
3	2	The student gets to know	The arabs in spain	Lecture	Testing and achievement
4	2	The student gets to know	Islamic influence on Europe	Lecture	Testing and achievement
5	2	The student gets to know	Irish proplem	Lecture	Testing and achievement
6	2	The student gets to know	History of Europe	Lecture	Testing and achievement
7	2	The student gets to know	The war of American independence	Lecture	Testing and achievement
8	2	The student gets to know	The French revolution	Lecture	Testing and achievement
9	2	The student gets to know	The industrial revolution	Lecture	Testing and achievement
10	2	The student gets to know	League of nations	Lecture	Testing and achievement

92. Course Evaluation

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

93. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	History of the Modern World 1914-194. Written by Abdul-Wahhab Al-Qaisi, Abd Jabbar Ateewi and others
Recommended books and references (scientific journals, reports...)	Journal of Historical Studies - House Wisdom. Al-Ustad Magazine - College of Education Ibn Rushd- University of Baghdad. College of Education Magazine - College Education for Girls - University Baghdad.

Electronic References, Websites	Al-Mustafa Electronic Library, Model History Library, Wikipedia Encycloped Encyclopedia Britannica.
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1.	Course Name: Educational Techniques and Instructional Technology
2.	Course Code: Educational Technologies and Instructional Technology
3.	Semester/Year: 2024_2025
4.	Date of preparation of this description: 9/16/2024
5.	Available attendance format: Weekly
6.	:Total number of study hours / total number of units for the subject76 annual hours
7.	Name of the course administrator and official email: Assistant / Professor Dunya Abdullah Hashem donia.a@coeduw.uobaghdad.edu.iq
<p>Course objectives: To introduce students to creativity and digital reading and .8 .writing skills</p> <p>Introducing students to developing thinking skills and solving community .problems</p> <p>.Explaining the concept of educational techniques and educational technology</p> <p>.Focus on active learning</p> <p>Identifying life and social skills to enable these skills to enhance the student's .ability to think</p> <p>.Number of students for future professions</p> <p>.Ability to adapt to new and modern technologies and information</p> <p>.Flexibility with students and allows for more specialized educational paths</p>	
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8.	Teaching and learning strategies

					1- Brainstorming 2- Explanation and clarification -3 Educational workshops and discussion		Strate
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9. Course structure

Evaluation method	Teaching method	Name of the unit or topic in English	Required learning outcomes	Watches	The week
,Oral tests theoretical tests, reports and seminars	Lecture method Model view Explanation meth And clarification	Educational techniques And technolo education	Bachelor's	hours 6	days 2

10. Course Evaluation: 50 semester marks + 50 final marks = 100 total marks

11. Learning and teaching resources

Educational Technologies Prof. Dr. Khader Ab Jari	Required Textbooks
View what is new and published in scienti journals The court	Recommended books and referen (scientific journals, reports)
Websites	Electronic references, websites

94. Course Name: History of the Arab State in the Abbasid Era/

95. Course Code:

96. Semester / Year: Annual

97. Description Preparation Date: 16-9-2024

98. Available Attendance Forms : Weekly

99. Number of Credit Hours (Total) / Number of Units (Total) 90 hour

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

Name: mayasa hatim

Email: mayasa.hatim@couwed.uobaghdad.edu.iq

101. Course Objectives

Course Objectives	Providing female students with a set of historical information and concepts, especially about the most important events that the Arab-Islamic state witnessed in the Abbasid era
	Providing students with a scientific background on the most important historical events that took place in the regions of the Arab Islamic State in the Abbasid era and the most important Abbasid caliphs
	Introducing female students to modern trends in teaching history in middle and middle schools
	Providing female students with professional skills in teaching history in general and teaching Islamic history in particular
	Developing the national spirit and moral values towards professional preparation for teaching Arab-Islamic history

102. Teaching and Learning Strategies

Strategy	A- Cognitive objective A1- Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method A2- The teacher practices his work according to a theoretical framework that guides his work with his students in a scientific manner
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	<p>.A3- Achieving the goals of the profession in scientific awareness of historical events</p> <p>4- Students' understanding that they are future leaders in managing the educational process.</p> <p>A5- Linking historical events to existing experiences and benefiting from these experiences</p> <p>A6- Increasing the individual's ability and effectiveness in performing teaching duties</p> <p>. B - The skills objectives of the course</p> <p>.B1 - Empowering students to teach</p> <p>B2 - Developing students' ability to manage the classroom.</p> <p>B3 - Enabling students to prepare new generations to manage the educational process</p>
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103. Course Structure

Week	Hors	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
323	3	Introducing students to the most important ideas related to each word included	History of the Arab state in the Abbasid era	Giving lectures Explanation and clarification	For tests Reports and studies
		The student learns about:	The origin of the Abbasid call, the establishment of the Abbasid Caliphate and the most prominent caliphs of the Abbasid era	lecture	Testing collection
		The student learns about:	The most important events between the years (123-T student gets to know	lecture	Testing collection

			334) such as the rebellion of Al-Muslim Al-Khurasani, the Rawandi movement, the revolution of Muhammad Al-Nasir, Al-Zakiyya, the construction of Baghdad, the Battle of the Trap, the Nakba of Baramkeh, the problem of the rule of the Covenant, the movements of the Kharijites, the martyrdom of Imam Musa Al-Kadhi (peace be upon him), the construction of Samarra, the appearance of Mu'tazilites and the creation of the Qur'		
		The student learns about		lecture	Testing collection a
		The student learns about	Turkish tyrannical military chaos, and the Zanj bull	Lecture	Testing collection a
		The student learns about		Lecture	Testing collection a
		The student learns about	The most prominent events during the Buyid rule in Iraq, such as the emergence of the Emirate of Al-Battar in 338 AH and the position of Imran ibn Shaheen towards the Buyids, the relationship of the Hamdanids in Mo	Lecture	Testing collection a

			with the Buyids, the family conflict between the Buyids		
		The student learn about			Testing collection a
		The student learn about	The most prominent events during the Seljuk rule of Iraq, the emergence of the Mongols, and the end of Abbasid rule		Testing collection a

104. Course Evaluation

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

Theoretical tests

Reports and studies

105. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the Arab state in the Abbasid era
Main references (sources)	The History of the Messengers and Kings Al-Tabari, The Meadows of Gold by Masoudi, Al-Kamil fi Al-Tarikh by Ibn Atheer, The History of the Caliphs by Suyuti
Recommended books and references (scientific journals, reports...)	The Abbasid Caliphate by Farouk Omar Faruqi, History of Islam by Hassan Ibrahim Hassan
Electronic References, Websites	/ Google Scholar / Resig Kit / Comprehensive Library

Educational institution	University of Baghdad / College of Education for Girls
University Department/Center	Educational and psychological sciences
Course Name/Code	Educational Psychology 219 PEPs
Programs in which it enters	Bachelor
Available Attendance Forms	Weekly

Semester/Year	First and second semester
Number of study hours	2
Date of preparation of this description	1/ 12 / 2024
Course Objectives	
1 Introducing students to the beginnings of educational psychology	
2 Developing students' knowledge in the basic concepts of educational psychology	
3 Introduce students to how to represent information in the cognitive system	
4 Introducing students to the nature of the thinking process, its characteristics and types	

10. Learning outcomes and teaching, learning and assessment methods

A- Knowledge Objectives

A1- The student should know what educational psychology is

A2- The student should understand the concept of problem solving and methods of solving them

A3- The student should mention the concepts of learning methods and theories

A4- The student should know the concept of learning and teaching and their characteristics

A5- The student should clarify the concept of motivation, theories and types

B - Course skills objectives

B1 – Discussion

B3 – Report Writing

- The use of drawings and shapes in reading

Teaching and learning methods

Example // Lecture, debate, interrogation and preparation of reports

Evaluation methods

Written and oral educational scientific tests and direct questions

C- Emotional and value goals

C1- Motivating students to pay attention

C2- Increasing the desire of students to collect information on some topics

C3- Helping the learner to accept ideas, attitudes or people

C4- The student understands her strengths, weaknesses and self-reliance

Teaching and learning methods

Lecture, self-learning and posters

Evaluation methods

Tests, straw and questions

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

D1- Ability to complete the required duties

D2 Ability to collaborate and discuss among students

D3. Report Writing

Course Structure					
The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
1	2	Learn about the curriculum	Vocabulary distribution	Lecture	auditions
2	2	The student should know educational psychology	Definition and meaning of educational psychology	Lecture and discussion	Direct Questions
3	2	Clarifying its relationship to human behavior	Its relationship to human behavior	Lecture	Questions
4	2	The student should mention the parts of the autonomic nervous system	Autonomic nervous system parts	Lecture	Questions
5	2	The student should mention his goals and fields	Objectives and fields	Lecture	auditions
6	2	Explanation of the schools of educational psychology	Schools of Educational Psychology	Lecture and discussion	Questions
7	2	Explanation of the branches of educational psychology	Branches of educational psychology	Lecture	Questions
8	2	Behavior and factors affecting it	Behavior and factors affecting it	Lecture	auditions
9	2	Recognition of glands	Glands	Lecture	Questions
10	2	Types of glands	Types of glands	Lecture	Questions
11	2	Glands sites	Glands sites	Lecture	Questions
12	2	Glands functions	Glands functions	Lecture	auditions
13	2	The influence of glands on behavior	The influence of glands on behavior	Lecture	auditions

4	2	The effect of glands on emotions	The effect of glands on emotions	Lecture and discussion	Questions
5	2	Research methods in educational psychology	Research methods in educational psychology	Lecture	Questions
6	2	Learning and teaching	Learning and teaching	Lecture	Questions
7	2	Attention	Attention	Lecture	auditions
8	2	Perceptual	Perceptual	Lecture	Questions
9	2	Motivation in learning	Motivation in learning	Lecture	Questions
10	2	Thinking	Thinking	Lecture	Questions
11	2	Individual differences	Individual differences	Lecture	auditions
12	2	Transmission of the learning effect	Transmission of the learning effect	Lecture and discussion	auditions
13	2	Sensory deprivation	Sensory deprivation	Lecture	Questions
14	2	Sensory deprivation theories	Sensory deprivation theories	Lecture	Questions
15	2	Feedback	Feedback	Lecture	Questions
16	2	Physiology of learning and remembering	Physiology of learning and remembering	Lecture	auditions
17	2	Memory disorders	Memory disorders	Lecture and discussion	auditions
18	2	Amnesia	Amnesia	Lecture	auditions
19	2	Forgetting	Forgetting	Lecture	Questions
20	2	Agitation	Agitation	Lecture	Questions
21	2	Evaluation test			
22	2	Evaluation test			

Course Structure					
The week	Hours	Required Learning Outcomes	Name of the unit/course or topic	Method of education	Evaluation method
1	2	Learn about the curriculum	Vocabulary distribution	Lecture	auditions
2	2	The student should know educational psychology	Definition and meaning of educational psychology	Lecture and discussion	Direct Questions
3	2	Clarifying its relationship to human behavior	Its relationship to human behavior	Lecture	Questions
4	2	The student should mention the parts of the autonomic nervous system	Autonomic nervous system parts	Lecture	Questions
5	2	The student should mention his goals and fields	Objectives and fields	Lecture	auditions
6	2	Explanation of the schools of educational psychology	Schools of Educational Psychology	Lecture and discussion	Questions
7	2	Explanation of the branches of educational psychology	Branches of educational psychology	Lecture	Questions
8	2	Behavior and factors affecting it	Behavior and factors affecting it	Lecture	auditions
9	2	Recognition of glands	Glands	Lecture	Questions
10	2	Types of glands	Types of glands	Lecture	Questions
11	2	Glands sites	Glands sites	Lecture	Questions
12	2	Glands functions	Glands functions	Lecture	auditions
13	2	The influence of glands on behavior	The influence of glands on behavior	Lecture	auditions

4	2	The effect of glands on emotions	The effect of glands on emotions	Lecture and discussion	Questions
5	2	Research methods in educational psychology	Research methods in educational psychology	Lecture	Questions
6	2	Learning and teaching	Learning and teaching	Lecture	Questions
7	2	Attention	Attention	Lecture	auditions
8	2	Perceptual	Perceptual	Lecture	Questions
9	2	Motivation in learning	Motivation in learning	Lecture	Questions
10	2	Thinking	Thinking	Lecture	Questions
11	2	Individual differences	Individual differences	Lecture	auditions
12	2	Transmission of the learning effect	Transmission of the learning effect	Lecture and discussion	auditions
13	2	Sensory deprivation	Sensory deprivation	Lecture	Questions
14	2	Sensory deprivation theories	Sensory deprivation theories	Lecture	Questions
15	2	Feedback	Feedback	Lecture	Questions
16	2	Physiology of learning and remembering	Physiology of learning and remembering	Lecture	auditions
17	2	Memory disorders	Memory disorders	Lecture and discussion	auditions
18	2	Amnesia	Amnesia	Lecture	auditions
19	2	Forgetting	Forgetting	Lecture	Questions
20	2	Agitation	Agitation	Lecture	Questions
21	2	Evaluation test			
22	2	Evaluation test			

Infrastructure

Required textbooks	There is no textbook
Key references (sources)	Cognitive psychology Rafi and Imad Zghoul memory Ali Tayeb Modern trends in educational psychology
Books, references and electronic references	Websites

106.	Course Name:
History of ancient Iraq / 101 HAhL	
107.	Course Code:
101 HAhL	
108.	Semester / Year:
– Annual	
109.	Description Preparation Date:
1-10-2024	
110.	Available Attendance Forms:
weekly	
111.	Number of Credit Hours (Total) / Number of Units (Total)
90 hours	
112.	Course administrator's name (mention all, if more than one name)
Name: Dr. kadhim.A.attia	
Email:	
Kadhim_abdalla@coeduw.uobaghdad.edu.iq	
113.	Course Objectives

Course Objectives	<ul style="list-style-type: none"> • Introducing female students to the historical stages taught by ancient Iraq history. • Providing students with a set of historical information and concepts, especially about the most important events that ancient Iraq witnessed
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114. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> – Theoretical tests – Reports and studies – Oral exams
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115. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3	Introducing students to the most important ideas related to each word included	History of ancient Iraq	Giving lectures Explanation and clarification	Tests Reports and studies
	9	The student learns about:	Geographical characteristics of Iraq	The lecture	Testing and collection
	12	The student learns about	Paleolithic ages	The lecture	Testing and collection
		The student learns about	The Acadians state	The lecture	Testing and collection
10-12	18	The student learns about	Amorites	The lecture	Testing and collection
13-15	21	The student learns about	Assyrians	The lecture	Testing and collection
16-26	24	The student learns about	The period of the foreign invasion of Iraq	The lecture	Testing and collection

27-28	27	The student learns about:	Civilization section	The lecture	Testing and collection
29-30	30	The student learns about:	Political life in Mesopotamia	The lecture	Testing and collection

116. Course Evaluation

- Theoretical tests
- Reports and studies
- Oral exams

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

Over and over again

- .Report
- Exams

117. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of ancient Iraq, Part 1 (methodical book)
Main references (sources)	1-Introduction to the History of Ancient Civilizations, Taha Baqir, Part 1 2- A brief history of ancient Iraq, Abdul Qadir Al-Sheikhli 3- The Greatness of Babylon, Harry Sacks, (translator)
Recommended books and references (scientific journals, reports...)	Sumer Magazine 1- Encyclopedia of Iraqi Civilization 2-
Electronic References, Websites	Ashnouna website The Google scholar And the Reach gate

118. Course Name:

Human rights and democracy

119. Course Code:

120. Semester / Year:					
2024 – 2025					
121. Description Preparation Date:					
25 – 11 – 2024					
122. Available Attendance Forms:					
Presence					
123. Number of Credit Hours (Total) / Number of Units (Total)					
1 – 1					
124. Course administrator's name (mention all, if more than one name)					
Name: Dr. Bushra Ibrahim Salman Email: bushra.i@coedduw.uobaghdad.edu.iq					
125. Course Objectives					
Course Objectives		1- The student acquires scientific knowledge skills about human rights principles. 2- The student's knowledge of the concept, specifications and importance of human rights and democracy adopted in our country in accordance with the approved academic curriculum applied by the Ministry of Higher Education and Scientific Research and all instructi The student acquires scientific knowledge skills about human rights principles. 3- The student's knowledge of the concept, specifications and importance of human rights and democracy adopted in our country in accordance with the approved academic curriculum applied by the Ministry of Higher Education and Scientific Research and all instructions and directives issued in this regard. 4- The student's understanding of the foundations and standards of the principles of human rights and democracy.ons and directives issued in this regard.			
126. Teaching and Learning Strategies					
Strategy		The student's understanding of the foundations and standards of the principles human rights and democracy. Consolidating the concept of human rights and how to preserve them in the studen Enhancing the student's ability to apply what he has learned within the Human Rig and Democracy course with the members of his community.			
127. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	The concept of human rights	For the student to become familiar with human rights, starting from the roots of their origin and the developments that these human rights have witnessed throughout the ages and human societies.	1	1
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Characteristics of human rights	The student should be familiar with the most important characteristics of human rights	1	2
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. 	Forms and classifications of human rights	For students to become familiar with the characteristics and forms of human	1	3

<ul style="list-style-type: none"> -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 		rights that are actually applied		
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Human rights in ancient civilizations (Greek, Roman, Egyptian, ancient Iraqi).	For the student to understand the stages of development of human rights in ancient civilizations	1	4
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Human rights in divine laws and religions	For the student to know how the field of human rights exists in the heavenly religions	1	5

<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Western civilization and human rights	For the student to become familiar with the contents of human rights in Western civilizations	1	6
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Natural rights theory and social contract theory	The importance of knowing and understanding the universality of human rights in natural rights theory and social contract theory	1	7
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	French Declaration of the Rights of Man and of the Citizen in 1789 AD.	The student will learn how to apply rights in the French Constitution	1	8

<ul style="list-style-type: none"> -Preparing reports and studies. - Opening the door for discussions 					
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Human rights in the United States of America	The student gets to know human rights in the United States of America	1	9
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Principles of human rights in Britain	That the student understands the principles of human rights in Britain	1	10
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. 	United Nations and human rights	The student should look at the importance of the	1	11

<ul style="list-style-type: none"> -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 		advantages and characteristics enjoyed by the United Nations		
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Contemporary international recognition of human rights	To explain to the student the most important basic principles on which contemporary international recognition of human rights is based	1	12
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Non-governmental organizations defending human rights	The student gets to know non-governmental organizations defending human rights	1	13

<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	Regional human rights conventions and organizations	For the student to understand regional human rights conventions and organizations	1	14
<ul style="list-style-type: none"> - Conducting various types of examinations (daily, quarterly, final). -Feedback from students. -How to express faces. -Learning matrix. -Preparing reports and studies. - Opening the door for discussions 	<ul style="list-style-type: none"> -Thinking strategy according to the student's ability. -High thinking skill strategy. -Critical thinking strategy in learning. -Benefiting from the effectiveness of brainstorming -Uploading lectures to the e-learning platform Google Classroom 	The semester exam for human rights	The student must take the semester exam for the human rights subject	1	15

1. Course Name:
History
2. Course Code:
History of the Americas
3. Semester / Year:
2024-2025
4. Description Preparation Date:
2024-10-1
5. Available Attendance Forms:

weekly
6. Number of Credit Hours (Total) / Number of Units (Total)
64 hours/ 2
7. Course administrator's name (mention all, if more than one name)
Name: Amerah Abdul Hussein Mutlag alkhazaaly Email: amrah.a@coeduw.uobaghdad.edu.iq
8. Course Objectives
Strategy
9. References:

Week No.	No. of hours	Reference	Topic	Method of education	Evaluation method
32	2	Introducing students to the most important ideas related to each incoming item	History of Americas	Lecturing Explanation and clarification	auditions Reports & Studies
3-1	2	The student gets to know the following:	Preface geographical explorations and discovery of the American continent	Lecture	Testing and Achievement
6-4	2	The student gets to know the following:	British colonies in North America - methods of governance and political conditions in the British colonies	Lecture	Testing and Achievement
9-7	2	The student gets to know the following:	Economic conditions and cultural and intellectual conditions - identity and the growth of the national spirit	Lecture	Testing and Achievement
12-10	2	The student gets to know the following:	The American Constitution and the emergence of the United States of America as the superpower in the twentieth century	Lecture	Testing and Achievement
15-13	2	The student gets to know the following:	The French colonies in the far north of Canada and the British-French rivalry	Lecture	Testing and Achievement
26-16	2	The student gets to know the following:	Relationship with American Indians and the fur and leather trade	Lecture	Testing and Achievement
30-27	2	The student gets to know the following:	Introduction to Liberation Movements in Latin America	Lecture	Testing and Achievement
32-31	2	The student gets to know the following:	Spanish and Portuguese colonies in South America (Latin America).	Lecture	Testing and Achievement

1. Textbooks	History of the Americas (Prof. Dr. Abdullah Hamid)
2. References	World Encyclopedia.
A. Recommended readings	<p>1. Journal of Historical Studies - House of Wisdom</p> <p>2. Journal of Professor - College of Education / Ibn Rushd - University of Baghdad.</p> <p>3. Journal of the College of Education - College of Education for Girls - University of Baghdad.</p>
B. Electronic References, Websites	Al-Mustafa Electronic Library, Modern History Library, Wikipedia, Encyclopedia Britannica

4. Electronic/ Online references	Google Books Google Scholar engvid.com
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13. Course improvement plan:

Continuous updating of the means of clarification and the use of all that is new on the Internet to serve and update the available information.

1. Course title	Ancient World Civilizations	
2. Course code		
3. Semester / Year: Yearly	Yearly	
4. Date of creating this description:	14/02/2024	
5. Available forms of attendance:	Weekly	
6. Number of teaching hours (total)	6 Hours	/ Number of units (total): 2
7. Name of the teaching course in charge (Mentioned if more than one name)	Prof. Zina Dawood Salim	
Name: E-mail:	Zina.dawood@coeduw.uobaghdad.edu.iq	
8. Course goals		
1. The ability to analyze and infer historical events to enable students to understand the historical outcomes of each political event and its impact on the developments at the time, from various aspects such as economically, politically, socially, or culturally	<ul style="list-style-type: none"> • 	

2. Create a generation capable of taking charge of the educational process in higher education in the country, based on sound scientific, methodological, and academic principles, aligned with the spirit, policy, and strategy of the educational process in its entirety		●			
3. Working to take responsibility for the success of education with complete professionalism by following the educational plans prepared by the educational institution in the country		●			
4. Providing female students with a set of historical information and concepts in particular		●			
5. Introducing female students to the modern approaches of teaching at the middle and preparatory school levels		●			
6. Equipping female students with the skill of research and scientific participation in preparing and presenting academic material to develop students' ability to analyze and document		●			
9. Strategies of Education and Learning					
The strategy		1. Teaching strategy: Cooperative concept planning. 2. Teaching strategy: Brainstorming. 3. Teaching strategy: The series of observations.			
10. Course structure					
Week	Hours	Required learning outcomes	Unit title or subject	Teaching method	Evaluation method
One day	2	Introducing students to the	1. History of Greece	Delivering lectures	Exams, reports,

		key ideas related to each term mentioned		explanation, and clarification	and studies
			2. History of Romans		
			3. The intellectual, artistic, and literary life in Greece		
			4. The Hittites		
			5. The Urartians		
			6. The Sassanian history		
			7. Chinese civilization and Indian civilization		

1.	Course Title: History of the Arabs before Islam
2.	.Course Code:
3.	Semester/ Year: Annual
4.	Date of preparation of this description: 1/9/2024
	. Available Attendance Forms5:
	.6 Number of credit hours (total) / number of units (total): 105 hours
	.7 Course administrator's name (if more than one name(
	Name : Prof. Bahja Ali Mohammed Bahja.albayati@coeduw.uobaghdad.edu.iq Eng . Bayda Jabbar Mohammed. baydaa.j@coeduw.uobaghdad.edu.iq

Course Objectives.8		
•		.1Introducing students to the historical stages that the history of the Arabs went through before Islam
• ..		.2Providing students with a set of historical information and concepts in particular about the most important events in the Arabian Peninsula ..
•		.3Introducing students to modern trends in the practice of teaching history at the level of middle and middle school students
		.4Providing students with professional skills in teaching history in general and teaching history in particular
•		.5Developing the national spirit and moral values towards professional preparation for teaching history in the stage preceding the emergence of Islam
• ..		
Teaching and learning strategies .9		
Education strategy collaborative concept planning .1 Brainstorming education strategy .2 Education Strategy Notes Series .3		Strategy

128.	Course Name: History of the Arab State in the Umayyad Era
129.	Course Code: 215 HUH

130. Semester / Year: 2024-2023	
131. Description Preparation Date:	
132. Available Attendance Forms:	
133. Number of Credit Hours (64hours annually) / Number of Units (Total)	
134. Course administrator's name	
(Prof.Dr Weaam Adnan Abbas) weaam.adnan@coeduw.uobaghdad.edu.iq	
135. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Provide students with a set of historical information and concepts related to the Umayyad era. • Introduce students to modern trends in teaching history at the intermediate and secondary levels. • Equip students with professional skills in teaching history in general and Islamic history in particular. • Foster a sense of patriotism and ethical values towards the professional preparation for teaching Islamic history.
136. Teaching and Learning Strategies	
Strategy	1- Explanation and clarification 2- Enabling students to teach. 3- Developing students' ability to manage the classroom. 4- Enabling students to prepare new generations to lead the education process.
137. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student learns about	How the Caliphate Transitioned to the Umayyads	lecture	Test
2	2	The student learns about	Muawiya, the Founder of the Umayyad State, in Consolidating the State through His Administrators and Governance	lecture	Test
3	2	The student learns about	His Most Important Governors	lecture	Test
4	2	The student learns about	The Succession System	lecture	Test
5	2	The student learns about	Muawiya's Military Efforts (Byzantine Front)	lecture	Test
6+7	2	The student learns about	North African and Eastern Fronts	lecture	Test
First Monthly Exam					
8	2	The student learns about	The Revolt of Imam Hussain (Peace Be Upon Him)	lecture	Test
9	2	The student learns about	The Movement of Abdullah ibn al-Zubayr	lecture	Test
10	2	The student learns about	The Transition of the Caliphate to the Marwanid Branch	lecture	Test
11	2	The student learns about	The Movement of Sulaiman ibn Surad al-Khuza'i	lecture	Test
12	2	The student	The Movement of al-Mukhtar ibn Abi Ubayd al-Thaqafi	lecture	Test

		learns about			
13	2	The student learns about	The Suppression of al-Mukhtar's Movement	lecture	Test
14	2	The student learns about	The Kharijite Movements	lecture	Test
15	2	The student learns about	The Suppression of the Movement of Amr ibn Sa'id al-Ashdaq (70 AH / 689 CE)	lecture	Test
Second Semester					
16	2	The student learns about	The Suppression of the Movement of Mus'ab ibn al-Zubayra	lecture	Test
17	2	The student learns about	The Suppression of the Movement of Abdullah ibn al-Zubayr	lecture	Test
18	2	The student learns about	The Suppression of the Azariqa Kharijites	lecture	Test
19	2	The student learns about	The Suppression of the Najdat and Sufriyya Kharijites	lecture	Test
20	2	The student learns about	Arabization (Administrative Offices, Currency)	lecture	Test
21	2	The student learns about	The Umayyads' Efforts in Liberation and Conquest Wars (Eastern Front)	lecture	Test
22	2	The student learns about	The North African Front	lecture	Test
23	2	The student learns about	The Northern Front (Second Siege of Constantinople)	lecture	Test

24	2	The student learns about	The Administration of the Umayyad State (Caliphate, Governorsh	lecture	Test
25	2	The student learns about	The Judiciary	lecture	Test
26	2	The student learns about	The army	lecture	Test
27	2	The student learns about	The Police	lecture	Test
29+28	2	The student learns about	The Navy	lecture	Test
Second Monthly Exam					
30	2	The student learns about	The Fall of the Umayyad State and the Beginning of the Abbasid Call	lecture	Test

138. Course Evaluation

- 1- Theoretical tests
- 2- Reports and studies

139. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

- **Studies in Arab History from the Caliphate of Abu Bakr to the Fall of the Umayyad State** by Dr. Jasim Sakban (Prescribed Textbook)
- **History of the Umayyad State** by Dr. Yahya Muhammad Ibrahim

	<ul style="list-style-type: none"> - The Umayyad Caliphate from 65–86 AH / 684–705 CE by Dr. Abdul Amir Daksan - History of the Umayyad State by Dr. Fathiya Abdul Fattah**
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name:						
The ancient history of the Arab countries						
2. Course Code:						
3. Semester / Year:						
Annual						
4. Description Preparation Date:						
1	12	2024				
5. Available Attendance Forms:						
Applications and viewing						
6. Number of Credit Hours (Total) / Number of Units (Total)						
90						
7. Course administrator's name (mention all, if more than one name)						
Dr.Emad tariq						
8. Course Objectives						

- Introducing the civilizations of Egypt, the Levant, North Africa, and the Arabian Gulf .
- Providing students with historical information and concepts related to the subject .
- Introducing female students to modern trends in teaching history at the micro-unit level .
- Providing female students with professional skills in analyzing historical events and linking them to the present .
- Developing the national spirit and moral values towards professional preparation for teaching history .
- Providing female students with scientific backgrounds with scientific goals and the correct method in the correct educational orientation

9. Teaching and Learning Strategies

A- Cognitive objectives

A1- Allowing the accumulation of scientific knowledge through reading and investigation

A2- Preparing research and reports according to the historical method

A3- The teacher practices his work according to a theoretical framework and guides students in a scientific manner

A4- Understanding students as future leaders in educational administration

A5- Linking historical events to existing experiences to benefit from them

A6- Increasing the individual's ability and effectiveness in managing teaching functions

B - The skills objectives of the course

B1 -Enabling students to teach

B2 - Enabling students to prepare new generations to manage the educational process

B3 - Developing students' ability to manage the classroom

B4- Developing students' ability to link past events to the present and future

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 - 5	3	Bachelor's	Ancient Egypt	Explanation and lecture	Theoretical/ electronic
6 - 10			Civilization of ancient Egypt		
11 -14			Ancient Levant		

15	First Month Exam				
16-20			Ancient Levant Civilization		
21-25			North Africa		
26-29			The Arabian Peninsula and the Arabian Gulf		
30	Second Month Exam				
11.Course Evaluation					
<ul style="list-style-type: none">● daily oral preparation 5.D● Quiz 5.D● reports 10.D● monthly exams . 30.D● final exam 50.D					
12.Learning and Teaching Resources					
Required text books (curricular books)		There is no prescribed books			
Main references (sources		<ul style="list-style-type: none">● Sami Saeed Al-Ahmad, The History of the Arabian Gulf from Ancient Times to the Arab Liberation, Basra , 1985.● Sami Saeed Al -Ahmad, History of the Ancient Near East, Baghdad, 1988● Khazal Al Majidi, Egyptian Civilization , Ras Al Khaimah, UAE, 2016.● Khazal Al-Majidi, The Early Semitic Amorites, Damascus , 2016			
Recommended books and references (scientific journals, reports...)		<ul style="list-style-type: none">● Journal of the College of Education / University of Wasit● Journal of the College of Education for Girls / College of Education for Girls / University of Baghdad● Journal of the College of Arts / College of Arts / University of Baghdad● Al-Ustad Magazine / College of Education, Ibn Rushd / University of Baghdad● Farouk Ismail, Amarna International Correspondence, cuneiform documents from the 14th century BC, Damascus, 2017			

	<ul style="list-style-type: none"> • Mahmoud Hammoud, The Syrian Aramaic Kingdoms, Damascus, 2019 • Qusay Mansour Al-Turki, Cultural Relations between Iraq and the Arabian Gulf during the Third Millennium BC (Political and Civilizational History), Damascus, 2008
Electronic References, Websites	<ul style="list-style-type: none"> • All websites • Digital libraries

140. Course Name:	
The history of the modern and contemporary Arab world	
141. Course Code:	
142. Semester / Year:	
143. Description Preparation Date: 2024-2025	
144. Available Attendance Forms:	
Weekly	
145. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours per week	
146. Course administrator's name (mention all, if more than one name)	
Name: Prof Anwar Nasir Hassan anwar.nasir@coeduw.uobaghdad.edu.iq Name: Assist. Prof. Iman Abdullah Hammoud eman.abdullah@coeduw.uobaghdad.edu.iq	
147. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Introducing female students to the historical stages through which the Arab world lived in Arab countries. • Providing students with a set of historical information and concepts, especially about the most important events witnessed by Arab countries. • Providing female students with a scientific background on the foreign colonialism to which Arab countries were subjected, the national revolutions that took place against foreign colonialism, and the local families that ruled the Arab world.

	<ul style="list-style-type: none"> • Introducing female students to modern trends in teaching history at middle and high school students levels. • Providing female students with professional skills in teaching modern and contemporary history in general and teaching the modern history of Arab countries in particular. • Developing the national spirit and moral values towards professional preparation for teaching modern and contemporary history. • Providing female students with the skill of research and scientific participation in preparing and presenting scientific material to develop students' ability to analyze and document.
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148. Teaching and Learning Strategies

Strategy	
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149. Course Structure

Week	Hours	Required Learning Outcomes	Learning method	Evaluation method
1	2	The Arab National Movement in the Second Half of the 19th Century Until WWI (1914)	Lecture	Tests, Reports, Studies
2	2	The Arab National Movement Before the Ottoman Constitutional Coup (1908)	Lecture	Tests and Achievement Assessment
3	2	The Arab National Movement from 1908 to 1914	Lecture	Tests and Achievement Assessment
4	2	The Arab Issue After World War I (1914-1918)	Lecture	Tests and Achievement Assessment
5	2	The Development of British Interests in Iraq Until 1914	Lecture	Tests and Achievement Assessment

6	2	National Rule in Iraq Until 1914	Lecture	Tests and Achievement Assessment
7	2	The Establishment of Iraq in 1920 and the National Government	Lecture	Tests and Achievement Assessment
8	2	The Arab Government in Damascus (1918-1920)	Lecture	Tests and Achievement Assessment
9	2	Lebanon from the Mandate to Independence (1920-1946)	Lecture	Tests and Achievement Assessment
10	2	Transjordan: The Hashemite Kingdom of Jordan (1920-1946)	Lecture	Tests and Achievement Assessment
11	2	Palestine (1920-1948)	Lecture	Tests and Achievement Assessment
12	2	The Arab Republic of Egypt (1882-1952)	Lecture	Tests and Achievement Assessment
13	2	The Democratic Republic of Sudan (1899-1956)	Lecture	Tests and Achievement Assessment
14	2	The Socialist People's Libyan Arab Jamahiriya (1911-1969)	Lecture	Tests and Achievement Assessment
15	2	The Tunisian Republic (1920-1957)	Lecture	Tests and Achievement Assessment
16	2	The Democratic Republic of Algeria (1830-1962)	Lecture	Tests and Achievement Assessment
17	2	The Kingdom of Morocco from the Early 20th Century to Independence (1956)	Lecture	Tests and Achievement Assessment
18	2	The Islamic Republic of Mauritania (1920-1961)	Lecture	Tests and Achievement Assessment
19	2	Unitary Projects	Lecture	Tests and Achievement Assessment

20	2	The Fertile Crescent Project (1941-1943)	Lecture	Tests and Achievement Assessment
21	2	The Arab League (1945)	Lecture	Tests and Achievement Assessment
22	2	The Establishment of Arab Unity	Lecture	Tests and Achievement Assessment
23	2	The United Arab Republic	Lecture	Tests and Achievement Assessment
24	2	The Hashemite Arab Union	Lecture	Tests and Achievement Assessment
25	2	The Iraq-Syria-Egypt Tripartite Unity Agreement (1963)	Lecture	Tests and Achievement Assessment

150. Course Evaluation

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

151. Learning and Teaching Resources

Required textbooks (curricular books, if any)	History of the modern and contemporary Arab world/Dr. Abdel Majeed Kamel Abdel Latif
Main references (sources)	1.Vladimir Lutsky, History of the Modern Arab Countries. 2.Raafat Al-Sheikh, Modern Arab History. 3.Muhammad Hassan Adoul, The History of the Modern and Contemporary Arab World.
Recommended books and references (scientific journals, reports...)	1- Journal of Historical Studies - House of Wisdom. 2- Al-Ustad Magazine - College of Education/ Ibn Rushd- University of Baghdad.

	3- College of Education Magazine -College of Education for Girls - University of Baghdad.
Electronic References, Websites	Al-Mustafa Electronic Library, Modern History Library, Wikipedia Encyclopedia, Encyclopedia Britannica.

1. Course Name:	
2. Course Code:	
3. Semester / Year:2023-2024	
4. Description Preparation Date:(19th Century European History)	
5.	Available Attendance Forms: Objectives:
6.	To introduce students to European history.
7.	To introduce students to the most important historical events in Europe.
8.	To help students understand and comprehend these European events.
9.	To work on comparing these events with our local and Arab contexts to benefit from these events and overcome their negative
10.	Course Title:

11. 19th Century European History	
12. Academic Stage	
13. Third	
14. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours	
15. Course administrator's name (mention all, if more than one name)	
Name: Dr.Anas Yonos Abed	
Email: admaster73@coeduw.uobaghdad.edu.iq	
16. Course Objectives	
Cou Obiectiv Course Objectives	<p>• <u> </u></p> <p>• <u> </u></p> <p>• <u> </u></p>
17. Teaching and Learning Strategies	
Strategy Strategy	

152. Course Name: History of the Arab State in the Umayyad Era	
153. Course Code: 215 HUH	
154. Semester / Year: 2024-2023	
155. Description Preparation Date:	
156. Available Attendance Forms:	
157. Number of Credit Hours (64hours annually) / Number of Units (Total)	
158. Course administrator's name	
(Prof.Dr Weaam Adnan Abbas) weaam.adnan@coeduw.uobaghdad.edu.iq	
159. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Provide students with a set of historical information and concepts related to the Umayyad era. • Introduce students to modern trends in teaching history at the intermediate and secondary levels. • Equip students with professional skills in teaching history in general and Islamic history in particular. • Foster a sense of patriotism and ethical values towards the professional preparation for teaching Islamic history.
160. Teaching and Learning Strategies	

Strategy	5- Explanation and clarification 6- Enabling students to teach. 7- Developing students' ability to manage the classroom. 8- Enabling students to prepare new generations to lead the education process.
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161. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student learns about	How the Caliphate Transitioned to the Umayyads	lecture	Test
2	2	The student learns about	Muawiya, the Founder of the Umayyad State, in Consolidating the State through His Administrators and Governance	lecture	Test
3	2	The student learns about	His Most Important Governors	lecture	Test
4	2	The student learns about	The Succession System	lecture	Test
5	2	The student learns about	Muawiya's Military Efforts (Byzantine Front)	lecture	Test
6+7	2	The student learns about	North African and Eastern Fronts	lecture	Test
First Monthly Exam					
8	2	The student learns about	The Revolt of Imam Hussain (Peace Be Upon Him)	lecture	Test
9	2	The student learns about	The Movement of Abdullah ibn al-Zubayr	lecture	Test
10	2	The student	The Transition of the Caliphate to the Marwanid Branch	lecture	Test

		learns about			
11	2	The student learns about	The Movement of Sulaiman ibn Surad al-Khuza'i	lecture	Test
12	2	The student learns about	The Movement of al-Mukhtar ibn Abi Ubayd al-Thaqafi	lecture	Test
13	2	The student learns about	The Suppression of al-Mukhtar's Movement	lecture	Test
14	2	The student learns about	The Kharijite Movements	lecture	Test
15	2	The student learns about	The Suppression of the Movement of Amr ibn Sa'id al-Ashdaq (70 AH / 689 CE)	lecture	Test
Second Semester					
16	2	The student learns about	The Suppression of the Movement of Mus'ab ibn al-Zubayra	lecture	Test
17	2	The student learns about	The Suppression of the Movement of Abdullah ibn al-Zubayr	lecture	Test
18	2	The student learns about	The Suppression of the Azariqa Kharijites	lecture	Test
19	2	The student learns about	The Suppression of the Najdat and Sufriyya Kharijites	lecture	Test
20	2	The student learns about	Arabization (Administrative Offices, Currency)	lecture	Test
21	2	The student learns about	The Umayyads' Efforts in Liberation and Conquest Wars (Eastern Front)	lecture	Test

22	2	The student learns about	The North African Front	lecture	Test
23	2	The student learns about	The Northern Front (Second Siege of Constantinople)	lecture	Test
24	2	The student learns about	The Administration of the Umayyad State (Caliphate, Governorsh	lecture	Test
25	2	The student learns about	The Judiciary	lecture	Test
26	2	The student learns about	The army	lecture	Test
27	2	The student learns about	The Police	lecture	Test
29+28	2	The student learns about	The Navy	lecture	Test
Second Monthly Exam					
30	2	The student learns about	The Fall of the Umayyad State and the Beginning of the Abbasid Call	lecture	Test

162. Course Evaluation

- 3- Theoretical tests
- 4- Reports and studies

163. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)	<ul style="list-style-type: none"> - Studies in Arab History from the Caliphate of Abu Bakr to the Fall of the Umayyad State by Dr. Jasim Sakban (Prescribed Textbook) - History of the Umayyad State by Dr. Yahya Muhammad Ibrahim - The Umayyad Caliphate from 65–86 AH / 684–705 CE by Dr. Abdul Amir Daksan - History of the Umayyad State by Dr. Fathiya Abdul Fattah**
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name:						
Course Code:: Europein the MidievalHistory						
2. Semester / Year:						
Annual						
3. Description Preparation Date:						

1	1	20				
4. Available Attendance Forms:						
Applications and viewing						
5. Number of Credit Hours (Total) / Number of Units (Total)						
96						
6. Course administrator's name (mention all, if more than one name)						
Dr . Ebtsam Slman						
ibtessam.Said@coeduw.uobaghdad.edu.iq						
7. Course Objectives						
<ul style="list-style-type: none"> ● This course description provides a concise summary of the main features of demonstrating whether they have maximally benefited from the available <ul style="list-style-type: none"> • learning opportunities. It must be linked to the program description 						
8. Teaching and Learning Strategies						

A- Cognitive objectives

1. Allowing the accumulation of scientific knowledge through reading and research based on the historical approach.
2. Practice teaching work according to a theoretical framework that guides their work w students scientifically.
3. Achieve the profession's objectives in scientific awareness of historical events.
4. Understand students as future leaders in managing the educational process.
5. Link historical events to existing experiences and benefit from these experiences.
6. Increase individuals' capacity and effectiveness in performing their teaching duties.

B - The skills objectives of the course

B1 -Enablin g students to teach

B2 - Enabling students to prepare new generations to manage the educational process

B3 - Developing students' ability to manage the classroom

B4- Developing students' ability to link past events to the present and future

9. Course Structure

Week	H	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 - 5	3	Bachelor's	thistoricalTo student with the important ideas related to each	Explanation and lecture	Theoretical / electronical

			mentioned te Renaissance Europe Lectur Tests			
6 - 10			Students becom acquainted wi External influences the European Renaissance, Ara Islamic influen Lectures Tests and Assessments			
11 -14			Students becom acquainted wi Byzantine influence Northern Europe influences Lectur Tests a Assessments			
15	First Month Exam					
16-20			Students becom acquainted with: T spread of the Renaissance in oth European countrie results of t Renaissance era			

			Lectures Tests and Assessments			
21-25			Students become acquainted with Geographical explorations and the reasons geographical exploration movements Lecture Tests and Assessments			
26-29			Students become acquainted with Religious reform movement, reasons for the emergence of the religious reform movement in Europe Lecture Tests and Assessments			
30	Second Month Exam					
10.Course Evaluation						

- daily oral preparation 5.D
- Quiz 5.D
- reports 10.D
- monthly exams . 30.D
- final exam 50.D

11.Learning and Teaching Resources

Required text books (curricular books)	There is no prescribed books
Main references (sources)	<p>1- 1. Mohammed Mohammed Saleh, Europe's History from the Renaissance to the</p> <p>French Revolution, (1500-1789), Dar Al-Jahith Printing House, Baghdad, 1981.</p> <p>2. Milad Al-Muqarhi, Modern European History (1453-1848), Qareenous Publications, Benghazi, 1996.</p>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Al-Ustad Magazine / College of Education, Ibn Rushd / University of Baghdad • Farouk Ismail, Amarna International
Electronic References,	<ul style="list-style-type: none"> • All websites • Digital libraries

Websites						
12.Course Name:						
Course Code:: Iraqi Contemporary History						
13.Semester / Year:						
Annual						
14.Description Preparation Date:						
1	12	202				
15.Available Attendance Forms:						
Applications and viewing						
16.Number of Credit Hours (Total) / Number of Units (Total)						
96						

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

Dr . Haider Hameed

haider.h@uobaghdad.edu.iq

18.Course Objectives

- This course description provides a concise summary of the main features of demonstrating whether they have maximally benefited from the available learning opportunities. It must be linked to the program description

19.Teaching and Learning Strategies

A- Cognitive objectives

1. Allowing the accumulation of scientific knowledge through reading and research based on the historical approach.
2. Practice teaching work according to a theoretical framework that guides their work with students scientifically.
3. Achieve the profession's objectives in scientific awareness of historical events.
4. Understand students as future leaders in managing the educational process.
5. Link historical events to existing experiences and benefit from these experiences.
6. Increase individuals' capacity and effectiveness in performing their teaching duties.

B - The skills objectives of the course

B1 -Enablin g students to teach

B2 - Enabling students to prepare new generations to manage the educational process

B3 - Developing students' ability to manage the classroom

B4- Developing students' ability to link past events to the present and future

20.Course Structure

Week	Hour	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 - 5	3	Bachelor's	historical introduction to the general conditions in Iraq up to the 1920 revolution	Explanation and lecture	Theoretical / electronical
6 - 10			Students Establishing the modern Iraqi State and building Institutions 1921-1931ic, economic and social conditions in Iraq 1931-1939Iraq in the years of World War IITests and Assessments		
11 -14			Students Political and economic reforms in Iraq 1945-1958Iraq		

			foreign policy in light of regional changes		
15	First Month Exam				
16-20			Students Internal political transformations Social transformations Tests and Assessments		
21-25			Students Internal political transformations Social transformations Tests and Assessments		
26-29			Students Its economic impact Tests and Assessments		
30	Second Month Exam				
21.Course Evaluation					
<ul style="list-style-type: none">daily oral preparation 5.D					

- Quiz 5.D
- reports 10.D
- monthly exams . 30.D
- final exam 50.D

22.Learning and Teaching Resources

Required text books (curricular books)	There is no prescribed books
Main (sources)	<p>1- The modern and contemporary history of Iraq, Sami Saad Ahmad</p> <p>2- Social Glimpses from the Modern History of Iraq, author Dr. Al-Wardi.</p> <p>3-Journal of Historical Studies - House of Wisdom</p> <p>4-Al-Ustad Magazine - College of Education / Ibn Rushd University of Baghdad</p> <p>5-College of Education Journal - College of Education Woman- University of Baghdad</p> <p>6-A collection of historical articles and reports, a methodology that dealt with the history of Baghdad and administrative, economic, and social divisions, taken from the Internet.</p>
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> • Journal of the College of Education / University of Wasit

	<ul style="list-style-type: none"> • Journal of the College of Education for Girls / College of Education for Girls / University of Baghdad • Journal of the College of Arts / College of Arts / University of Baghdad • Al-Ustad Magazine / College of Education, Ibn Rushd / University of Baghdad • Farouk Ismail, Amarna International Correspondence, cuneiform documents from the 14th century BC, Damascus, 2017 • Mahmoud Hammoud, The Syrian Aramaic Kingdoms, Damascus, 2019 • Qusay Mansour Al-Turki, Cultural Relations between Iraq and the Arabian Gulf during the Third Millennium BC (Political and Civilizational History), Damascus, 2008
Electronic References, Websites	<ul style="list-style-type: none"> • All websites • Digital libraries

18. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Introduction to the French Revolution (1789)		
2			Napoleon Bonaparte: Birth, Upbringing, and Rise to Power		
3			His Internal and External Reforms		
4			His Wars and Battles		
5			5 The Hundred Days and the End of Napoleon		
6			6 The Congress of Vienna (1815)		
7			7 The Philosophy and Action of the Congress		
8					

9			8		
10			First Semester ExamFi Month 9 Specific Common Objectives Conference 10 Principles Adopt the Conference Conference Resolutions and Proceedings Follow-up Conference Monroe Doctrine Second Examination of the Semester Second Semester 1The Industr	s	

			<p>Revolution</p> <p>2 Reasons Emergen</p> <p>in Brit</p> <p>Before</p> <p>European</p> <p>Countries</p> <p>3</p> <p>The Rise</p> <p>Capitalism</p> <p>and t</p> <p>Bourgeoisie</p> <p>4</p> <p>The Rise</p> <p>Socialism a t</p> <p>Worki</p> <p>Class</p> <p>5</p> <p>Marxist</p> <p>Thought</p> <p>5- The Rise</p> <p>Economic a</p> <p>Intellectual</p> <p>Schools.</p> <p>6- First Exam</p>		
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			<p>7- The Nati State and Schools.</p> <p>8- The Rise Nation-State in Italy.</p> <p>9- The Nati State Germany Second Exa</p>		
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19.	Course Evaluation	
	Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc	
20.	Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Muhammad Muzaffar Al-Adha History of Nineteenth-Cent Europe Muhammad Muhammad S History of Nineteenth-Cent Europe	
Main references (sources)		
Recommended books and references (scientific journals, reports...)		
Electronic References, Websites		

m u l u

164. Course Name: The Era of the Prophetic Mission and the Rightly Guided Caliphs

165. Course Code: **106 HHoM**

166. Semester / Year: 16/9/2024

167. Description Preparation Date: 16/9/2024	
168. Available Attendance Forms:	
169. Number of Credit Hours (90 hours annually) / Number of Units (Total)	
170. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Balqis Eidani Lewis Email: balqees.edan@coeduw.uobaghdad.edu.iq Name: Asst. Prof. Dr. Rashid Ahmed Mukhtar Fareed Email: rashid.fareed@coeduw.uobaghdad.edu.iq	
171. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Introduce students to the historical stages from the birth of the Prophet (PBUH) to the end of the Rightly Guided Caliphate. • Provide students with specific historical knowledge and concepts about major events in the Islamic state during its early years. • Offer students a scientific background on the challenges faced by the Prophet (PBUH) in spreading Islam and the role of the caliphs in this effort. • Familiarize students with modern approaches to teaching history at middle and high school levels. • Equip students with professional teaching skills for Islamic history, particularly the early Islamic era. • Develop a sense of national pride and ethical values for professional preparation in teaching Islamic history. • Train students in research and scientific participation to prepare and present historical material, enhancing their analysis and documentation skills.
172. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Accumulate scientific knowledge through reading and research based on the historical method. • Apply theoretical frameworks to guide the teaching process. • Achieve professional goals in raising awareness of historical events. • Understand students as future leaders in the educational process. • Relate historical events to current experiences and draw lessons from them. • Enhance individual effectiveness and performance in teaching roles. • Theoretical exams, reports, and studies

- Explanation, clarification, and self-learning
- Enable students to teach.
- Improve students' classroom management skills
- Prepare students to educate future generations.

173. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-30	3	Familiarize students with key topics	The Prophet's (PBUH) Measures to Protect and Strengthen the Call and the Opposing Reactions The Migration to Abyssinia – The Social and Economic Boycott of Banu Hashim – The First and Second Pledges of Aqabah	Lectures, explanation + practice	Exams, reports, and studies
1	3	Students learn about:	The Revelation and the Historical Description of the Prophet's (PBUH) Secret and Public Call	Lecture + practice	Exams and assessments
2-5	3	Students learn about:	The Prophet's (PBUH) Measures to Protect and Strengthen the Call and the Opposing Reactions The Migration to Abyssinia – The Social and Economic Boycott of Banu Hashim – The First and Second Pledges of Aqabah Chapter Two: State Building in the Thought of the Prophet (PBUH) and the Developments of the Medinan Phase	Lecture + practice	Exams and assessments
6-10	3	Students learn about:	<ul style="list-style-type: none"> • The Migration to Yathrib and the Islamic Social System 	Lecture + practice	Exams and assessments

			<ul style="list-style-type: none"> • First Monthly Exam • The Prophet's (PBUH) Measures in Organizing Society and Defining Responsibilities – Building the Mosque and Assigning Roles – Brotherhood Among Muslims • Establishing the Foundations of Civil Coexistence – The Constitution of Medina 		
11-15	3	Students learn about:	<p>☐ The Prophet's (PBUH) Military Expeditions and Major Battles – Resolving the Jewish Issue in Medina</p> <ul style="list-style-type: none"> • The Prophet's (PBUH) Organizational Measures and His Vision for the Future of the State • The Treaty of Hdaybiyyah • The Conquest of Mecca • The Year of Delegations 	Lecture + practice	Exams and assessments
15-18	3	Students learn about:	<ul style="list-style-type: none"> • The Farewell Pilgrimage (The Pilgrimage of Proclamation) – The Pledge of Leadership (The Pledge of Ghadir) – The Passing of the Prophet (PBUH). • The Political System and State Administration During the Era of the Rightly Guided Caliphs • State Administration Systems and Institution Building • Internal Reforms • The Conquests of Iraq 	Lecture + practice	Exams and assessments

19-23	3	Students learn about:	<ul style="list-style-type: none"> • The Conquests of Iraq • The Conquests of the Levant • The Conquests of Al-Jazira (Upper Mesopotamia) • The Conquests of Egypt and Africa • The Conquest of Armenia and Azerbaijan 	Lecture + practice	Exams and assessments
24-30	3	Students learn about:	<ul style="list-style-type: none"> • State Administration Organization (Diwans) • Spoils of War and Land Classification • Trade, Financial Resource Management, and Distribution of Grants • Intellectual Life • Second Monthly Exam • Society, Family, and Strengthening Social Bonds 	Lecture + practice	Exams and assessments

174. Course Evaluation

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

175. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<i>History of the Arab Islamic State</i> by Dr. Rashid Abdullah Al-Jumaili
Recommended books and references (scientific journals, reports...)	<ul style="list-style-type: none"> - <i>Hero of Heroes</i> by Abdul Rahman Azzam - <i>Lectures in Arab History</i> by Saleh Al-Ali - <i>Introducing the Prophet and the Noble Qur'an</i> by Muhammad Ali Al-Bablawi
Electronic References, Websites	Wikipedia

176.	Course Name: Modern and Contemporary World History
177.	Course Code:
178.	Semester / Year: 2023-2024
179.	Description Preparation Date:
180.	Available Attendance Forms:
181.	Number of Credit Hours (90 hours annually) / Number of Units (Total)
182.	Course administrator's name (mention all, if more than one name)
Name: Asst. Prof. Shaoob Kamil Nsaif Email: shaoob2000@coeduw.uobaghdad.edu.iq Asst prof.Dr Ebtessam mahmood jawad ebtesam.mahmod20@coeduw.uobaghdad.edu.iq	
183.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> □ Introducing students to the historical stages that countries around the world have gone through. □ Providing students with a set of historical information and concepts, particularly about the major events that shaped the world. □ Equipping students with a scientific background on World War I and II and the division of the world into the capitalist and socialist blocs. □ Familiarizing students with modern approaches to teaching history at the middle and high school levels.

	<ul style="list-style-type: none"> • □ Developing students' professional skills in teaching modern and contemporary history, with a special focus on teaching contemporary world history. • □ Fostering national spirit and ethical values in the professional preparation for teaching modern and contemporary history. • □ Enhancing students' research skills and scientific participation in preparing and presenting historical content to develop their analytical and documentation abilities.
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184. Teaching and Learning Strategies

Strategy

185. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Familiarize students with key topics	<ul style="list-style-type: none"> • Causes and Events of World War I 	Lectures, explanation + practice	Exams, reports, and studies
2	3	Students learn about:	<ul style="list-style-type: none"> • The United States' Entry into the War 	Lecture + practice	Exams and assessments
3	3	Students learn about:	<ul style="list-style-type: none"> • The Russian Revolution 	Lecture + practice	Exams and assessments
4	3	Students learn about:	<ul style="list-style-type: none"> • Peace Settlements and the League of Nations 	Lecture + practice	Exams and assessments
5	3	Students learn about:	<ul style="list-style-type: none"> • Great Britain 	Lecture + practice	Exams and assessments
6	3	Students learn about:	<ul style="list-style-type: none"> • France 	Lecture + practice	Exams and assessments
7	3	Students learn about:	<ul style="list-style-type: none"> • The United States 	Lecture + practice	Exams and assessments
8	3	Students learn about:	<ul style="list-style-type: none"> • First Monthly Exam 	Lecture + practice	Exams and assessments
9	3	Students learn about:	<ul style="list-style-type: none"> • Italy's Situation After World War I 	Lecture + practice	Exams and assessments
10	3	Students learn about:	<ul style="list-style-type: none"> • Germany's Situation After World War I 	Lecture + practice	Exams and assessments
11	3	Students learn about:	<ul style="list-style-type: none"> • The Soviet Union 	Lecture + practice	Exams and assessments
12	3	Students learn about:	<ul style="list-style-type: none"> • Actions of the New Soviet Authority After the Victory of the October 1917 Revolution 	Lecture + practice	Exams and assessments
13	3	Students learn about:	<ul style="list-style-type: none"> • The Formation of the Soviet Union 	Lecture + practice	Exams and assessments
14	3	Students learn about:	<ul style="list-style-type: none"> • The Soviet Union's Domestic and Foreign Policy 	Lecture + practice	Exams and assessments

15	3	Students learn about:	• Second Monthly Exam	Lecture + practice	Exams and assessments
16	3	Students learn about:	The Threat of Dictatorial Regimes to Global Peace	Lecture + practice	Exams and assessments
17	3	Students learn about:	The Surrender of Britain and France in Munich	Lecture + practice	Exams and assessments
18	3	Students learn about:	The Prelude to World War II	Lecture + practice	Exams and assessments
19	3	Students learn about:	World War II	Lecture + practice	Exams and assessments
20	3	Students learn about:	First Monthly Exam	Lecture + practice	Exams and assessments
21	3	Students learn about:	Practical Training in Schools	Lecture + practice	Exams and assessments
22	3	Students learn about:	Practical Training in Schools	Lecture + practice	Exams and assessments
23	3	Students learn about:	Practical Training in Schools	Lecture + practice	Exams and assessments
24	3	Students learn about:	Practical Training in Schools	Lecture + practice	Exams and assessments
25	3	Students learn about:	Practical Training in Schools	Lecture + practice	Exams and assessments
26	3	Students learn about:	Practical Training in Schools	Lecture + practice	Exams and assessments
27	3	Students learn about:	The World After World War II	Lecture + practice	Exams and assessments
28	3	Students learn about:	The Cold War: Concept and Stages	Lecture + practice	Exams and assessments
29	3	Students learn about:	Causes of the Cold War	Lecture + practice	Exams and assessments
30	3	Students learn about:	Second Monthly Exam	Lecture + practice	Exams and assessments

186. Course Evaluation

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

187. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

- *Modern World History* (Textbook)
- Hashim Al-Tikriti, *Modern World History*
- David Thomson, *History of the World from 1914-1950*
- Pierre Renouvin, *History of the Twentieth Century*

	<ul style="list-style-type: none"> • Mohammed Fouad Shukri, <i>A Study in European and Contemporary History (1939-1945)</i> • Salah Al-Aqqad, <i>World War II</i>
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Wikipedia

188.	Course Name: Modern and Contemporary History of Asia
189.	Course Code: 325 HMhA
190.	Semester / Year: 2023-2024
191.	Description Preparation Date:
192.	Available Attendance Forms:
193.	Number of Credit Hours (60 hours annually) / Number of Units (Total)
194.	Course administrator's name (mention all, if more than one name)
	Name: Asst. Prof. Shaoob Kamil Nsaif Email: shaoob2000@coeduw.uobaghdad.edu.iq Name: Prof. Dr. Maha Naji Hasain Email: mahanaji@coeduw.uobaghdad.edu.iq
195.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> • □ Introducing students to the historical stages that East Asian countries have gone through.

	<ul style="list-style-type: none"> • □ Providing students with historical information and concepts, particularly about major events in East Asia. • □ Equipping students with a scientific background on foreign colonialism, national revolutions, and the most significant political parties in East Asian countries. • □ Familiarizing students with modern approaches to teaching history at the middle and high school levels. • □ Developing students' professional skills in teaching modern and contemporary history in general, with a special focus on the history of East Asia. • □ Fostering national spirit and ethical values in the professional preparation for teaching modern and contemporary history. • □ Enhancing students' research skills and scientific participation in preparing and presenting historical content to develop their analytical and documentation abilities.
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196. Teaching and Learning Strategies

Strategy •

197. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Familiarize students with key topics	People's Republic of China <ul style="list-style-type: none"> • The Manchu Dynasty (1664-1911) • European Rivalry Over China 	Lectures, explanation + practice	Exams, reports, and studies
2	3	Students learn about:	The Opium Wars <ul style="list-style-type: none"> • First Opium War (1839-1842) • Second Opium War (1856-1860) 	Lecture + practice	Exams and assessments

3	3	Students learn about:	Chinese Nationalist Movements and Key Popular Revolts <ul style="list-style-type: none"> • The Boxer Rebellion • The Imperial Reform Movement 	Lecture + practice	Exams and assessments
4	3	Students learn about:	The 1911 Revolution and the Declaration of the Republic <ul style="list-style-type: none"> • China During World War I (1914-1918) 	Lecture + practice	Exams and assessments
5	3	Students learn about:	2 Major Political Developments and Party Formation in China (1919-1949)	Lecture + practice	Exams and assessments
6	3	Students learn about:	Japanese Expansion in China <ul style="list-style-type: none"> • Communist Victory and the Proclamation of the People's Republic of China (1949) 	Lecture + practice	Exams and assessments
7	3	Students learn about:	First Monthly Exam	Lecture + practice	Exams and assessments
8	3	Students learn about:	Empire of Japan <ul style="list-style-type: none"> • Japanese Isolation • Matthew Perry's Expedition and the End of Japanese Isolation 	Lecture + practice	Exams and assessments
9	3	Students learn about:	<ul style="list-style-type: none"> • The Modernization Experiment During the Meiji Era 	Lecture + practice	Exams and assessments
10	3	Students learn about:	<ul style="list-style-type: none"> • Rise of Japanese Militarism and Expansionist Policy 	Lecture + practice	Exams and assessments
11	3	Students learn about:	Japan During World War I (1914-1918) <ul style="list-style-type: none"> • Japan in the Paris Peace Conference (1919) 	Lecture + practice	Exams and assessments
12	3	Students learn about:	<ul style="list-style-type: none"> • American Occupation of Japan (1945-1952) 	Lecture + practice	Exams and assessments
13	3	Students learn about:	<ul style="list-style-type: none"> • Second Monthly Exam 	Lecture + practice	Exams and assessments

14	3	Students learn about:	Korean Peninsula <ul style="list-style-type: none"> Sino-Japanese Rivalry Over Korea 	Lecture + practice	Exams and assessments
15	3	Students learn about:	Japanese Occupation (1910-1945) <ul style="list-style-type: none"> Korean War (1950-1953) 	Lecture + practice	Exams and assessments
	3	Students learn about:	Second Semester	Lecture + practice	Exams and assessments
16	3	Students learn about:	Vietnam <ul style="list-style-type: none"> French Control Over Vietnam (1858) Role of Ho Chi Minh in Vietnam's Independence Rise and Development of the Nationalist Movement in Vietnam 	Lecture + practice	Exams and assessments
17	3	Students learn about:	Vietnamese Conflicts <ul style="list-style-type: none"> Battle of Dien Bien Phu (1954) Vietnam War (1964-1975) 	Lecture + practice	Exams and assessments
18	3	Students learn about:	Philippines <ul style="list-style-type: none"> Nationalist Movements and Emilio Aguinaldo's Revolution (1896) End of Spanish Rule and U.S. Occupation (1898) 	Lecture + practice	Exams and assessments
19	3	Students learn about:	U.S. Policy in the Philippines Until 1939 <ul style="list-style-type: none"> Philippines in World War II (1939-1945) and Its Aftermath 	Lecture + practice	Exams and assessments
20	3	Students learn about:	First Monthly Exam	Lecture + practice	Exams and assessments
21	3	Students learn about:	India and European Rivalry	Lecture + practice	Exams and assessments

			<ul style="list-style-type: none"> British Rule in India East India Company Rule (1740-1858) 		
22	3	Students learn about:	The 1857 Rebellion and British Crown Rule (1858-1947)	Lecture + practice	Exams and assessments
23	3	Students learn about:	Development of the Nationalist Movement in India Until the End of World War I <ul style="list-style-type: none"> The Muslim League The Indian National Congress 	Lecture + practice	Exams and assessments
24	3	Students learn about:	India Between the Two World Wars (1919-1939)	Lecture + practice	Exams and assessments
25	3	Students learn about:	India During World War II (1939-1945)	Lecture + practice	Exams and assessments
26	3	Students learn about:	<ul style="list-style-type: none"> Indian Independence (1947) and Post-Independence Challenges 	Lecture + practice	Exams and assessments
27	3	Students learn about:	<ul style="list-style-type: none"> India's Development Experience 	Lecture + practice	Exams and assessments
28	3	Students learn about:	Second Monthly Exam	Lecture + practice	Exams and assessments
29	3	Students learn about:	Central Asia Geographical and Historical Background The Rise and Development of Islamic Emirates in Central Asia	Lecture + practice	Exams and assessments
30	3	Students learn about:	The Bolshevik Revolution (1917) and the Formation of Modern Central Asian States (1920-1991) <ul style="list-style-type: none"> Uzbekistan, Tajikistan, Turkmenistan, Kazakhstan, Kyrgyzstan 	Lecture + practice	Exams and assessments

198. Course Evaluation

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

199. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	<ul style="list-style-type: none"> • <i>The Concise History of Modern and Contemporary Asia</i> (Textbook) • <i>History of Asia</i> (Multiple Authors) • Milad Al-Muqrahi, <i>Modern and Contemporary History of Asia (East Asia, China, Japan, Korea)</i> • K. M. Pannikar, <i>Asia and Western Domination</i> • Fawzi Darwish, <i>The Far East: China and Japan (1853-1972)</i> • <i>Historical Studies Journal</i> – Bayt Al-Hikma • <i>Al-Ustadh Journal</i> – College of Education, Ibn Rushd, University of Baghdad • <i>College of Education Journal</i> – College of Education for Women, University of Baghdad
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Wikipedia

Course Description Form

200.	Course Name: Basics of Education
201.	Course Code: 106 HHoM
202.	Semester / Year: 16/9/2024

203.	Description Preparation Date: 16/9/2024
204.	Available Attendance Forms:
205.	Number of Credit Hours (60 hours annually) / Number of Units (Total)
206.	Course administrator's name (mention all, if more than one name)
	Name: Dr. sabreen hasan oleiwi Email: sabreen.h@coeduw.uobaghdad.edu.ig
207.	Course Objectives
Course Objectives	<ul style="list-style-type: none"> • Objectives: • Explain the importance of the Basics of Education course, clarifying the fundamental principles and facts of the subject, as well as highlighting the key strengths and weaknesses of both traditional and modern educational types. • Introduce the students to the concept of Basics of Education in educational institutions. • Interpret the educational process from a historical and philosophical perspective, shedding light on upbringing and education. • Emphasize the importance of the role of social educational institutions in upbringing and assist students in training and recognizing the value of the educational process. •
208.	Teaching and Learning Strategies
Strategy	<ul style="list-style-type: none"> • Apply theoretical frameworks to guide the teaching process. • Achieve professional goals in raising awareness • Understand students as future leaders in the educational process.

- Enhance individual effectiveness and performance in teaching roles.
- Theoretical exams, reports, and studies
- Explanation, clarification, and self-learning
- Enable students to teach.
- Improve students' classroom management skills
- Prepare students to educate future generations.

209. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1-30	2	Familiarize students with key topics	The Nature of Education Objectives of Education Characteristics of Education The Educational Role in Community Development Philosophical Foundations of Education Philosophical Educational Strategies Definition of the Family Modern Education	Lecture discussion	Monthly tests. Oral questions. Semester tests
1	2	Students learn about:	The Nature of Education Objectives of Education	Lecture discussion	Monthly tests. Oral questions. Semester tests
2-5	2		Characteristics of Education Historical Foundations of Education Arab Education in the Pre-Islamic Era	Lecture discussion	Monthly tests. Oral questions. Semester tests
6-10	2		Characteristics of Arab-Islamic Education Definition of the Family Importance of the Family The Foundations of the Family in Islam Women's Work in Islam	Lecture discussion	Monthly tests. Oral questions. Semester tests
11-15	2	Students learn about:	Women's Work at Home Women's Work Outside the Home	Lecture discussion	Monthly tests. Oral questions.

			Monthly Exam (First Semester) Social Foundations of Education The Educational Role in Community Development		Semester tests
15-18	2	Students learn about:	The Educational Role in Community Development Philosophical Foundations of Education Philosophical Educational Strategies Economic Foundations of Education	Lecture discussion	Monthly tests. Oral questions. Semester tests
19-23	2	Students learn about:	The Role of Education in Human Resource Development Scientific Foundations of Education Education and the Scientific Method in Research Education, Scientific Progress, and Technology Cultural Foundations of Education	Lecture discussion	Monthly tests. Oral questions. Semester tests
24-30	2	Students learn about:	The Concept of Culture and Its Origins Elements of Culture Modern Education The Nature of Modern Education Principles of Modern Education Monthly Exam (Second Semester) Media of Educational Thought	Lecture discussion	Monthly tests. Oral questions. Semester tests

210. Course Evaluation

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

211. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)	1- Ahmed Al-Tayyib, <i>Foundations of Education</i> , Alexandria, University Library, 1990. 2- Ahmed Shalaby, <i>History of Islamic Education</i> , Dar Al-Kashaf, Beirut, 1945.
Recommended books and references (scientific journals, reports...)	1- Asmaa Hassan Fahmy, <i>Principles of Islamic Education</i> , Committee of Authorship, Translation, and Publishing, Cairo, 1947. 2- Hassan Jamil, <i>Contemporary Educational Thought</i> , Amman, 2007.
Electronic References, Websites	Wikipedia

212.	Course Name: Teaching Methods
213.	Course Code: 106 HHoM
214.	Semester / Year: 16/9/2024
215.	Description Preparation Date: 16/9/2024
216.	Available Attendance Forms:
217.	Number of Credit Hours (60 hours annually) / Number of Units (Total)

218. Course administrator's name (mention all, if more than one name)					
Name: Dr. sabreen hasan oleiwi Email: sabreen.h@coeduw.uobaghdad.edu.ig					
219. Course Objectives					
Course Objectives		Objectives: <ul style="list-style-type: none"> • Understand the concept of curriculum studies and its emergence as a discipline. • Learn the foundations of curriculum design and its components. • Explore a variety of teaching methods and their applications. • Familiarize students with curriculum education and modern teaching methods in the History Department and their various types. 			
220. Teaching and Learning Strategies					
Strategy		<ul style="list-style-type: none"> • Apply theoretical frameworks to guide the teaching process. • Achieve professional goals in raising awareness • Understand students as future leaders in the educational process. • Enhance individual effectiveness and performance in teaching roles. • Theoretical exams, reports, and studies • Explanation, clarification, and self-learning • Enable students to teach. • Improve students' classroom management skills • Prepare students to educate future generations. 			
221. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1-30	2	Familiarize students with key topics	Teaching / Education / Learning / Style Strategy / Model / Concepts / Teaching Approach Comparative / Contrasting Its Concept and Educational Applications of the Method Its Concept and Educational Applications of the Method The Concept of a Lesson Plan	Lecture Discussion Interrogation	Monthly tests. Oral questions. Semester tests
1	2	Students learn about:	Teaching / Education / Learning / Style	Lecture Discussion Interrogation	Monthly tests. Oral questions. Semester tests
2-5	2		Strategy / Model / Concepts / Teaching Approach Principles of Good Teaching Factors Affecting the Choice of Teaching Method The Inductive Method and Its Forms (Lecture, Storytelling, Description	Lecture Discussion Interrogati	Monthly tests. Oral questions. Semester tests
6-10	2		The Inductive Method and Its Forms (Lecture, Storytelling, Description Its Types / Advantages / Disadvantages Questioning Technique Comparative / Contrasting	Lecture Discussion Interrogati	Monthly tests. Oral questions. Semester tests
11-15	2	Students learn about:	Reflective / Evaluative Its Concept and Educational Applications of the Method Monthly Exam (First Semester) Its Concept and Educational Applications of the Method	Lecture Discussion Interrogati	Monthly tests. Oral questions. Semester tests

			Its Concept and Educational Applications of the Method		
15-18	2	Students learn about:	Its Concept and Educational Applications of the Method Its Concept and Educational Applications of the Method Examples of Learning Strategies Examples of Cooperative Learning Strategies	Lecture Discussion Interrogati	Monthly tests. Oral questions. Semester tests
19-23	2	Students learn about:	Multiple Intelligences Objectives (Types, Areas, Levels) Competencies Required for the History Lesson The Concept of a Lesson Plan Its Types Its Models	Lecture Discussion Interrogati	Monthly tests. Oral questions. Semester tests
24-30	2	Students learn about:	Its Applications Historical Thinking Skills Historical Thinking in Light of Piaget's Theory Methods of Learning and Teaching History Monthly Exam (Second Semester) Knowledge Strategies in History	Lecture Discussion Interrogati	Monthly tests. Oral questions. Semester tests

222. Course Evaluation

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

223. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

3- *Teaching Methods in History*,
Qusay Mohammed Latif Al-

	<p>Samarai, Al-Maysara Publishing and Distribution, Amman, Jordan, 2013.</p> <p>4- <i>A Study on the Effect of Sentence Chains and Concept Maps Strategies on the Acquisition of History by Fourth Grade Literature Students</i>, Al-Ustadh Manshour Journal, Mohammed Ibrahim Ali, 2015.</p>
Recommended books and references (scientific journals, reports...)	<p>1- <i>The Effectiveness of the Marzano Model and the Heptagonal Learning Cycle in the Acquisition of History by Fifth Grade Literature Students and Their Attitude Towards the Subject</i>, College of Basic Education Journal, Mohammed Ibrahim Ali, 2016.</p> <p>2- <i>The Effect of the "Fishbone" Strategy and the "Climbing the Plateau" Strategy in Acquiring and Retaining Historical Concepts Among First Grade Intermediate Female Students</i>, Al-Ustadh Manshour Journal, Mohammed Ibrahim Ali, 2017.</p>
Electronic References, Websites	Wikipedia

