



Academic program description form



University name: Tikrit University

College/Institute: College of Education for Girls

Scientific Department/History Department

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

Name of final degree: Bachelor's in History

Academic system: annual

Date the description was prepared: 05/10/2025

Date of filling the file: 12/10/2025

Signature:

Name of department head: Assistant Professor Dr

Mubarak Muhammad Ali

History:

Check the file by:

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance Division: Lecturer: Shahad Khaled Hamid
the date :

the signature :

15/10/2025



Signature:

Name of scientific assistant : Professor Doctor

Ashraf Gamal Mahmoud

History:

.....

.....

Authentication

Mr. Dean

أ.د. نجلاء عبد الحسین الجارو
مديرة كلية التربية للبنات
15-10-2025

Course description template

1. Course Name: Principles of Education / First Stage

2. Course Code

3. Term/Year 2025 - 2026

4. Date this description was prepared 2025/10/05

5. Available attendance formats: Classroom lectures

6. Total number of study hours / 60 hours, number of units (total) 4

7. Name of the course coordinator

A.M. Farouk Khalaf Obeid

farouqfarouq100@tu.edu.iq

8. Course Objectives

1. It aims to make students aware of the general foundations and principles upon which education is based, by reviewing a set of foundations such as the historical, social, economic and scientific foundations.
2. Developing values in Arab and Islamic education.
3. Teaching female students the skills to research education throughout history.

Course objectives

9. Teaching and learning strategies

- The standard method (giving lectures).
- Text method.
- Lecture, discussion, questioning
- Assessment methods
- Written tests

strategy

					10.structure The course
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Achievement tests	Lecture and discussion	Foundations of Education	Educational and psychological sciences	2	the first
=	=	The meaning of education and the goals of education	=	2	the second
=	=	Necessities and importance of education	=	2	the third
=	=	Educational theories	=	2	Fourth
=	=	Fields of Education	=	2	Fifth
=	=	Historical basis	=	2	Sixth
=	=	The development of the foundations of education	=	2	Seventh
=	=	Education in primitive societies	=	2	Eighth
=	=	Chinese Education	=	2	Ninth
=	=	Greek	=	2	tenth
=	=	Arabic Islamic Education	=	2	eleventh
=	=	Education in the pre-Islamic era	=	2	twelfth
=	=	Arab Educational Thought Figures / Ibn Khaldun	=	2	thirteenth
=	=	Ibn Sina	=	2	fourteenth

=	=	Al-Ghazali	=	2	fifteenth
=	=	Modern Education / Jean-Jacques Rousseau	=	2	Sixteenth
=	=	John Dewey	=	2	seventeenth
=	=	social basis	=	2	eighteenth
=	=	The relationship of education to society	=	2	nineteenth
=	=	The relationship between education and the environment	=	2	Twenty
=	=	Moral education	=	2	Twenty-one
=	=	Health education	=	2	Twenty-second
=	=	Family upbringing	=	2	Twenty-third
=	=	economic basis	=	2	Twenty-fourth
=	=	The concept of development	=	2	Twenty-fifth
=	=	Education and Development	=	2	Twenty-sixth
=	=	The economic return of education	=	2	Twenty-seventh
=	=	Development and Planning	=	2	Twenty-eighth
=	=	Education funding	=	2	Twenty-ninth
=	=	Sources of funding	=	2	thirty

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
20 marks for the written exam
5 marks for the daily work, distributed between daily exams or reports
50 marks for the end-of-year exam

12. Learning and teaching resources

Foundations Education	1- Books The scheduled Required
History, sociology, and economics books–The family in Islam	2. Main references (sources)

Educational philosophies– Educational meeting	A. Recommended books and references(Scientific journals, reports,....)
Educational and psychological websites	b) Electronic references, websites....

13 .Outputs of theDecisionMethods of teaching, learning, and assessment

أ- theCognitive objectives :

- 1- To make students aware of the principles of education.
- 2- To make students understand the historical basis of education.
- 3- Making students appreciate the importance of the social foundation .
- 4- To make students aware of the impact of education on the economy and development.
- 5- Making students understand the role of science in education.
- 6- They are familiar with educational systems.

ب-GoalsSkillsypertaining toDecision:

- 1- Developing scientific thinking.
- 2- Developing the student's historical skills.
- 3- Developing scientific criticism skills.

C-Affective and value-based objectives:

- 1- Knowledge of the civilization of Mesopotamia .
- 2- Developing social awareness.
- 3- Encouraging students to achieve academic success.

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

14- Curriculum Development Plan

Developing the curriculum according to the annual plan for updating the approved study programs at the college. Workshops, seminars, conferences, and benefiting from their recommendations.

Curriculum Skills Plan	
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Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Learning outcomes required from the program	
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General skills and rehabilitation transferred (Other skills related to employability and personal development)				Affective and value-based objectives				Goals Skills pertaining to program				Goals ID Y5				essential My choice	Course Name	Course code	Year / Level
D4	D3	D2	D0	Q4	Part 3	Part 2	Part 1	B4	B3	B2	B0	A4	A3	A2	A0				
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	essential	Principles of Education		the first

Course description template**1. Course Name** Educational Guidance / Stage Three**2. Course Code****3. Term/Year** 2026 - 2025**4. Date this description was prepared** 2025/10/05**5. Available attendance formats** Classroom lectures**6. Total number of study hours / 60 hours** Number of units (total) 4**7. Name of the course coordinator**

A.M. Farouk Khalaf Obeid

farouqfarouq100@tu.edu.iq**8. Course Objectives**

- 1- The concept of guidance, its principles, foundations, fields, methods, and how to employ them to achieve psychological, educational, and social well-being for students..
- 2- The role of the teacher as a mentor and educational advisor, and their role in helping the student achieve psychological, educational, and social adjustment.
- 3- Methods of collecting information, their importance, and the advantages and disadvantages of each.
- 4- Guidance programs and their importance in addressing the problems faced by students.
- 5- Parents and teachers councils and their role in educational guidance.
- 6- Preparing a generation of female college graduates to teach in middle and high school levels.
- 7- Providing female students with science and knowledge to meet the demands of life and its development, and to benefit from learning experiences and transfer them to the environment, i.e., transferring the impact of learning within the educational institution and generalizing it to the situations of the environment.
- 8- To provide female students with educational and psychological knowledge and teach them modern principles, methods, and topics that educational and psychological guidance focuses on, as well as its theories and educational applications in the learning and teaching process.
- 9- To provide female students with psychological experiences and theories, as well as the results of local and international research and studies related to educational and psychological counseling.
- 10- Training students in writing research papers and reports, and summarizing theoretical and applied ideas in the field of developmental psychology.

**Course
objectives**

9. Teaching and learning strategies

- 1- Exploration
- 2- Giving the lecture
- 3- Discussion method

strategy**10. Program structure**

Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
One hour per week	Two hours a week	Educational guidance		Third Stage Bachelor's Degree

11. Curriculum Development Plan

- 1- Diverse sources for learning course topics
- 2- Staying informed about all that is new and emerging in the educational and psychological fields, and reviewing published and unpublished research and studies in universities and journals.
- 3- Benefiting from the latest findings of experimental research

13. Outputs of the program Required skills, teaching and learning methods, and assessment**I- Cognitive objectives**

- A1-To understand the concept of educational and psychological guidance
- A2-To classify the goals of educational and psychological guidance
- A3-To demonstrate the validity of the ideas presented in Carl Rogers' theory of self
- A4-To compare guidance and counseling
- A5-To design a guidance program to solve the problem of exam anxiety

B -Skills objectives pertaining to program

- for1 –The student's knowledge of the concept of self-adaptation and biological adaptation
- for2 –The student's ability to describe the behavior expected of her as a result of the lesson

Teaching and learning methods

10. Exploration
11. Giving the lecture
12. Discussion method

Assessment methods

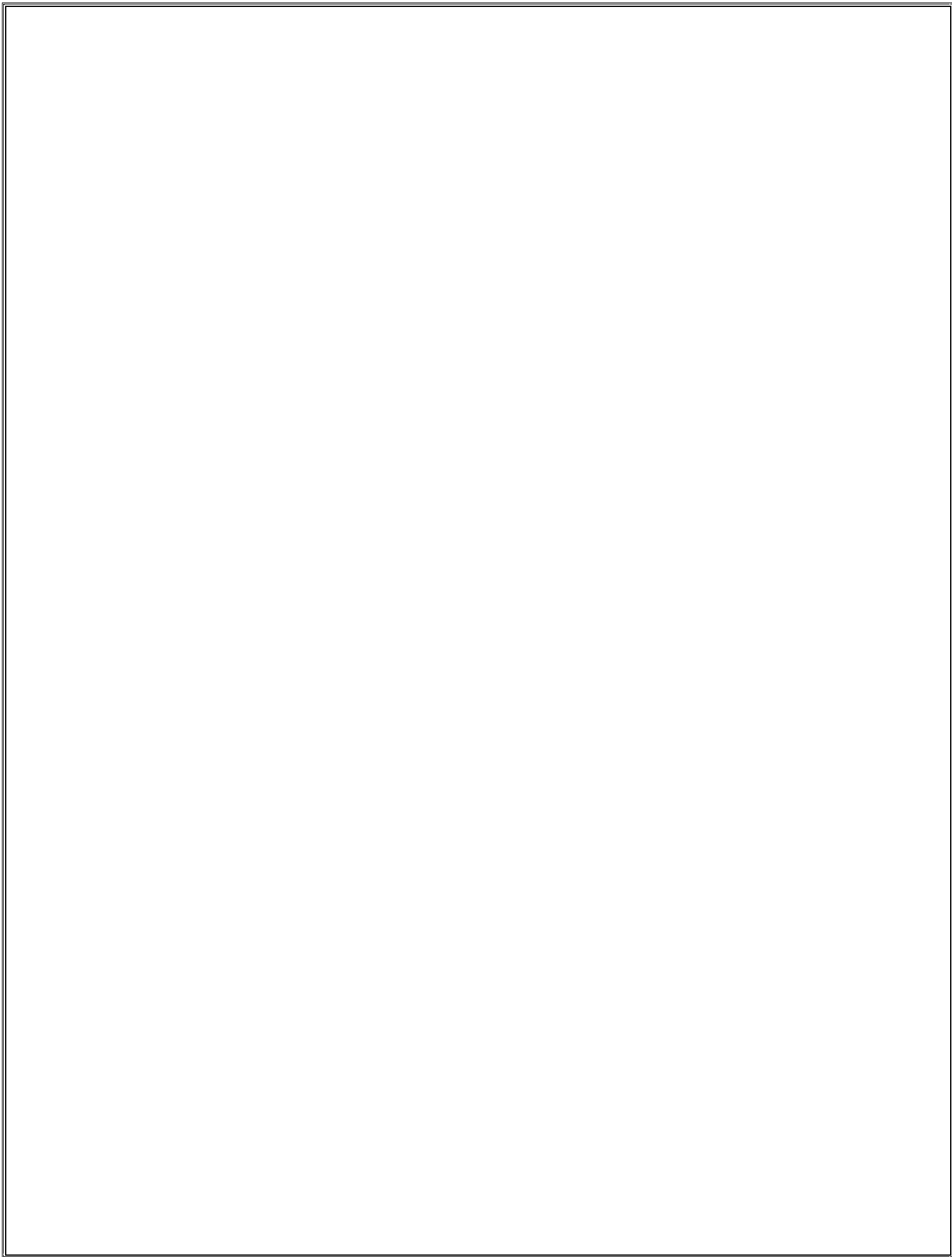
- 1- Theoretical tests
- 2- Reports and feedback from the student

C- Affective and value-based objectives.

- A1-The student should show interest in the topic of educational guidance.
- Part 2-She respects the ideas of other students in developing the guidance process.
- Q3-The ability to deal with female students inside and outside of school

Teaching and learning methods

- 1- Exploration
- 2- Giving the lecture
- 3- Discussion method



Curriculum Skills Plan	
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Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Learning outcomes required from the program

[illegible]

Course description template	
1. Course Name Ancient History of Iraq / First Stage	
2. Course Code	
3. Term/Year Academic year 2025-2026	
4. Date this description was prepared 05/10/2025	
5. Available attendance formats Classroom lectures	
6. Total number of study hours / 60 hours Number of units (total) 4	
7. Name of the course coordinator	
Name: Prof. Dr. Adham Hassan Farhan Idham.hassan@tu.edu.iq	Email:
8. Course Objectives	
- Developing a historical understanding of the history of ancient Iraq and its origins. - The most prominent of the world's civilizational achievements are in the land of Mesopotamia. - Knowing what Iraq has offered to the world From a civilization that taught the world to read and write	Course objectives
9. Teaching and learning strategies	
The standard method (giving lectures). Text Method.	strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
				2	September 3
				2	September 4
				2	October 1
				2	October 2
				2	October 3
Classroom performance and exams	Text method, standard method	Ancient Iraq	ability on development Knowledge Historical and employing it with Specializations The other	2	October 4
Classroom performance and exams	Text method, standard method	Geography of ancient Iraq	ability on development Knowledge Historical and employing it with Specializations The other	2	November 1
Classroom performance and exams	Standard method	The meaning of history	ability on development Knowledge Historical and employing it with Specialization	2	November 2

			ns The other		
Classroom performance and exams	Standard method	Sources for studying the history of Iraq	ability on development Knowledge Historical and employing it with Specializations The other	2	November 3
Classroom performance and exams	Standard method	Historical eras	ability on development Knowledge Historical and employing it with Specializations The other	2	November 4
Classroom performance and exams	Standard method and text method	Iraqi peoples	ability on development Knowledge Historical and employing it with Specializations The other	2	December 1
Classroom performance and exams	Standard method	The agesYakhiaearly	ability on development Knowledge Historical and employing it with Specializations The other	2	December 2
Classroom performance and exams	Text method and standard method	Akkadian Empire	ability on development Knowledge Historical	2	December 3

			and employing it with Specializations The other		
Classroom performance and exams	Text method and standard method	Babylonian era	ability on development Knowledge Historical and employing it with Specializations The other	2	December 4
Classroom performance and exams	Textual method and deductive method	Iraq, the land of Sumer, Akkad, and Assyria	ability on development Knowledge Historical and employing it with Specializations The other	2	January 1
Classroom performance and exams	Text method and standard method	The identity of the Akkadian peoples	ability on development Knowledge Historical and employing it with Specializations The other	2	January 4
Classroom performance and exams	Standard method	Sargon's successors	ability on development Knowledge Historical and employing it with Specializations The other	2	February 1

Classroom performance and exams	Standard method	The Kutian invasion	ability on development Knowledge Historical and employing it with Specializations The other	2	February 2
Classroom performance and exams	Standard method	Liberation Wars	ability on development Knowledge Historical and employing it with Specializations The other	2	February 3
Classroom performance and exams	Standard method	Third Dynasty of Ur	ability on development Knowledge Historical and employing it with Specializations The other	2	February 4
Classroom performance and exams	The deductive method and the textual method	The Amorite peoples	ability on development Knowledge Historical and employing it with Specializations The other	2	March 1
classroom performance	Standard method	Mari Kingdom	ability on development Knowledge Historical and employing it	2	March 2

			with Specializations The other		
Classroom performance and exams	Standard method and text method	The Age of Hammurabi	ability on development Knowledge Historical and employing it with Specializations The other	2	March 3
Classroom performance and exams	Standard method and text method	Assyria	ability on development Knowledge Historical and employing it with Specializations The other	2	March 4
Classroom performance and exams	Standard method and text method	Kings of the Empire	ability on development Knowledge Historical and employing it with Specializations The other	2	April 1
Classroom performance and exams	Standard method	Assyrian era	ability on development Knowledge Historical and employing it with Specializations The other	2	April 2
Classroom performance	Standard method	Babylonian Empire	ability on development	2	April 3

ce and exams			Knowledge Historical and employing it with Specialization ns The other		
Classroom performan ce and exams	Standard method	End of national rule	ability on development Knowledge Historical and employing it with Specialization ns The other	2	April 4
Classroom performan ce and exams	Text method and standard method	foreign occupation	ability on development Knowledge Historical and employing it with Specialization ns The other	2	May 1
_____	Problem-solving method	General review	numbers students For exams Final from during review The course Academic	2	May 2
_____	_____	Final exams	investigation Results Scientific Targeted For the decision	_____	May 3, 4

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
20 marks for the written exam
5 marks for the daily work, distributed between daily exams or reports
50 marks for the end-of-year exam

12. Learning and teaching resources

Iraq in ancient history Dr. Amer Suleiman Sami Mohammed	Required textbooks (methodology, if applicable)
- Taha Baqir Introduction to the History of Ancient Civilizations - Ibrahim Sharif The geographical location of ancient Iraq	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

1. Course Name Human Rights and Democracy

2. Course Code

3. Chapter/Year 2025/2026

4. Date this description was prepared / 2025/10/05

5. Available forms of attendance/Classroom lectures

6. Total number of study hours / 28

7. Number of units / 2

8. Name of the course coordinator (if there is more than one, mention it)

Name: **M.Dr. Mahmoud Dakhil Ali**

Email: Mahmood.dakhel@tu.edu.iq

9. Course Objectives

Course objectives

The aim of studying the human rights approach is to ensure that people's basic needs are met and to encourage freedom of opinion and expression. It may reflect the minimum standards necessary to live in dignity. Also, human rights provide the necessary protection for individuals, such that ignoring them may lead to or contribute to increased violence.

10. Teaching and Learning Strategies

- The standard method (giving lectures)
- Text method

11. Course Structure

Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Definition of human rights and The concept of human rights		1	November 3
Classroom performance and exams	Standard method	Features and Characteristics of human rights		1	November 4
Classroom performance and exams	Standard method	Human rights in ancient civilizations		1	December 1
Classroom performance and exams	Standard method	Human rights in Islam		1	December 2

Classroom performance and exams	Standard method	Human rights in middle ages		1	December 3
Classroom performance and exams	Standard method	Human rights in modern thought and legislation		1	December 4
Classroom performance and exams	Standard method	Term test		1	January 1
Classroom performance and exams	Standard method	International recognition of human rights		1	January 2
Classroom performance and exams	Standard method	Universal Declaration of human rights		1	January 3
Classroom performance and exams	Standard method	Contemporary regional recognition to human rights		1	January 4
Classroom performance and exams	Standard method	Forms and generations of human rights		1	February 1
Classroom performance and exams	Standard method	The role of non-governmental organizations		1	February 2
Classroom performance and exams	Standard method	Spring break		1	February 3
Classroom performance and exams	Standard method	Human rights guarantees		1	February 4
Classroom performance	Standard method	concept Democracy		1	March

and exams					1
Classroom performance and exams	Standard method	Elements of democracy		1	March 2
Classroom performance and exams	Standard method	Conditions of democracy		1	March 3
Classroom performance and exams	Standard method	a test		1	March 4
Classroom performance and exams	Standard method	multi-party system		1	April 1
Classroom performance and exams	Standard method	peaceful transfer of power		1	April 2
Classroom performance and exams	Standard method	The provisions of the Constitution for the executive, legislative, and judicial branches (American Constitution)		1	April 3
classroom performance	Standard method	party system		1	April 4
Classroom performance and exams	Standard method	Democracy in Iraq		1	May 1
Classroom performance and exams	Standard method	The party system in the monarchy		1	May 2
Classroom performance	Standard method	The beginning of parliamentary		1	May

and exams		work in Iraq			3
Classroom performance and exams	Standard method	a test		1	May 4

12. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
 20 marks for the written exam
 5 degrees for the day
 50 marks for the end-of-year exam

13. Learning and teaching resources

- The prescribed textbook:
- Islamic perspectives on the Universal Declaration of Human Rights/:Mr. Muhammad al-Sadr
- Studies in Freedom and Democracy/d.Hamed Hamza Al-Dulaimi
- Human Rights and Democracy: Maher Sabri.

Sourceschock:

- Democracy and Human Rights: Ali El-Din Hilal.
- Websites: Platforms officially approved by the Ministry of Higher Education such as (Academia Education) and ((Google Scholar) and (ResearchGate).

Course description template

1. Course Name: Modern Iraqi History	
Third grade	
2. Course Code	
1258-1918	
3. Term/Year	
2025 - 2026	
4. Date this description was prepared	
2025/10/05	
5. Available attendance formats: Classroom lectures	
6. Total study hours / 60 hours. Total number of units: 4	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Abdul-Razzaq Khalifa Ramadan	Email: abdulrazzaq.ramadhan@tu.edu.iq
8. Course Objectives	
-To develop a clear vision among female students at this stage regarding the subject of modern Iraqi history. -To broaden the students' understanding and introduce them to the important events that have occurred in the history of modern Iraq.	Course objectives

-Strengthening national spirit and pride in the homeland after learning about the achievements of our ancestors and the accomplishments they left behind at all levels.	
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9. Teaching and learning strategies

The standard method (giving lectures). Text Method	strategy
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10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
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					10. Course Structure
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	The standard method, the text method	Introduction to the Sources of Modern Iraqi History		2	September 3
Classroom performance and exams	Standard method, text method	Mongol invasion of Iraq		2	September 4
Classroom performance and exams	Standard method, text method	Iraq from the Jalayirid occupation to the Safavid occupation 1337-1514		2	October 1
Classroom performance and exams	Standard method, text method	The Ottoman State and its administrative and military organizations		2	October 2
Classroom performance and exams	Text method, standard method	The first Ottoman occupation of Iraq 1514-1638		2	October 3
Classroom performance and exams	Text method, standard method	Ottoman expansion towards Iraq		2	October 4
Classroom performance and exams	Text method, standard method	Ottoman occupation of the rest of Iraq		2	November 1

Classroom performance and exams	Standard method	Basra was a naval base in the Ottoman-Portuguese conflict.		2	November 2
Classroom performance and exams	Standard method	Ottoman administration in Iraq		2	November 3
Classroom performance and exams	Standard method	The Safavid-Ottoman conflict over Iraq		2	November 4
Classroom performance and exams	Standard method and text method	Ottoman campaigns to recapture Iraq 1625-1638		2	December 1
Classroom performance and exams	Standard method	Ottoman-Iranian relations and their impact on Iraq 1639-1750		2	December 2
Classroom performance and exams	Text method and standard method	The era of ruling families in Iraq		2	December 3
Classroom performance and exams	Text method and standard method	The Mamluks in Baghdad		2	December 4
Classroom performance and exams	Textual method and deductive method	The noble family in Mosul		2	January 1
Spring break from 14/1/2026To 25/1/2026					
Classroom performance and exams	Text method and standard method	The Baban family		2	January 4
Classroom performance and exams	Standard method	Increasing European influence in Iraq		2	February 1
Classroom performance and exams	Standard method	The Late Ottoman Era (1831-1918) and the Impact of the Ottoman Reform Movement on Iraq		2	February 2
Classroom performance	Standard method	Reforms during Midhat		2	February 3

and exams		Pasha's reign			
Classroom performance and exams	Standard method	European colonial rivalry over Iraq		2	February 4
Classroom performance and exams	The deductive method and the textual method	General conditions in Iraq during the Ottoman era, including economic life		2	March 1
classroom performance	Standard method	Social life in Iraq during the Ottoman era		2	March 2
Classroom performance and exams	Standard method and text method	Education in Iraq		2	March 3
Classroom performance and exams	Standard method and text method	The emergence of printing and the rise of newspapers		2	March 4
Classroom performance and exams	Standard method and text method	British occupation of Iraq		2	April 1
Classroom performance and exams	Standard method	The importance of Iraq to British policy at the beginning of the twentieth century		2	April 2
Classroom performance and exams	Standard method	British military occupation of Iraq		2	April 3
Classroom performance and exams	Standard method	The stance of religious figures and tribal leaders towards the British occupation of Iraq 1914-1918		2	April 4
Classroom performance and exams	Text method and standard method	Najaf Revolution		2	May 1
_____	Problem-solving method	General review		2	May 2
_____	_____	Final exams		_____	May 3, 4

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
20 marks for the written exam
5 marks for the daily work, distributed between daily exams or reports
50 marks for the end-of-year exam

12. Learning and teaching resources

Inas Saadi Abdullah. Modern History of Iraq 1258-1918	Required textbooks (methodology, if applicable)
Dr. Khalil Ali Murad, Iraq in the Ottoman Era. Stephen Hemsley Longrigg. Four Centuries of Modern Iraq Dr. Abdulaziz Suleiman Nawar. Modern History of Iraq	Main references (sources)
Ali al-Wardi, Social Glimpses from the History of Modern Iraq	Recommended supporting books and references (scientific journals, reports...)
Iraqi academic scientific journals	Electronic references, websites

Course description

1.SM. the course	
Crimes of the Ba'ath regime in Iraq	
2.Course code	
3.Semester/Year	
annual	
4.Date this description was prepared	
2025/10/5	
5.shapesAvailable attendance	
Attendance on a weekly basis	
6. Total number of study hours / Total number of units	
Two hours of study, morning and evening, sections A and B, for the English Department	
7. Name of the course coordinator (if there is more than one name, mention it).	
M.M. Salwa Abdel Ali Abdel Hamid, Email: Salwa.ali@tu.edu.iq	
8. Course Objectives	
1. Definition of theLubaThe most important thingRaimBa'ath Party in IraqAQ. 2. Turning a blind eye to serious human rights violations. 3. A detailed explanation of the definition of violations.tounder the previous regime 4. A statement of the facts about this unjust system from the generations that have not yet passedIn stageswisdom.	Objectives of the subjectStudy
9. StrategiesGeneralization	
– Study of crimes committed by theHe threw itBy the Ba'ath regime. – Revealing the nature of theRaimThe privatefor himBy the Ba'ath regime. – Clarifying the most important of these crimes and the serious consequences they have led to today, which have been reflected in reality and have affected all sectors without exception.	strategy

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12. Course structure

Evaluation Method	Method of generalization	Unit or topic name	Desired generalization outcomes	Hours	Week
Oral questions and answers and written tests	Presentation, discussion, and clarification using illustrative diagrams of the material.	Introduction to the crimes of the Ba'ath Party	Ba'ath Party crimes in Iraq	1	1
		The concept of crimes		1	2
		Crime Departments		1	3
		Definition of crimes, linguistically and technically		1	4
		Crimes of the Ba'ath regime according to the International Criminal Court		1	5
		Types of international crimes		1	6
		Decisions issued by Supreme		1	7

		Criminal Court			
		Introduction to Psychological Crimes Social issues, their effects, and the most prominent violations		1	8
		Psychological crimes		1	9
		Mechanisms of psychological crimes		1	13
		Effects of psychological crimes		1	11
		social crimes		1	12
		militarization of society		1	13

		The Ba'athist regime's stance on religion		1	14
		Violations of Iraqi laws		1	15
		Images of human rights violations and crimes committed by the authorities		1	16

		Some decisions regarding the political and military violations of the Ba'ath regime		1	17
		Prisons and detention centers of the Ba'ath regime		1	18
		Introduction to Environmental Crimes		1	19
		War and radioactive pollution and landmine explosions		1	23
		Examples of affected cities include Basra and Halabja.		1	21
		The destruction of cities and villages is a scorched earth policy.		1	22
		Evidence of a scorched earth policy		1	23
		draining the marshes		1	24
		Deforestation of palm groves trees and plants		1	25
		Introduction to Mass Grave Crimes		1	26
		Introduction to mass graves		1	27

		Genocide grave events Crimes committed by the Ba'athist regime		1	28
		Events of 1963 and events in between 1979 -2333m		1	29
		Chronological classification of genocide graves		1	33

Course evaluation

50A grade for annual effort25Each chapter is divided as follows:25Written exam score5Daily grades and5Grades for attendance and absences50End-of-year exam grade

Education and teaching resources

Crimes of the Ba'ath regime in Iraq / Prepared by a specialized committee in the Ministry of Higher Education and Scientific Research Scientific	Required textbooks and curriculum, if any
1- Archives of the Political Prisoners Foundation 2- Martyrs Foundation Archives. 3- Archive of the Iraqi Center for Documenting Extremism Crimes at the Holy Abbasid Shrine. 4- Salim Matar / Encyclopedia of the Iraqi Environment 5- The Civilization of Mesopotamia, by Issa and Dr. Abbas Attia / United Nations reports condemning the Ba'ath regime for human rights violations during the period from 1991 to 2003. ... and other sources	Main References Sources
Hassan Al-Khayyat / Geography of the Marshes and Swamps of Southern Iraq.	Main Books and Sources

Which websites enhance the vocabulary of the material?

Recommended books
and references
(scientific journals,
reports).

Electronic references,
websites

Course description template

1. Course Name: Teaching Methods /

Phase Three

2. Course Code

3. Term/Year

2026 – 2025

4. Date this description was prepared

2025/10/05

5. Available attendance formats

Classroom lectures

6. Total number of study hours /

60 hours, number of units (total) 4

7. Name of the course coordinator		
A.M.D. Mubdir Muhammad Ali		mobder.ma@tu.edu.iq
8. Course Objectives		
1- To make students understand the nature of curricula and teaching methods and their role in the educational process. 2- Enabling female students to learn about traditional methods that rely on the teacher. 3- Students should be familiar with student-centered teaching methods. 4- Students' familiarity with educational objectives and how to formulate them. 5- To equip female students with teaching skills. 6- Students' knowledge of lesson planning. 7- To make students understand assessment, its types and tools. 8- Providing students with experiences, theories, research findings and studies regarding teaching methods.		Course objectives
9. Teaching and learning strategies		
4- interrogation 5- Giving the lecture 6- Discussion method	strategy	

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	60 hours	Week 30
oral test	Lecture	The meaning of teaching and its trends	Bachelor of Education in Educational and Psychological Sciences	2	the first
=	discussion	Teaching theories	=	2	the second
Formative test	Lecture	Concepts of teaching methods and techniques	=	2	the third
=	interrogation	Teaching objectives	=	2	Fourth
oral test	discussion	Evolution of teaching methods	=	2	Fifth
=	Lecture	Traditional and modern classification of teaching methods	=	2	Sixth
=	Discussion and measurement	The method of recitation	=	2	Seventh
Semester written exam	Term test	Term test	=	2	Eighth
oral test	Problem solving	The developed lecture	=	2	Ninth
=	Lecture	Advanced organizations	=	2	tenth
=	=	Exploration method	=	2	Eleventh
=	=	Problem-solving method	=	2	twelfth
=	Short reports	Interrogation method	=	2	thirteenth
=	discussion	Teaching skills: preparation, closure, and feedback	=	2	fourteenth
=	=	The skills of reinforcement and diversification of stimuli	=	2	fifteenth
=	=	concept Those needs Private Their characteristics difficulties Learning	=	2	Sixteenth
=	discussion	means Educational Private With my family needs Private Methods teaching Those needs Private	=	2	seventeenth
=	=	Factors influencing teacher behavior and tools for observing teaching behavior	=	2	eighteenth

=	=	Lesson planning	=	2	nineteenth
=	=	Types of study plans	=	2	Twenty
Written test	Term test	Term test	=	2	Twenty-one
Formative test	Problem solving	Sample study plans	=	2	Twenty-second
=	=	Cooperative learning	=	2	Twenty-third
oral test	Lecture	constructivist learning strategy	=	2	Twenty-fourth
=	Measurement	Examples of the learning cycle	=	2	Twenty-fifth
=	discussion	Concept mapping strategy	=	2	Twenty-sixth
=	interrogation	Practical lessons on constructivist learning	=	2	Twenty-seventh
=	Lecture	The concept of evaluation, its importance and methods	=	2	Twenty-eighth
Written test	Term test	Term test	=	2	Twenty-ninth
oral test	Lecture	Types and areas of lesson assessment	=	2	thirty

11. Program structure			
12. Course evaluation			
30 degrees for seeking The semester In fact 30	One grade per semester, divided as follows:		
Credit Hours	Course name	Course code	Academic
25 Grade for the written exam and 5 Daily grades (Daily tests or reports)	70 marks for the final exam		stage
13. Learning and teaching resources			
General Teaching Methods (Dawood Maher Mohammed and Majeed Mahdi Mohammed)	One hour per week	Two hours a week	1. Required textbooks
Teaching Compass, by Professor Nidal Muzahim Rashid			2. Main references (sources)
Educational philosophies –Curricula and teaching methods		A- Recommended books and references (scientific journals, reports)	
1- Educational and psychological websites/ - College and University Website - The relevant section's books and sources - University Central Library		b) Electronic references, websites....	

14 .Outputs of theprogramRequired skills, teaching and learning methods, and assessment

ب- Cognitive objectives

- 1-The student should know the teaching
- 2-The student should know the teaching methods.
- 3-The student has multiple types of educational objectives.
- 4-The student should explain the reason for the multiple teaching methods.
- 5-The student should mention the teaching skills.

B -Skills objectivespertaining toprogram

- 1 –The student's knowledge of how to write a daily lesson plan
- 2 –The student's ability to describe the behavior expected of her as a result of the lesson
- 3 –Reviewing the educational objectives

Teaching and learning methods

1. The exploratory method
2. The method of delivering the lecture
3. Discussion Method

Assessment methods

- 3- Theoretical tests
- 4- Reports and feedback from the student.

C- Affective and value-based objectives.

- 1-The student should show interest in the topic of teaching methods.
2. Respects the ideas of other students in developing teaching methods.
- 3-The ability to interact with students inside and outside of school
- 4- That the student develops educational values within herself

Teaching and learning methods

- 4- Exploration
- 5- Giving the lecture
- 6- Discussion method

Assessment methods

11. Theoretical tests
12. Reports and feedback from students

15 Curriculum Development Plan

- 4- Diverse sources for learning course topics
- 5- Staying informed about all that is new and emerging in the educational and psychological fields, and reviewing published and unpublished research and studies in universities and journals.
- 6- Benefiting from the latest findings of experimental research

Curriculum Skills Plan

Please check the boxes corresponding to the individual learning outcomes from the program that are being assessed.

Learning outcomes required from the program																			
General skills and rehabilitation Transferred (Other skills related to employability and personal development)				Affective and value-based objectives				Goals Skills pertaining to program				Goals IDYS				essential My choice	Course Name	Course code	Year / Level
D4	D3	D2	D1	Q4	Part 3	Part 2	Part 1	B4	B3	B2	B1	A4	A3	A2	A1				
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	essential	Teaching methods		Third

Course Description	
1. Course Name	
History of the Americas – Phase Four	
2. Course Code	
3. Year	
2025-2026	
4. Date this description was prepared	
5/10/2025	
5. Available attendance formats	
Full attendance	
6. Number of study hours	
(Total 48 hours) / Number of units (total) 2	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Prof. Dr. Idris Hardan Mahmoud Email: adreshardan@tu.edu.iq	
8. Course Objectives	
- Students should turn to sources of modern and contemporary history to learn about the development of the history of the Americas and the history of the United States of America by activating a set of academic scientific research methods. - His study of the history of the formation of the United States of America, and the emergence and liberation of the countries of South America.	- Students should love the subject of the History of the Americas and the History of the United States of America in order to increase their historical, political and economic knowledge in it. - A study of the history of geographical discoveries of the New World.
9. Teaching and learning strategies	
- Students understood that they are the future leaders in managing the educational process. - Linking historical events to existing experiences and benefiting from these experiences. - Increasing the individual's ability and effectiveness in performing his teaching duties.	- Allowing the accumulation of scientific knowledge through reading and preparing research based on the historical method. - The instructor practices his work according to a theoretical framework that guides his work with his students in a scientific manner. - Achieving the goals of the profession in raising scientific awareness of historical events.

10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Chapter One: Introduction to Geographical Explorations and the Discovery of the American Continent.	2	September	Week 3
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Geographical explorations and the discovery of the American continent.	2	September	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Geographical explorations and the discovery of the American continent.	2	October	Week 1
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom	Text method, standard method	Spanish geographical explorations in the American continent.	2	October	Week 2

program, i.e., educational twinning.					
The lecture includes delivering the lecture, classroom discussion, and possibly supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	English geographical explorations in the North American continent.	2	October	Week 3
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Dutch geographical explorations in the North American continent.	2	October	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	British expansion into Canada.	2	November	Week 1
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Chapter Two: The American Revolution.	2	November	Week 2

Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	War of Independence.	2	November	Week 3
In-person written exams	Written test method	First semester exam	2	November	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Chapter Three: The Spanish and Portuguese Colonies in South America.	2	December	Week 1
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program (i.e., educational twinning).	Text method, standard method	The Spanish and Portuguese colonies in South America.	2	December	Week 2
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Spanish and Portuguese colonies in South America	2	December	Week 3

Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	The Spanish and Portuguese colonies in South America.	2	December	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	The Spanish and Portuguese colonies in South America.	2	January	Week 1
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Chapter Four: The isolation of the United States of America in the Monroe Doctrine and the League of American States.	2	January	Week 2
		Spring break	2	January	Week 3
		Spring break	2	Canon 2	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	The isolation of the United States of America in the Monroe Doctrine.	2	February	Week 1

Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	The American people and the vastness of its states.	2	February	Week 2
		Student application		February	Week 3
		Student application		February	Week 4
		Student application		March	Week 1
		Student application		March	Week 2
		Student application		March	Week 3
		Student application		March	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Chapter Five: The American people and the expansion of its states westward	2	April	Week 1
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	Text method, standard method	Chapter Six: The Civil War in the United States of America.	2	April	Week 2
Delivering the lecture	Text method,	The American	2	April	Week 3

and engaging in classroom discussion, and perhaps supplementing the lecture with supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.	standard method	Civil War.			
In-person written exams	Written test method	Second semester exam	2	April	Week 4
Delivering the lecture and engaging in classroom discussion, and perhaps supplementing the lecture with	Text method, standard method	Chapter Seven: The United States' Entry into World War I and its Consequences	2	May	Week 1
11. Course Evaluation					
The course assessment is (5) marks daily, with (10) marks for each written exam, at least (2) exams per semester, totaling 25 marks for the first semester. The second semester follows a similar grading system, resulting in a total of (50) marks for the year.					
While the final exam grade is out of (50), the coursework for the first and second semesters is added to it = 100 marks for the course.					
Delivering the lecture	Text method,	The United	2	May	Week 2
12. Learning and teaching resources					
classroom discussion, and perhaps supplementing the lecture with	method	into world war II and its consequences			
Abdel Fattah Hassan Abu Aliya, The Political Formation of the Americas.					
supplementary electronic assignments according to the Google Classroom program, i.e., educational twinning.					
Hashim Saleh Al-Tikriti, History of the American Colonies.					
Kamal Mazhar Ahmed, The Great Powers.					
Emphasizing important questions with students	Text method,	General review of the curriculum	2	May	Week 3
and reviewing semester exam questions	and retrieval method				
Virtual Library, Ministry of Higher Education					
End-of-year written exam	Scientific research- Locations of libraries in some international universities	The final exam has begun	3	May	Week 4
End-of-year written exam		The final exam has begun	3	June	Week 1
And Arabic.					
exam					

Course description template

1. Course Name History of Europe in the Middle Ages /					
First stage					
2. Course Code					
3. Term/Year					
2025 -2026					
4. Date this description was prepared					
5/10/2025					
5. Available attendance formats					
Classroom lectures + online					
6. Total number of study hours /					
90 hours, number of units (total) 6					
7. Name of the course coordinator (if there is more than one, mention it)					
Name: Dr. Rana Abdel Aziz Shehab				Email:nnn86070@tu.edu.iq	
8. Course Objectives					
- To enable female students to learn about the history of Europe in the Middle Ages, enabling them to understand the most important historical events that Europe witnessed during that period of its medieval history. - Introducing students to the most prominent historical figures who shaped the history of Europe. - To familiarize students with the most prominent events and incidents that Europe witnessed during that period of time. - To introduce students to the most prominent factors that contributed to the collapse of the Roman Empire in the West - Introducing students to the most prominent cultural aspects of Europe in the Middle Ages.					Course objectives
9. Teaching and learning strategies					
- The standard method (giving lectures). - Text method - Using maps. - Using historical images.					strategy
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	Factors contributing to the decline of the Western Roman Empire and the fall of		3	November 3

		Rome in 476 AD			
Classroom performance and exams	The method Standard Text method	The Roman Empire during the reigns of Diocletian and Constantine the Great		3	November 4
Classroom performance and exams	The method Standard Text method	Christianity and the emergence of heretical movements		3	December 1
Classroom performance and exams	The method Standard Text method	The Huns and Germanic tribes: their customs and relations with the empire		3	December 2
Classroom performance and exams	The method Standard Text method	The end of the Roman Empire in the West		3	December 3
Classroom performance and exams	The method Standard Text method	Eastern Ghouta, and The rise of the Merovingian Frankish kingdom		3	December 4
Classroom performance and exams	The method Standard Text method	The Clovis Wars, and the return of imperial power to Italy		3	January 1
Classroom performance and exams	The method Standard Text method	The end of Merovingian rule, and the rise of the Carolingians to power.		3	January 2
Classroom performance and exams	The method Standard Text method	Charlemagne: His wars, coronation, and administration during his reign		3	January 3

Classroom performance and exams	The method Standard Text method	Louis the Pious, the Treaty of Verdun, and the factors leading to the decline and collapse of the Carolingian Empire		3	January 4
Classroom performance and exams	The method Standard Text method	Feudalism: Factors contributing to the emergence of feudalism and the development of its institutions		3	February 1
Classroom performance and exams	The method Standard Text method	England before and after the Norman Conquest		3	February 2
Classroom performance and exams	The method Standard text method	The conflict between John I and the barons, and the emergence of the Magna Carta		3	February 4
Classroom performance and exams	The method Standard text method	England, late fifteenth century		3	March 1
Classroom performance and exams	The method Standard Text method	France after the Treaty of Verdun, and the rise of the Capetian dynasty		3	March 2
Classroom performance and exams	The method Standard Text method	France during the reigns of Philip II and Louis IX and the end of the		3	March 3

		Capetian dynasty			
Classroom performance and exams	The method Standard text method	The Hundred Years' War (1337-1453): Its Causes, Events, and Consequences		3	March 4
Classroom performance and exams	The method Standard Text method	Germany under the Saxon dynasty of Otto the Great and his successors		3	April 1
Classroom performance and exams	The method Standard Text method	Germany under the Frankish dynasty and the beginnings of the conflict with the papacy		3	April 2
Classroom performance and exams	The method Standard Text method	Henry IV and the Protestant Reformation		3	April 3
Classroom performance and exams	The method Standard Text method	Germany under the Hohenstaufen dynasty and the ongoing conflict with the papacy		3	April 4
Classroom performance and exams	The method Standard text method	The Crusades: their causes, events, and consequences		3	May 1
		General review			May 2
		Final exams			March 3-4

1. Course Evaluation

50 marks for the annual effort, with 25 marks allocated for each semester, divided as follows:
20 marks for the written exam
5 marks for the daily work, distributed between daily exams or reports
50 / End-of-year exam mark

12. Learning and teaching resources

History of Europe in the Middle Ages / Abdul Amir Muhammad Amin – Muhammad Tawfiq Hussein	Required textbooks (methodology, if applicable)
- A Vision of the Fall of the Roman Empire / Mahmoud Muhammad - The History and Civilization of Medieval Europe / Joseph Nassim - History of Europe in the Middle Ages / Saeed Abdel Fattah Ashour History of Europe in the Middle Ages / Inas Muhammad Al-Bahiji	Main references (sources)
Historical books bearing the same title	Recommended supporting books and references (scientific journals, reports...)
All the course syllabus information is available online.	Electronic references, websites

Course description template

1. Course Name (History of Arab Civilization in Andalusia)					
Phase Two					
2. Course Code					
3. Term/Year (Annual)					
2025/2026					
4. Date this description was prepared					
5/10/2025					
5. Available attendance formats					
(Classroom lectures)					
6. Number of study hours					
(60Hours) / Number of units (2hour)					
7. Name of the course coordinator (if there is more than one, mention it)					
Name: Prof. Dr. Widad Kurdi Thalj Email: wedad.th@tu.edu.iq					
8. Course Objectives					
1- Teaching female students about the history of Arab civilization in Andalusia, which is part of Islamic history, and learning about the furthest extent of Muslim conquests in Spain. 2- To introduce students to the most important eras that ruled in Andalusia and the most important achievements that took place in those eras, in a way that enables them to distinguish between the eras that Islamic civilization in Andalusia went through.. 3- Student introductionHow did the Arab state in Andalusia fall?					Course objectives
9. Teaching and learning strategies					
noTTraditional teaching methods will not be used here, but observation and interviews will be employed to try to understand the student's ideas about affective and value-based goals in this regard.p.					strategy
10. Course Structure					
Evaluation	Learning	Unit or topic name	Required	Hours	Week

Method	method		learning outcomes		
Classroom performance and exams	Standard method Text method	The era of the conquest (92-95 AH), Andalusia before the conquest.		2	October 1
Classroom performance and exams	Standard method Text method	The era of the governors (95-1385), the most famous governors		2	October 3
Classroom performance and exams	Standard method Text method	The demographics or elements of Andalusian society		2	October 4
Classroom performance and exams	Standard method Text method	Stability and organization of the country, spread of Islam		2	November 1
Classroom performance and exams	Standard method Text method	The Emirate period (138-316), the establishment of the Umayyad Emirate		2	November 2
Classroom performance and exams	Standard method Text method	Famous princes, domestic politics		2	November 3

Classroom performance and exams	Standard method Text method	Foreign policy (Norman attacks, Christian kingdoms, diplomatic relations with the Byzantine state)		2	November 4
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Classroom performance and exams	Standard method Text method	Characteristics and achievements of the Emirate era		2	December 1
Classroom performance and exams	Standard method Text method	Economic and social conditions, administrative regulations, urban development achievements, scientific aspect.		2	December 2
Classroom	Standard	The era of the		2	Canon

performance and exams	method Text method	Caliphate (316-422 AH), the establishment of the Caliphate.			
Classroom performance and exams	Standard method Text method	Key events and issues of this era The general conditions of the Caliphate era, and its achievements.		2	December 4
Classroom performance and exams	Standard method Text method	foreign policy (The Fatimids, the Idrisids, the Normans, the Spanish kingdoms)		2	January 1
Classroom performance and exams	Standard method Text method	Diplomatic relations with the Byzantine State, the Roman Empire, Italy), characteristics of the Caliphate era: economic and social conditions.		2	January 2
		Mid-year break			January 3
		Half-six holiday			January 4
Classroom performance and exams	Standard method Text method	Administrative structures, architectural achievements, scientific aspects, the era of the chamberlain, and the fall of the Umayyad Caliphate		2	February 1
Classroom performance and exams	Standard method Text method	Andalusia after the death of Al-Nasir: The era of Al-Mustansir Billah		2	February 2
Classroom performance and exams	Standard method Text method	The era of the Taifa kingdoms (422-484 AH): Political manifestations and the rise of the Taifa states		2	March 1
classroom performance	Standard method	The most important countries of the sects		2	March 2

	Text method				
Classroom performance and exams	Standard method Text method	The conflict with the Spanish kingdoms Characteristics of the era of the sects		2	March 3

Classroom performance and exams	Standard method Text method	The Almoravid era (484-540 AH) Their political and military role in Andalusia.		2	March 4
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Classroom performance and exams	Standard method Text method	Characteristics of the Almoravid era		2	April 1
Classroom performance and exams	Standard method Text method	The era of the Almohads (540-620 AH) Their political and military role in Andalusia, characteristics of the Almohad era		2	April 2
Classroom performance and exams	Standard method Text method	The Kingdom of Granada (635-897 AH) and the end of Arab rule, the rise of the kingdom, the conflict with the Christian kingdoms		2	April 3
Classroom performance and exams	Standard method Text method	The conditions of Granada and its most important achievements,		2	April 4
Classroom performance and exams	Standard method Text method	The plight of the Muslims in Granada, civilization in the Kingdom of Granada.		2	May 1
_____	Standard method Text method	General review		2	May 2
_____	_____	Final exams			May 3 and 4

11. Course Evaluation

Formative assessment through daily exams, observing the student's performance in classroom discussions and homework, and classroom assessment.

- Diagnostic assessment through semester and final exams to issue judgments of success and failure.

12. Learning and teaching resources

- The History and Civilization of the Arabs in Andalusia by Dr. Khalil Ibrahim Al-Samarrai - Dr. Abdul Wahid Dhunoun - Andalusian History from the Islamic Conquest to the Fall of Granada, by Dr. Abdul Rahman Al-Hajji	Required textbooks (methodology, if applicable)
- The history of Andalusia from the Islamic conquest to the fall of Andalusia D. Wadih Abu Zaydoun - Andalusia: From Conquest to Fall - Raghib Al-Sirjani	Main references (sources)
All books that dealt with and researched the history of the Andalusian state in all its political, administrative, economic and intellectual aspects, as well as research and articles published in reputable local and Arab scientific journals.	Recommended supporting books and references (scientific journals, reports...)
The Comprehensive Library and the Library of the Great Mosque	Electronic references, websites

Course description**1. Course Name**

Crimes of the Ba'ath regime in Iraq

2. Course code**3. Semester/Year**

annual

4. Date this description was prepared

2025/10/5

5. Available forms of attendance

Attendance on a weekly basis

6. Number of study hours (total) / Number of units (total)

Two hours of morning study and two hours of evening study

7. Name of the course coordinator (if there is more than one name, mention it).

Name: M.M. Rouh AadYasin

Email: rawh.aad@tu.edu.iq

8. Course Objectives

1. Introducing students to the most important crimes of the Ba'ath Party in Iraq. 2. Highlighting serious human rights violations. 3. A detailed explanation defining the violations that occurred under the previous regime. 4. A statement of the facts about this oppressive system from the generations that did not go through its stages of rule.	Course Objectives
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9. Teaching and learning strategies

1. Studying the crimes committed by the Baath regime. 2. Uncovering the nature of the crimes committed by the Baath regime. 3. Clarifying the most important of these crimes and the serious consequences they have led to today, which have affected all sectors without exception.	strategy
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12. Course structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and answers and written tests	Presentation, discussion, and clarification using illustrative diagrams of the material.	Introduction to the crimes of the Ba'ath Party	Ba'ath Party crimes in Iraq	1	1
=	=	The concept of crimes	=	1	2
=	=	Crime Departments	=	1	3
=	=	Definition of crimes, linguistically and technically	=	1	4
=	=	Crimes of the Ba'ath regime according to the International Criminal Court	=	1	5
=	=	Types of international crimes	=	1	6
=	=	Decisions issued by Supreme Criminal Court	=	1	7

=	=	Introduction to Psychological Crimes Social issues, their effects, and the most prominent violations	=	1	8
=	=	Psychological crimes	=	1	9
=	=	Mechanisms of psychological crimes	=	1	13
=	=	Effects of psychological crimes	=	1	11
=	=	social crimes	=	1	12
=	=	militarization of society	=	1	13

=	=	The Ba'athist regime's stance on religion	=	1	14
=	=	Violations of Iraqi laws	=	1	15
=	=	Images of human rights violations and crimes committed by the authorities	=	1	16
=	=	Some decisions regarding the political and military violations of the Ba'ath regime	=	1	17
=	=	Prisons and detention centers of	=	1	18

		the Ba'ath regime			
=	=	Introduction to Environmental Crimes	=	1	19
=	=	War and radioactive pollution and landmine explosions	=	1	23
=	=	Examples of affected cities include Basra and Halabja.	=	1	21
=	=	The destruction of cities and villages is a scorched earth policy.	=	1	22
=	=	Evidence of a scorched earth policy	=	1	23
=	=	draining the marshes	=	1	24
=	=	Deforestation of palm groves trees and plants	=	1	25
=	=	Introduction to Mass Grave Crimes	=	1	26
=	=	Introduction to mass graves	=	1	27
=	=	Genocide grave events Crimes committed by	=	1	28

		the Ba'athist regime			
=	=	events1963 And events between 1979 - 2003m	=	1	29
=	=	Chronological classification of genocide graves	=	1	33

Course evaluation

The annual grade is 50 marks, divided into 25 marks per semester as follows: 25 marks for the written exam, 5 marks for daily participation, 5 marks for attendance, and 50 marks for the final exam.

Education and teaching resources

Crimes of the Ba'ath regime in Iraq / Prepared by a specialized committee in the Ministry of Higher Education and Scientific Research Scientific	Required textbooks and curriculum, if any
1- Archives of the Political Prisoners Foundation - Martyrs Foundation Archives. - Archive of the Iraqi Center for Documenting Extremism Crimes at the Holy Abbasid Shrine. - Salim Matar / Encyclopedia of the Iraqi Environment 5- The Civilization of Mesopotamia, by Issa and Dr. Abbas Attia / United Nations reports condemning the Ba'ath regime for human rights violations during the period 1991-2003. ... and other sources	Main references and Sources
Hassan Al-Khayyat / Geography of the Marshes and Swamps of Southern Iraq.	Main Books and Sources
Which websites enhance the vocabulary of the subject? .	Recommended books and references (scientific journals, reports). Electronic references, websites

Course description template

1. Course Name:					
History of the Arabs before Islam					
2. Course Code					
3. Term/Year:					
2025-2026					
4. Date this description was prepared:					
5/10/2025					
5. Available forms of attendance:					
My in-person with my online					
6. Total number of study hours /					
Number of units (total): 90 hours					
7. Name of the course coordinator (if there is more than one, please state):					
Name: Prof. Dr. Hanan Issa Jassim				Email: h.issa@tu.edu.iq	
8. Course Objectives					
- Introducing students to the history of the Arabs before Islam and their religion - Introducing students to Arab civilization before Islam - Expanding students' knowledge of the political, social, and economic conditions of Arabs before Islam				Course objectives	
9. Teaching and learning strategies					
Written tests and individual and group classroom participation. Direct observation of students' performance in the areas of dialogue and intellectual communication. Students are assigned to prepare scientific research papers to test their ability to gather sources, think, write, and draw conclusions.					
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	Geography of Arab history before Islam		2	November 1
Classroom performance and exams	Standard method Text method	Kingdom of Sheba		2	December 1
Classroom performance and exams	Standard method Text method	Himyarite Kingdom		2	December 2
Classroom	Standard	Nabataean		2	December 3

performance and exams	method Text method	Kingdom			
Classroom performance and exams	Standard method Text method	Mecca		2	December 4
Classroom performance and exams	Standard method Text method	Taif		2	January 1
Classroom performance and exams	Standard method Text method	Kingdom of Hatra		2	January 2
Classroom performance and exams	Standard method Text method	The political situation among the Arabs before Islam		2	January 3
Classroom performance and exams	Standard method Text method	Religious situation among Arabs before Islam		2	January 4
Classroom performance and exams	Standard method Text method	The economic situation of the Arabs before Islam		2	February 1
Classroom performance and exams	Standard method Text method	The Lakhmid State		2	February 2
Classroom performance and exams	Standard method Text method	Ghassanid State		2	February 3
Classroom performance and exams	Standard method Text method	Kingdom of Kinda		2	February 4
Classroom performance and exams	Standard method Text method	Yathrib		2	March 1
		Spring break		2	March 2
Classroom performance and exams	Standard method Text method	Trade relations between pre-Islamic Arabs and countries of Asia and Africa		2	March 3
Classroom performance and	Standard method	Foreign occupation of		2	March 4

exams	Text method	Yemen before Islam			
Classroom performance and exams	Standard method Text method	Civilized prayer with East Asian countries		2	April 1
Classroom performance and exams	Standard method Text method	Cultural ties with the peoples of Africa			April 2
Classroom performance and exams	Standard method Text method	External religions		2	Nissan3
Classroom performance and exams	Standard method Text method	Hajj rituals to Mecca		2	April 4
Classroom performance and exams	Standard method Text method	Palmyra		2	May 1
Classroom performance and exams	Standard method Text method	Political life in Yemen		2	May 2
Classroom performance and exams	Standard method Text method	The importance of the Hijaz region		2	May 3
		Final exams			May 4 June 1, 2, 3

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

12. Learning and teaching resources

History of the Arabs before Islam / Rashid Abdullah Al-Jumaili	Required textbooks (methodology, if applicable)
The Mediator in the History of the Arabs Before Islam / Hashim Yahya	Main references (sources)
History of the Arabs before Islam / Saleh Ahmed Al-Ali	Recommended supporting books and references (scientific journals, reports...)
Google Scholar Microsoft Academic ScienceDirect	Electronic references, websites

1. Course name.

Human Rights and Democracy / First Stage / Life Sciences

2. Course Code**3. Term/Year**

2025-2026

4. Date this description was prepared

5/10/2025

5. Available attendance formats

Classroom lectures

6. Total number of study hours

17 / Number of units (total) 1

7. Name of the course coordinator (if there is more than one, mention it)Name: M.M. Medhat Hamash Jassim Email: m.hamsh19@tu.edu.iq**8. Course Objectives**

- Students should become familiar with the basic principles of human rights as established by the Islamic religion and international laws and agreements.
- Students should learn about the real reasons behind the enactment of laws and declarations concerning human rights.
- The optimal preparation of a competent generation that knows all the details about human rights and democracy.

Course objectives**9. Teaching and learning strategies**

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
					October (1) October (2) October (3) October (4)
		30/10/2025	First lecture	Start of work	November (1) November (2) November (3)

Classroom performance and exams	Standard method, text method	Human rights in Greek and Egyptian civilizations		1	November (4)
Classroom performance and exams	Discussion and questioning method	Human rights in divine laws and religions		1	December (1)
Classroom performance and exams	Discussion and questioning method	Human rights sources		1	December (2)
Classroom performance and exams	Discussion and questioning method	Human rights guarantees at the domestic level		1	December (3)
			First month exam	1	December (4)
Classroom performance and exams	Discussion and questioning method	Human rights guarantees in Islam		1	January (1)
Classroom performance and exams	Discussion and questioning method	International human rights guarantees		1	January (2)
Classroom performance and exams	Discussion and questioning method	European Convention on Human Rights		1	January (3)
Classroom performance and exams	Discussion and questioning method	Human and child rights: the emergence and development of child rights principles.		1	January (4)

			Second month exam		February (1)
Classroom performance and exams	Discussion and questioning method	Children's rights in Roman civilization		1	February (2)
				Spring break	February (3)
Classroom performance and exams	Discussion and questioning method	Children's rights in Islam		1	February (4)
Classroom performance and exams	Discussion and questioning method	Democracy		1	March (1)
			The first exam after the first half	1	March (2)
Classroom performance and exams	Discussion and questioning method	The emergence of Marxist ideology		1	March (3)
Classroom performance and exams	Discussion and questioning method	Democracy between universality and particularity		1	March (4)
Classroom performance and exams	Method of discussion, dialogue, and questioning	Forms of democracy		1	April (1)
			Second exam		April (2)
Classroom performance and exams	Discussion and questioning method	The representative system and its nature		1	April (3)
Classroom performance and exams	Discussion and questioning	Internal regulations of the House of		1	April (4)

	method	Representatives (House of Representatives)			
			Third exam	1	Mays(1)
	A method for solving problems	General review of human rights material		1	Mays (2)
			Final exams		Mays (3) (4)

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

The annual effort grade is 50 points, distributed as follows: 25 points for each semester.

20 marks for the monthly exam.

5 points for daily activities.

50 marks for the end-of-year exam.

12. Learning and teaching resources

Dr. Maher Saleh Allawi and others, Human Rights, Children's Rights and Democracy Dr. Mohammed Abdel-Jabri, Democracy and Human Rights Mohammed Al-Zuhaili, Human Rights in Islam	Required textbooks (methodology, if applicable)
	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
The Internet (electronic information network)	Electronic references, websites

Course description template

1. Course Name	Contemporary History of Iraq
2. Course Code	Phase Four
3. Term/Year	Academic year 2025/2026
4. Date this description was prepared	5/10/2025
5. Available attendance formats	Classroom lectures
6. Number of study hours, number of units	

(72) study hours (6) units

7. Name of the course coordinator (if there is more than one, mention it)

Name: M.D. Muad Ibrahim Muhammad Yasin

Email: moad.mohamad@tu.edu.iq

8. Course Objectives

- The student should learn about the history of modern Iraq in all its aspects, from the beginning of the establishment of the Iraqi state to the emergence of its constitutional institutions.
- For students to learn about the real reasons for the British occupation of Iraq
- Optimal preparation of a competent teacher qualified to teach in secondary schools

Course objectives

9. Teaching and learning strategies

Delivering lectures using a questioning, discussion, explanation, and clarification method for the subject of Contemporary Iraqi History, with the aim of achieving the full objectives of the course content.

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The British occupation of Iraq / Reasons for the British occupation of Iraq and its stages	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	September 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	British Administration / Popular Resistance to the Occupation	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	September 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The National Movement and the Great Iraqi Revolution of 1920 / The 1920 Revolution in Iraq and its Consequences / The Formation of the Provisional Iraqi Government	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	October 1
Oral and written tests in person	Delivering the lecture and	The beginning of the monarchy and the establishment of the	The ability to develop historical knowledge of contemporary Iraqi	3	October 2

person	participating in the classroom discussion	modern Iraqi state / The Cairo Conference and Faisal's nomination for the Iraqi throne / The Iraqi-British Treaty	history and to understand how the state was built.		
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Iraqi Constituent Assembly / for the Constitution (Iraqi Basic Law)	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	October 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Mosul Problem / The Problem in the League of Nations / The Final Settlement of the Mosul Problem	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	October 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Iraqi political parties during the reign of King Faisal I / Parties that were authorized before parliamentary life / / Parliamentary parties that emerged with the beginning of parliamentary life /	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	November /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Iraqi-British relations / 1927 draft treaty	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	November 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Abdul-Muhsin al-Sa'dun and his efforts to conclude the Treaty of Independence / British government policy towards Iraq and the declaration of September 14, 1929 /	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	November 3
Oral and	Delivering	The 1930 Treaty and	The ability to develop	3	November

written tests in person	the lecture and participating in the classroom discussion	Iraq's Entry into the League of Nations / Death of King Faisal I	historical knowledge of contemporary Iraqi history and to understand how the state was built.		4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Internal political developments 1933-1939: Ghazi crowned King of Iraq	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	December 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The conflict between veteran politicians and the rapid turnover of ministries	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	December 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Political currents in Iraq: The nationalist movement / The Arab Mobile Association /	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	December 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Reformist Movement / Al-Ahali Group / Popular Reform Society /	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	December 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The army's intervention in politics / Bakr Sidqi's coup in 1936 / The coup government / The death of King Ghazi on the night of April 3-4, 1939	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	January /1
Oral and written tests in person	Delivering the lecture and participating	Iraq during World War II 1939-1945, the appointment of Prince Abdul-Ilah as regent.	The ability to develop historical knowledge of contemporary Iraqi history and to	3	January / 2

	in the classroom discussion		understand how the state was built.		
		Spring break			January 3
		Spring break			January 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The political situation at the start of the war / Deterioration of Iraqi-British relations / Outbreak of the revolution / The second British invasion and the return to the previous situation	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	February /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Manifestations of the second British occupation of Iraq: economic instability/foreign policy	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	February /2
		(Students' application)			February /3
		(Students' application)			February /4
		(Students' application)			March 1
		(Students' application)			March 2
		(Students' application)			March 3
		(Students' application)			March 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	General conditions in Iraq at the end of World War II / The development of the national movement in Iraq and the establishment of political parties after World War II	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	April / 1
Oral and written tests in person	Delivering the lecture and participating in the classroom	The 1948 Portsmouth Treaty and the January Uprising / Results of the Uprising	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	April /2

	discussion				
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The November 1952 Uprising / Demands for the Liberation of Iraq's Oil Wealth: Rising Popular Movements Demanding Reform / Events of the November 1952 Uprising / Results	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	April /3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The July 14, 1958 Revolution and the Declaration of the Republic / Prelude to the Revolution / Causes of the Revolution / Internal Conditions / Politics Combating the National Movement	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	April /4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Deteriorating economic conditions/strikes and peasant revolts against government policies; causes of the revolution; external factors – Arab: the Palestinian issue, the Egyptian Revolution of July 23, 1952; causes of the revolution; external factors – international: the politics of alliances and international blocs	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	May/1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Free Officers Movement: Establishment and Principles; The July 14, 1958 Revolution; Attempts to Carry Out the Revolution; Declaration of the Revolution; Events of the Revolution; The Most Prominent Achievements and Key Political, Economic, and Social Contributions of	The ability to develop historical knowledge of contemporary Iraqi history and to understand how the state was built.	3	May/2

		the Revolution			
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11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

(50) marks for annual effort, with (25) marks for each semester

First semester: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

Chapter Two: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

(50) End-of-year exam marks

12. Learning and teaching resources

Ibrahim Khalil Ahmed, Jaafar Abbas Hamidi, Contemporary History of Iraq	Required textbooks (methodology, if applicable)
Abdul Razzaq Al-Hassani, History of Iraqi Ministries (10 parts) Abdul Razzaq Al-Hassani, The Political History of Iraq (3 parts) Abdul Razzaq Al-Hassani, History of Political Parties Mohammed Muzaffar Al-Adhami, Iraqi Constituent Assembly Hussein Jamil, Parliamentary Life in Iraq 1925-1946 Othman Kamal Haddad, Rashid Ali al-Kilani Movement, 1941	Main references (sources)
Majid Khedroui, The Reasons for the British Occupation of Iraq Raja Khattab, The Founding of the Iraqi Army and the Development of its Political Role in the Years 1921-1941 Lutfi Jaafar Faraj, Abdul-Muhsin Al-Saadoun and his role in the contemporary political history of Iraq Lutfi Jaafar Faraj, King Ghazi and his role in Iraqi political life Subhi Abdul Hamid, Secrets of the July 14, 1957 Revolution in Iraq Farouk Al-Omar, Iraqi-British Treaties and Their Impact on Domestic Politics 1932-1948 Abdullah Al-Fayyad, The Great Iraqi Revolution of 1920	Recommended supporting books and references (scientific journals, reports...)
Historical websites that cover the history of modern Iraq, its events, and its figures.	Electronic references, websites

11. Course Evaluation

Formative assessment through daily exams, observing the student's performance in classroom discussions and homework, and classroom assessment.

- Diagnostic assessment through semester and final exams to issue judgments of success and failure.

12. Learning and teaching resources

Principles of Historical Research (Dr. Abdulwahid Dhunoun Taha)	Required textbooks (methodology, if applicable)
1- Scientific research methods in Islamic thought and modern	Main references (sources)

thought (Dr. Abdelfattah Muhammad Al-Issawi) 2- Research Methods among Islamic Thinkers (Dr. Ali Sami Al-Nashar) 3- Methods of Heritage Verification between the Ancients and the Moderns (Dr. Ramadan Abdel-Tawab)	
All books that dealt with and researched the methodology of historical research and methods of verifying historical texts, as well as research and articles published in reputable local and Arab scientific journals.	Recommended supporting books and references (scientific journals, reports...)
The Comprehensive Library and the Library of the Great Mosque	Electronic references, websites

Course description template

1. Course Name					
History of the Abbasid State					
2. Course Code					
Phase Three					
3. Term/Year					
Academic year 2025/2026					
4. Date this description was prepared					
2025/10/5					
5. Available attendance formats					
Classroom lectures					
6. Number of study hours, number of units					
(90) study hours (6) units					
7. Name of the course coordinator (if there is more than one, mention it)					
Name: Dr. Hazem Sami Yassin Email: hazim.same@tu.edu.iq					
8. Course Objectives					
- The students should learn about the history of the Abbasid state and how the Abbasid state began and emerged. - Teaching female students about the history of that era, which is considered one of the most important chapters of Islamic history, during which the state reached great development in all fields of science and knowledge. - To familiarize students with the most important achievements of that era in a way that enables them to distinguish between the different periods that the Islamic state went through. - Optimal preparation of a competent teacher qualified to teach in secondary schools					Course objectives
9. Teaching and learning strategies					
Delivering lectures using questioning, discussion, explanation, and clarification of the Abbasid history curriculum with the aim of achieving the full objectives of the course content.					strategy
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning	Hours	Week

			outcomes		
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The establishment of the Abbasid Caliphate 132-136 AH	History of the Abbasid State	3	September 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Orientalist views and responses to them	=	3	September 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Battle of the Zab and the end of the Umayyad Caliphate	=	3	October 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Abu al-Abbas and the mission to eliminate the opposing elements	=	3	October 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Al-Mansur and the building of Baghdad	=	3	October 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Mahdi and the investigation of grievances	=	3	October 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Rashid and the era of prosperity and power	=	3	November /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Al-Ma'mun and the Scientific and Intellectual Renaissance	=	3	November 2
Oral and written tests in person	Delivering the lecture and participating in the classroom	Eliminating political and Persian conspiracies	=	3	November 3

	discussion				
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Pursuing heretical movements	=	3	November 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Countering populism	=	3	December 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Foreign policy during the era of prosperity	=	3	December 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Relationship with Byzantium	=	3	December 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Relations with the Frankish state	=	3	December 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The stance on the establishment of Umayyad rule in Andalusia	=	3	January /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The use of Turkish soldiers during the reign of Al-Mu'tasim	=	3	January / 2
		Spring break			January 3
		Spring break			January 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Al-Wathiq's Caliphate and the Influence of the Turkish Soldiers	=	3	February /1
Oral and written	Delivering the	Al-Mutawakkil's	=	3	February /2

tests in person	lecture and participating in the classroom discussion	efforts to eliminate Turkish influence			
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The chaos of rule and Turkish tyranny 256-274 AH	=	3	February /3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Caliph al-Muhtadi Billah	=	3	February /4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The revival of the Caliphate and the role of the mediator	=	3	March 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Return of Turkish Influence – Caliph Al-Muqtadir Billah	=	3	March 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The emergence of the position of Prince of Princes	=	3	March 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Hamdanids in Mosul support the Caliphate C/1	=	3	March 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Hamdanids in Mosul support the Caliphate C/2	=	3	April / 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Daylamite leaders entrust power to the Buyids, Part 1	=	3	April /2
Oral and written	Delivering the	The Daylamite leaders	=	3	April /3

tests in person	lecture and participating in the classroom discussion	entrust power to the Buyids, Part 2			
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Daylamite leaders entrusted power to the Buyids. C/3	=	3	April /4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	General review of what was studied in the first chapter	=	3	May/1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	General review of what was studied in the second chapter	=	3	May/2

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

(50) marks for annual effort, with (25) marks for each semester

First semester: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

Chapter Two: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

(50) End-of-year exam marks

12. Learning and teaching resources

The History of the Arab Islamic State in the Abbasid Era, by Dr. Tariq Fathi Sultan The Early Abbasid Era: State Power and Civilizational Flourishing, by Dr. Ahmed Ali Sakr and Dr. Muhammad Karim Al-Jumaili	Required textbooks (methodology, if applicable)
- Al-Tabari, History of the Prophets and Kings - Ibn al-Athir, Al-Kamil fi al-Tarikh - Ibn Kathir, Al-Bidaya wa Al-Nihaya	Main references (sources)
Muhammad Suhail Tush: History of the Abbasid State Sami bin Abdullah bin Ahmed Al-Maghlouth: Atlas of the History of the Abbasid State Suzi Hammoud, presented and reviewed by Issam Shabaro: The Abbasid State: Stages of its History and Civilization Muhammad al-Khudari Bey: The Abbasid State	Recommended supporting books and references (scientific journals, reports...)
Virtual Library of the Ministry of Higher Education and Scientific Research	Electronic references,

Course description template

1. Course Name					
Democracy and human rights					
2. Course Code					
First stage					
3. Semester/Annual System					
Academic year 2025 /2026					
4. Date this description was prepared					
5/10/2025					
5. Available attendance formats					
Classroom lectures					
6. Total number of study hours / Total number of units					
1 hour per week = 30 hours - Number of units (total) (2 units)					
7. Name of the course coordinator					
M.M. Nada Zael Yassin KhalafEmail: Nada.Zail@tu.edu.iq					
8. Course Objectives					
1- It guarantees human freedoms such as the freedom to choose a lifestyle, freedom of expression, and freedom to choose political orientations. Which the individual desires. 2- It guarantees the protection of all those freedoms for individuals from assault and persecution by any party. 3- Guaranteeing the minimum and necessary conditions for a person to live in dignity, whether in terms of their basic needs Such as food, housing, education, and others.					Course objectives
9. Teaching and learning strategies: Delivering lectures using questioning, discussion, explanation, and clarification of the subject of democracy and human rights with the aim of achieving the full objectives of the course content.					
- The standard method (giving lectures). - Discussion and questioning method					strategy
10. Course structure: The study period began on 9/11/2025 and ends on 25/6/2026, which is the date of the start of the final exams.					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Human Rights - The Concept of Human Rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	November 1
Classroom	A lecture using	Characteristics of	The ability to develop	1	November 2

performance, daily quizzes, and oral questions	the textual method or the standard method	human rights	knowledge in the fields of human rights and democracy and to employ it in addressing them historically.		
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Types of human rights; the importance of studying human rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	November3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Human rights in old Iraqi laws	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	November4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Human rights in Judaism and Christianity	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Characteristics and features of human rights in Islam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	First month exam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The development of human rights in Renaissance England: Petition for Rights/Bill of Rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December 4
Classroom performance, daily quizzes,	A lecture using the textual method or the standard method	Human rights in the writings of French thinkers in the	The ability to develop knowledge in the fields of human rights and democracy and to	1	January 1

and oral questions		seventeenth and eighteenth centuries AD	employ it in addressing them historically.		
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	American Declaration of Human Rights / French Declaration of Human Rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	International and regional recognition of human rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	International human rights law	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	International non-governmental organizations and human rights issues	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Second month exam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Rights and freedoms in the Iraqi Constitution of 2005	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Second semester	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 4

Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Democracy - The Concept of Democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	March 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Types and forms of democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	March 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Characteristics of a democratic system	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	March 4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Advantages of democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	April 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The historical development of democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	April 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Democracy and public freedoms in Islam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	Nissan3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	First month exam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	April 4
Classroom performance, daily	A lecture using the textual method or the	The role of philosophers and thinkers in	The ability to develop knowledge in the fields of human rights and	1	May 1

quizzes, and oral questions	standard method	spreading democratic ideas in Europe during the Renaissance	democracy and to employ it in addressing them historically.		
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Democracy and public freedoms in Iraq	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The electoral system within the framework of the democratic system	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The concept of freedom / Types of freedom	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Fundamental guarantees of public freedoms	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	June 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The concept of extremism, its causes and forms	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	June 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The concept of administrative corruption	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	June 3

11. Course Evaluation

25 marks for semester work, with 20 marks for the written exam.

5 marks are allocated daily, distributed between daily exams or reports / Regarding the first semester

25 marks for semester work, with 20 marks for the written exam.

5 marks are allocated daily, distributed between daily exams or reports /Regarding the second semester

50/ End-of-year exam marks Final grade total out of 100

12. Learning and teaching resources

Dr. Maher Saleh Alawi and others, Human Rights, Children and Democracy	Required textbooks (methodology, if applicable)
- Maher Sabri Kazem, Human Rights, Democracy and Public Freedoms. - Riyadh. Aziz Hadi, Human Rights: Its Development and Implications. - Suad Muhammad Al-Sabah, Human Rights in the Contemporary World. - Hafiz Alwan Al-Dulaimi, Human Rights. - Hamad Qadri Hassan, Human Rights and Fundamental Freedoms.	Main references (sources)
Samah Mahdi Al-Ulayawi, Salman Kazem Al-Bahadli, Human Rights: Concepts and Foundations. - A collection of books dealing with women's rights and public freedoms. There is much research available in political and legal journals and periodicals in general, or those specializing in human rights and democracy.	Recommended supporting books and references (scientific journals, reports...)
Reputable websites and online platforms offer a wealth of information about the subject of study, particularly those officially accredited by the Ministry of Higher Education, such as (Academia Education, Google Scholar, Researchgate, and others.	Electronic references, websites

Course description template

1. Course Name/

History of the Arab Islamic State in the Umayyad Era

2. Course Code

Phase Two

3. Term/Year

Academic year 2025-2026

4. Date this description was prepared

5/10/2025

5. Available attendance formats

6. Total number of study hours /Number of units (total)

Number of hours (60) hours / Number of units (4)	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: M.D. Wajida Mamdouh Youssef	Email: wajiadh.mamdouh@tu.edu.iq
8. Course Objectives	
• The students should learn about the history of the Umayyad state and how the Umayyad state began and emerged. • Teaching female students about the history of that era, which is considered one of the most important chapters of Islamic history, during which the state reached great development in all fields of science and knowledge. • To familiarize students with the most important achievements of that era in a way that enables them to distinguish between the different periods that the Islamic state went through. • Optimal preparation of a competent teacher qualified to teach in secondary schools	Course Objectives
9- Teaching and learning strategy	
Delivering lectures using questioning, discussion, explanation, and clarification of the Umayyad history curriculum with the aim of achieving all the objectives of the course content.	strategy

10. Course structure

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	The reign of Muawiyah ibn Abi Sufyan (41-61 AH)	History of the Arab Islamic State in the Umayyad Era	2	September 3
Classroom performance and exams	Standard method Text method	The transfer of the caliphate to the Umayyads, Mu'awiya, founder of the Umayyad state - a general introduction	=	2	September 4
Classroom performance and exams	Standard method Text method	Muawiyah's most important governors	=	2	October 1
Classroom performance and exams	Standard method Text method	Muawiyah's efforts in the Wars of Apostasy	=	2	October 2
Classroom performance and exams	Standard method Text method	Succession to the Crown, the state of the Arab nation after the death of Muawiyah, opposition movements / General introduction	=	2	October 3
Classroom performance and exams	Standard method Text method	The revolution of Al-Hussein bin Ali (may God be pleased with him)	=	2	October 4
Classroom performance and exams	Standard method Text method	Sons of Zubair Movement	=	2	November 1
Classroom performance and exams	Standard method Text method	The movement of Sulayman ibn Surad al-Khuza'i	=	2	November 2
Classroom performance and exams	Standard method Text method	The movement of Mukhtar ibn Abi Ubayd al-Thaqafi	=	2	November 3
Classroom performance and exams	Standard method Text method	Kharijite movement	=	2	November 4
Classroom	Standard	Restoring the unity of the	=	2	December 1

performance and exams	method Text method	Arab nation: A study of Abd al-Malik ibn Marwan's efforts to suppress the movement of Amr ibn Sa'id al-Ashdaq			
Classroom performance and exams	Standard method Text method	Eliminating the Sons of Zubair movement	=	2	December 2
Classroom performance and exams	Standard method Text method	Repelling the Kharijite movement	=	2	December 3
Classroom performance and exams	Standard method Text method	Arabization/General Introduction, Arabization of Diwans	=	2	December 4
Classroom performance and exams	Standard method Text method	Eastern Front: Conquest of Transoxiana, Conquest of Sindh and India	=	2	January 1
Classroom performance and exams	Standard method Text method	Arabization of currency	=	2	January 2
		Spring break			January 3
		Spring break			January 4
Classroom performance and exams	Standard method Text method	The Maghreb and Andalusia Front	=	2	February 1
classroom performance	Standard method Text method	Northern Front (First Siege of Constantinople)	=	2	February 2
Classroom performance and exams	Standard method Text method	Northern Front (Second Siege of Constantinople)	=	2	February 3
Classroom performance and exams	Standard method Text method	The administration of the Arab state in the Umayyad era 1	=	2	February 4
Classroom performance and exams	Standard method Text method	The administration of the Arab state in the Umayyad era 2	=	2	March 1
Classroom performance and exams	Standard method Text method	State, Judiciary	=	2	March 2
Classroom performance and exams	Standard method Text method	Police/Army	=	2	March 3
Classroom performance	Standard method	Fleet	=	2	March 4

e and exams	Text method				
Classroom performance and exams	Standard method Text method	The Arab state's relationship with neighboring countries, the relationship with the Romans	=	2	April 1
Classroom performance and exams	Standard method Text method	Relations with China	=	2	April 2
Classroom performance and exams	Standard method Text method	The Abbasid movement and the fall of the Umayyad state	=	2	April 3
Classroom performance and exams	Standard method Text method	The Battle of the Zab and the end of the Umayyad Caliphate	=	2	April 4
Classroom performance and exams	Standard method Text method	Review of the topics studied in the first semester	=	2	May 1
Classroom performance and exams	Standard method Text method	Review of the topics studied in the second semester	=	2	May 2

11. Course evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

(50) marks for annual effort, with (25) marks for each semester

First semester: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

Chapter Two: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

12. Learning and teaching resources

The History of the Arab Islamic State in the Umayyad Era, by Dr. Rashid Abdullah Al-Jumaili The History of the Arab Islamic State in the Umayyad Era, by Dr. Abdul Qadir Al-Mu'adhidi and Dr. Labid Ibrahim The Conquests of the Lands. Ahmad ibn Yahya al-Baladhuri Hassan Ibrahim Hassan, History of Islam	Required textbooks (methodology, if applicable)) Main references (sources)
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Hamed Hamid Attia, History of the Umayyad State Fathia Abdel Fattah, History of the Umayyad State Salah Tahboub, The Umayyad Era	Recommended supporting books and references (scientific journals, reports...)
Historical websites that cover the history of the Umayyad state, its events, and its figures.	Electronic references, websites

Course description template

1. Course Name: Historical Research Methodology					
2. Course code:					
3. Term/Year: 2025–2026					
4. Date this description was prepared: 5/10/2025					
5. Available attendance formats: Classroom + Classroom					
6. Total study hours / Total unit hours: 60 hours - 2 unit hours					
7. Name of the course coordinator (if there is more than one, mention it)					
Name: Dr. Basma Taha Ismail Email: basma.taha@tu.edu.iq					
8. Course Objectives					
- Student educationMethods used in writing historical research . - identificationThe students learned how to verify historical manuscripts and follow scientific methods, especially the rules of criticism, analysis, and deduction. - Graduates gain the ability to deal with students by teaching history according to the modern curriculum.					Course objectives
9. Teaching and learning strategies					
-Individual and group oral and written tests, both theoretical and practical - Direct observation of students' performance in the areas of dialogue and intellectual and scientific communication - Assigning students the task of preparing scientific research papers to test their ability to think, deduce, and solve problems.					strategy
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	Definition of history and its benefits		2	October 1
Classroom performance and exams	Standard method Text method	Qualities of a historian		2	October 2
Classroom performance and exams	Standard method Text method	Auxiliary Sciences / Language / Numismatics Archaeology		2	October 3
Classroom performance and	Standard method	Social Sciences / Geography / Economics		2	October 4

exams	Text method	/ Literature / Painting, Photography, Sculpture, Architecture, and Music			
Classroom performance and exams	Standard method Text method	Historical writing in Arab-Islamic civilization		2	November 1
Classroom performance and exams	Standard method Text method	Principles of Modern Historical Research (Topic Selection / Research Plan)		2	November 2
Classroom performance and exams	Standard method Text method	Collection of assets		2	November 3
Classroom performance and exams	Standard method Text method	Criticism of Fundamentals		2	November 4
Classroom performance and exams	Standard method Text method	Reading and taking notes		2	December 1
Classroom performance and exams	Standard method Text method	Presentation and writing of the research (using diligence, deduction, and reasoning/method)		2	December 2
Classroom performance and exams	Standard method Text method	Quote		2	December 3
Classroom performance and exams	Standard method Text method	footnote or the margin		2	December 4
Classroom performance and exams	Standard method Text method	Shortcuts in search		2	January 1
Classroom performance and exams	Standard method Text method	Research sections (Title page/Dedication page/Acknowledgements page)		2	January 2
Classroom performance and exams	Standard method Text method	Research contents or index		2	January 3
Classroom performance and exams	Standard method Text method	the introduction		2	January 4
Classroom performance and	Standard method	The text or structure of the research		2	February 1

exams	Text method				
Classroom performance and exams	Standard method Text method	Conclusion / Appendices		2	February 2
Classroom performance and exams	Standard method Text method	Technical indexes (index of sources and references)		2	March 1
classroom performance	Standard method Text method	Verification and publication of historical texts		2	March 2
Classroom performance and exams	Standard method Text method	Modern technologies and historical research (Definition of electronic sources / Types of electronic sources)		2	March 3
Classroom performance and exams	Standard method Text method	Virtual Library (Its Origins / Characteristics of a Virtual Library)		2	March 4
Classroom performance and exams	Standard method Text method	Websites and electronic links (their history)		2	April 1
Classroom performance and exams	Standard method Text method	The difference between a website and a webpage		2	April 2
Classroom performance and exams	Standard method Text method	Types of websites		2	April 3
Classroom performance and exams	Standard method Text method	Electronic plagiarism and its attribution		2	April 4
Classroom performance and exams		monthly exam		2	May 1
_____		Follow-up on scientific research and reports		2	May 2
_____	_____	General review			Mays3
		Discussion of reports			May 4

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

- 1- Two exams in the first course, worth 20 marks.
- 2- Two exams in the second semester, worth 20 marks.
- 3- Reliance on class participation: 5 points

- 4- Homework is worth 5 marks.
5- Final exam for the academic year: 50%

12. Learning and teaching resources

- Principles of Historical Research (Professor Dr. Abdulwahid Dhunoun Taha)	Required textbooks (methodology, if applicable)
Historical Research Methodology / Hassan Othman	Main references (sources)
- The methodology of historical research between the past and the present (Mustafa Abu Deif) - Text verification and publication (Abd al-Salam Muhammad Harun)	Recommended supporting books and references (scientific journals, reports...)
Link to the program on the internet and its applications in similar universities	Electronic references, websites

Course description template

1. Course Name / Contemporary History of the Arab Countries - Fourth Stage	
2. Course Code	
3. Term/Year 2025-2026	
4. Date this description was prepared: 5/10/2025	
5. Available attendance formats: In-person classroom lectures (Platform approved)Google Classroom as a supporting tool (according to the Ministry's guidelines)	
6. Total study hours / 90 Total unit hours: 6	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Muhammad Imad Radif Email:Mohamed_emed@tu.edu.iq	
8. Course Objectives	
1- Understanding the political reality of the contemporary history of Arab countries. 2- Studying the invasions and foreign occupations that Arab countries have been subjected to, and the Arab resistance to them. 3- Clarifying the Arab revolutions against European colonialism. 4- Studying the conditions of the Arab countries under Ottoman and European control. 5- A study of the Arab Renaissance movement and its pioneers in the nineteenth century. 6- Studying the political developments in the Arab countries after World War II	Course objectives

7- Studying the history of the Palestinian issue and regional and international positions					
9. Teaching and learning strategies					
1- The standard method (giving lectures) 2- The method of the text. 3- The interrogative method 4- E-learning methodsGoogle Classroom					strategy
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	The policy of the Unionist government towards the Arab countries 1908-1914	Ottoman Empire	3	September 4th
Classroom performance and exams	Standard method Text method	General conditions in the Arab countries before the First World War (1914-1920)	major countries	3	September 5th
Classroom performance and exams	Standard method Text method	World War I and its impact on the political situation in Arab countries	Causes of the war	3	First/October
Classroom performance and exams	Standard method Text method	The results of World War I and its impact on the social and economic conditions in Arab countries	The situation in Arab countries In the Arab East and West	3	October 2nd
Classroom performance and exams	Standard method Text method	The Mandate System: Its Dimensions and Effects on the	Reasons for the mandate	3	Third/October

		Arab Reality			
Classroom performance and exams	Standard method Text method	Political and economic developments in the Arab countries 1920-1945	Results of developments	3	Fourth/October
Classroom performance and exams	Standard method Text method	Western policy in Arab countries after the declaration of the mandate system	San Remo Conference	3	First/November
Classroom performance and exams	Standard method Text method	Trends in Arab public opinion, the Arab East, Egypt and Sudan, the Arab Maghreb	Newspapers and magazines	3	November 2nd
Classroom performance and exams	Standard method Text method	The global economic crisis of 1929 and its impact on the economies of Arab countries	Causes and consequences of the crisis	3	Third/November
Classroom performance and exams	Standard method Text method	The Arab countries during the years of World War II (1939-1945)	Causes and consequences of war	3	Fourth/November
Classroom performance and exams	Standard method Text method	Arab countries and the achievement of independence 1945-1971	Eastern and Western countries	3	December 1st
Classroom performance and exams	Standard method Text method	The Levant (Syria, Lebanon, Jordan)	Independence conditions	3	December 2nd
Classroom performance and exams	Standard method Text method	Egypt and Sudan	Unity and separation	3	Third/December
Classroom performance and exams	Standard method Text method	Maghreb countries	Independence and its consequences	3	Fourth/December
Classroom	Standard	Aspects of	Parliamentary	3	December 5th

performance and exams	method Text method	political life in contemporary Arab countries 1971-1989	life		
		Mid-year exams			January 1st January 2nd
		Spring break from 18/1 to 31/1/2026			Third/January Fourth/January
Classroom performance and exams	Standard method Text method	The rise of militarism in governance in Arab countries	military coups	3	February 1st
Classroom performance and exams	Standard method Text method	The activity of opposition political forces in the Arab world	Causes and effects	3	the second/ February
Classroom performance and exams	Standard method Text method	The Lebanese Civil War 1975-1989 (Causes and Consequences)	Signs of war	3	the third/ February
		practical application			Fourth/ February
		practical application			the first/ March
		practical application			the second/ March
		practical application			the third/ March
		practical application			Fourth/ March
		practical application			Fifth/ March
Classroom performance and exams	Standard method Text method	Political developments in the Maghreb	Political life	3	the first/ April
Classroom performance and exams	Standard method Text method	Developments in the Palestinian issue from the Sykes-Picot Agreement to the Oslo Accords	Palestinian revolutions	3	the second/ April

		1916-1995			
Classroom performance and exams	Standard method Text method	Background of Zionist ambitions in Palestine	Britain and Zionist immigration	3	the third/ April
Classroom performance and exams	Standard method Text method	Developments in the Palestinian issue	Britain and the Partition Resolution	3	Fourth/ April
Classroom performance and exams	Standard method Text method	Regional and international positions on the Palestinian issue	United Nations	3	the first/ May
Classroom performance and exams	Classroom performance and exams	Oslo Accords 1995	Its causes and consequences	3	the second/ May
		End-of-year exams starting May 17, 2026			

11. Course Evaluation

The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.

- 1- Formative assessment through daily exams, observing the student's performance in class discussions and homework, and classroom assessment (10 marks)
- 2- Monthly exams for the first and second semesters: 40 marks
- 3- Final exams: 50 marks

12. Learning and teaching resources

1- Contemporary Arab history Jassim Mohammed Hassan Al-Adoul and others 2- Contemporary History of the Arab Countries 1908-1995 – Sabah Mahdi Rumaidh	Required textbooks (methodology, if applicable)
1- Nimir Taha Yassin, Modern and Contemporary Arab History 2- Zain al-Abidin Shams al-Din Najm, Modern and Contemporary Arab History 3- Ismail Ahmad Yaghi, History of the Contemporary World 4- The History of the Arab Movement... Suleiman Musa	Main references (sources)
There is a lot of research available in books, magazines, journals, and historical seminars in general.	Recommended supporting books and references (scientific journals, reports...)
Many research papers and articles related to the	Electronic references, websites

contemporary history of Arab countries are available on websites and can be accessed and viewed.

Course description template

1. Course Name	
Ancient history	
2. Course Code 110GAHi	
3. Term/Year 2025/2026	
annual	
4. Date this description was prepared 15/10/2025	
5. Available attendance formats	
Mandatory attendance	
6. Total number of study hours / 60 hours Number of units (total) 4	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Prof. Dr. Arkan Taha Abd Email:arkantaha21 @tu.edu iq	
8. Course Objectives	
- TDeveloping students' ability to understand the course of humanity in ancient Iraq over the past tens of thousands of years - To give students an understanding of the history of ancient Iraq, its origins, its civilization, and its development since the middle of the last century - To enable students to understand the basic principles of ancient Iraq, supported by cuneiform and Assyrian texts.	Course objectives
9. Teaching and learning strategies	
Using brainstorming to develop skills. .The discussion style in daily lectures inside the classroom.	strategy

					10. Course Structure
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
In-person tests	In-person lectures	Historical Geography of Iraq	Introduction/Place and Time of Ancient Iraq	2	September 3
In-person tests	For in-person lectures	Location and topography, population composition, climate	Chapter One/Geographical Factors Influencing the History and Civilization of Iraq	2	September 4
In-person tests	For in-person lectures	Definition of history	Chapter Two/The Meaning of History	2	October 1
In-person tests	For in-person lectures	Historical documentation includes	Understanding Prehistoric Times	2	October 2
In-person tests	For in-person lectures	Texts, calendars, king tables, annals, contemporary history	Identifying historical records	2	October 3
In-person tests	For in-person lectures	Dates by year according to events	Understanding the calendar in ancient Iraq	2	October 4
In-person tests	For in-person lectures	It includes, according to the kings, according to the years, the Limo	Learning about the history of the years	2	November 1
In-person tests	For in-person lectures	Archaeological excavations include	Chapter Three/Information Sources on the History of Ancient Iraq	2	November 2
In-person lectures	In-person lectures	Excavation and archaeological	Identifying archaeological	2	November 3

		mounds	excavations		
In-person tests	In-person lectures	Archaeological layer and cultural role	archaeological layers	2	November 4
In-person tests	For in-person lectures	Archaeological excavation process	Understanding the excavation process	2	December 1
In-person tests	In-person lectures	Date of discovered artifacts and determination of time periods and sequence	Identifying the nomenclature of civilizational roles	2	December 2
In-person tests	For in-person lectures	Layer sequence, study of artistic style	History of discovered artifacts and sequence of roles	2	December 3
In-person tests	For in-person lectures	And include Astronomical observations	Cuneiform script recognition	2	December 4
In-person lectures	In-person lectures	The Stone Ages include	Chapter Four/Prehistoric and Proto-Library Eras	2	January 1
Spring break from 14/1/2026 to 25/1/2026					
In-person tests	In-person lectures	Stone Ages	Getting to know the Paleolithic era	2	January 4
In-person tests	In-person lectures	Mesolithic period	Identifying the Mesolithic Age	2	February 1
In-person tests	In-person lectures	Neolithic Age	Neolithic Recognition	2	February 2
In-person tests	In-person lectures	The Chalcolithic Age	Identifying the Metal Age	2	February 3
In-person tests	In-person lectures	Proto-literate era	Identifying the Proto-Biblical Era	2	February 4

In-person tests	In-person lectures	This includes stone tools and implements.	Understanding aspects of Iraqi civilization in prehistoric times	2	March 1
In-person tests	In-person lectures	This includes pottery, seals, and writing.	Identifying pottery tools	2	March 2
In-person tests	In-person lectures	Iraqi peoples in prehistoric times	Chapter Four/Iraqi Peoples and Their Languages	2	March 3
In-person tests	In-person lectures	The Sumerians and their language	Learning the Sumerian language	2	March 4
In-person tests	In-person lectures	Island peoples and their languages	Getting to know the ancient Iraqi peoples	2	April 1
In-person tests	In-person lectures	Origin of the Akkadian language	Learning the Akkadian language	2	April 2
In-person tests	In-person lectures	Akkadian grammar	Learning the rules of the Akkadian language	2	April 3
In-person tests	In-person lectures	History of the Akkadian language	Learning the Akkadian language	2	April 4
In-person tests	In-person lectures	Sumerian and Akkadian	Other peoples	2	May 1
—	Problem-solving method	General review		2	May 2
—	—	Final exams		—	May 3, 4

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
20 marks for the written exam
5 marks for the daily work, distributed between daily exams or reports
50 marks for the end-of-year exam

12. Learning and teaching resources

Ancient History of Iraq by Dr. Amer Suleiman	Required textbooks (methodology, if applicable)
Study of Ancient Iraq / Nabila Muhammad Abdul Halim, Kramer / Sumerian Tablets, Ahmed Fakhry / Studies in the Ancient Near East	Main references (sources)
Taha Baqir/Introduction to the History of Ancient Civilizations	Recommended supporting books and references (scientific journals, reports...)
Iraq Electronic Library on the Wayback Machinetimr or tameleane2017 (archived copy on the website).	Electronic references, websites

Course description template

1. Course Name	
Human Rights and Democracy / Phase One	
2. Course Code	
3. Term/Year	
Annual course / Academic year 2025- 2026	
4. Date this description was prepared	
2025/10/05	
5. Available attendance formats: In-person classroom lectures, and reliance on the Classroom platform ((Classroom) and Google Meet are among the supporting educational tools according to the Ministry's instructions and guidelines for activating blended learning)	
6. Total number of study hours / Total number of units	
28 hours / 28 units	
7. Name of the course coordinator (if there is more than one, please mention it)	
Name: M.M. Rawad Saeed Mohammed	Email: Rawad saeed@tu.edu.iq
8. Course Objectives	
- Introducing female students to legal and democratic concepts and terminology. - To inform female students about the struggles and sacrifices of peoples to obtain their rights. - Statement on the importance of studying public rights and freedoms with the aim of raising a generation that adheres to its rights and is aware of them in a way that	Course objectives

prevents their violation. - The students learned about the types of democratic systems that stem from the popular will through elections. - Training female students in balanced and open discussion, and respecting opposing opinions and positions.	
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9. Teaching and learning strategies

- The standard method (giving lectures). - Text method	strategy
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10. Course Structure/The course was started on 12/11/2024 due to the students' late enrollment due to the delay in registration and commencement procedures, and it ended on 30/5/2024 (end of the academic year).

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Number of units	Week
Evaluation Method	Teaching method	Unit/Topic Name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	Human Rights: Concept and Characteristics		1	November 2
Classroom performance and exams	Standard method Text method	The historical development of human rights / ancient civilizations		1	November 3
Classroom performance and exams	Standard method Text method	Human rights in medieval and modern times		1	November 4
Classroom performance and exams	Standard method Text method	International human rights conventions / Universal Declaration of Human Rights 1948		1	December 1
Classroom performance and exams	Standard method Text method	The two International Covenants on Human Rights 1966		1	December 2
Classroom performance and exams	Standard method Text method	Types of rights: fundamental rights and		1	December 3

		political rights			
Classroom performance and exams	Standard method Text method	Economic and social rights		1	December 4
Classroom performance and exams	Standard method Text method	The future of human rights		1	January 1
Classroom performance and exams	Standard method Text method	Human Rights in Islam: Characteristics and Rules		1	January 2
Classroom performance and exams	Standard method Text method	Types of human rights in Islam/ 1		1	January 3
Classroom performance and exams	Standard method Text method	Types of human rights in Islam/2		1	January 4
Classroom performance and exams	Standard method Text method	Islam's view on human rights charters		1	February 1
Classroom performance and exams	Standard method Text method	Freedom / The concept of freedom and its types		1	February 2
Spring break is only for one week					February 3
Classroom performance and exams	Standard method Text method	Democracy: Its Concept and Historical Roots		1	February 4
Classroom performance and exams	Standard method Text method	the social contract		1	March 1
Classroom performance and exams	Standard method Text method	Images of democracy		1	March 2
Electoral system / Composition of the electorate	Electoral system / Composition of the electorate	Composition of the electorate/ballot systems		1	March 3
Types of electoral systems	Types of electoral systems	Types of electoral systems		1	March 4
political parties	political parties	political parties		1	April 1
civil society	civil society	civil society		1	April 2

Interest groups	Interest groups	Interest groups		1	April/3
Types of political systems	Types of political systems	Types of political systems		1	April 4
Evaluating Democracy / Advantages	Evaluating Democracy / Advantages	Evaluating Democracy / Advantages		1	May 1
Evaluating Democracy / Flaws	Evaluating Democracy / Flaws	Evaluating Democracy / Flaws		1	May 2
Problems of democracy	Problems of democracy	Problems of democracy		1	May/3
Final exams					May/4

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, and reports. The grade given to the students was distributed as follows: 50 grades, which is the annual effort grade obtained from the results of the student's written exams in the first half of the academic year, which is 20 grades, to which 5 grades are added for the student's attendance and classroom activities, and the same 50 grades for the second semester combined with the final exam grade of 50 grades.

12. Learning and teaching resources

A collection of lectures prepared by the course instructor, based on various sources.	Required textbooks (methodology, if applicable)
- Sayyid Muhammad al-Sadr, Islamic Perspectives on the Universal Declaration of Human Rights - A group of authors, "Human Rights, Democracy and the Child". - Dr. Riyadh Aziz Hadi, "Human Rights". - Dr. Mustafa Al-Zalmi, Human Rights in Islam - Dr. Hamed Hamza Al-Dulaimi, "Studies in Freedom and Democracy"	Main references (sources)
- Dr. Hafez Alwan, "Human Rights" - A collection of books dealing with women's rights and public freedoms. There is much research available in political and legal journals and periodicals in general, or those specializing in human rights and democracy.	Recommended supporting books and references (scientific journals, reports...)
Reputable websites and online platforms offer a wealth of information about the subject of study, particularly those officially accredited by the Ministry of Higher Education, such as (Academia Education, Google Scholar, Researchgate, and others.	Electronic references, websites

Course description template

1.Course Name

Crimes of the Ba'ath regime in Iraq

2.Course codes

Ba'ath Party crimes in Iraq

3.Chapter/Year

annual

4.Date this description was prepared

5/10/2025

5. Available attendance formats

Mandatory attendance

6. Total number of study hours / Total number of units

Two hours of morning study and evening study, sectionSections A and B of the Department of Life Sciences

7. Name of the course coordinator (if there is more than one, mention it).

Name: M.M. Emad Talafah Mohammed Email: Emad.tlfah @tu.edu.iq

8. Course Objectives

1. Introducing students to the significance of the Ba'ath Party's crimes in Iraq.
2. Highlighting serious human rights violations.
3. A detailed explanation defining the violations that occurred under the previous regime.
4. A statement of the facts about this oppressive regime from the generations who did not live through its rule..

9. StrategiesEducation and learning

- .Studying the crimes committed by the Ba'ath regime -
- .Revealing the nature of the crimes committed by the Ba'ath regime -
- An explanation of the most important of these crimes and the serious consequences they led to, which ..affected all sectors without exception -

10. Course structure

Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
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Oral questions and answers and written tests	Presentation, discussion, and clarification using illustrative diagrams of the material.	Introduction to the crimes of the Ba'ath Party	Ba'ath Party crimes in Iraq	2	1.
		The concept of crimes		2	2.
		Crime Departments		2	3.
		Definition of crimes, linguistically and technically		2	4.
		Crimes of the Ba'ath regime according to the International Criminal Court		2	5.
		Types of international crimes		2	6.
		Decisions issued by Supreme Criminal Court		2	7.
		Introduction to Psychological Crimes Social issues, their effects, and the most prominent violations		2	8.
		Psychological crimes		2	9.
		Mechanisms of psychological crimes		2	10.
		Effects of psychological crimes		2	11.

		social crimes		2	12.
		militarization of society		2	13.
		The Ba'athist regime's stance on religion		2	14.
		Violations of Iraqi laws		2	15.
		Images of human rights violations and crimes of authority		2	16.
		Some decisions regarding the political and military violations of the Ba'ath regime		2	17.
		prisons and detention centers of the regime The Baath		2	18.
		Introduction to Environmental Crimes		2	19.
		War and radioactive pollution and landmine explosions		2	20.
		Examples of affected cities (Basra and Halabja)		2	21.
		Destruction of cities and villages (scorched earth policy)		2	22.
		Evidence of a scorched earth policy		2	23.
		draining the marshes		2	24.

		Demolition of palm groves, trees and crops		2	25.
		Introduction to Mass Grave Crimes		2	26.
		Introduction to mass graves		2	27.
		Genocide grave events Crimes committed by the Ba'athist regime		2	28.
		events1963And events between1979-2003m		2	29.
		Chronological classification of genocide graves		2	30.

Course description template

1. Course Name	
Developmental psychologyChildhood and adolescence /Phase Two	
2. Course Code	
3. Term/Year	
2025-2026	
4. Date this description was prepared	
5/10/2025	
5. Available attendance formatsClassroom lectures	
6. Total number of study hours / 60 hours —Number of units (total) (four)	
7. Name of the course coordinator	
M. Ghaleb Mahmoud is obsessed	gMahmod@tu.edu.iq
8. Course Objectives	

1- To provide female students with the sciences and knowledge related to human development at different age stages, from birth to old age. 2- Defining and training female students on the methods and requirements of the age stages (childhood - adolescence - adulthood - old age). 3- Preparing a generation of college graduates to teach in middle and high school levels. 4- Providing female students with the knowledge and skills to meet the demands of life and its development.	Course objectives
9. Teaching and learning strategies	
- The standard method (giving lectures). - Textual approach. Discussion approach.	strategy

					10.structure The course
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Achievement tests	Lecture(the explanation)and discussion	Introduction toPsychology of thegrowth	Educational and psychological sciences	2	September 3
=	=	Definition of growth– Goals of developmental psychology	=	2	September 4
=	=	The importance of developmental psychology	=	2	October 1
=	=	Laws and principles of growth	=	2	October 2
=	=	Factors affecting human development - Environmental factors	=	2	October3
=	=	genetic factor	=	2	October 4
=	=	The embryonic stage: its characteristics and requirements	=	2	November 1
=	=	Stages of growth in the Holy QuranAnd the year	=	2	November 2
=	=	The infancy stage from birth to two years and its developmental milestones	=	2	November 3
=	=	Early childhood stageFrom 3–6 years	=	2	November 4
=	=	Middle and late childhood stages of 6-12 years	=	2	December 1
=	=	Childhood problems: their causes, symptoms, and solutions	=	2	December 2
=	=	Adolescence stage of 12–18 years old/meaning	=	2	December 3
=	=	Characteristics of adolescence–Teenager	=	2	December 4

		and career			
=	=	Teenager's suitability for work–The importance of work in a teenager's life	=	2	January 1
Spring break from 14/1/2026Until 25/1/2026					
=	=	Teenage problems and ways to solve them	=	2	January 4
=	=	How does a teenager adapt to himself and to others?	=	2	February 1
=	=	Adulthood / its meaning	=	2	February 2
=	=	Requirements and tasks of adulthood	=	2	nineteenth
=	=	Family formation / Taking on responsibilities	=	2	Twenty
=	=	Old age and its requirements	=	2	Twenty-one
=	=	Characteristics of old age, its diseases, and elderly care	=	2	Twenty-second
=	=	The role of social institutions in growth	=	2	Twenty-third
=	=	Family - School	=	2	Twenty-fourth
=	=	peers–media	=	2	Twenty-fifth
=	=	Childhood problems–jealousy–nail biting–aggressive behavior	=	2	Twenty-sixth
=	=	Lying–the fear–Dependent behavior	=	2	Twenty-seventh
=	=	Theories of psychological development–(Psychoanalysis by Sigmund Freud)psychosexual development	=	2	Twenty-eighth
=	=	Erik Erikson(Theory of Psychosocial Development) - Jean Piaget's Theory of Cognitive Development	=	2	Twenty-ninth
=	=	Bruner's theory of cognitive development-	=	2	thirty

		Lawrence Kohlberg's theory of moral development			
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11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
 20 marks for the written exam
 5 marks for the daily work, distributed between daily exams or reports
 50 marks for the end-of-year exam

12. Learning and teaching resources

The prescribed materials are from various books. It pertains to developmental psychology	1- Books The scheduled Required
1- Child and Adolescent Psychology / Jamal Al-Alousi and Omaira Ali Khan 2- Evolutionary Psychology / Sami Arifj 3- Fundamentals of Evolutionary Psychology / Shafiq Hassan 4- The Internet	2. Main references (sources)
1- The relevant section's books and sources 2- Journals of Educational and Psychological Sciences	A. Recommended books and references (Scientific journals, reports,....)
2- College and University Website 3- Educational and psychological websites	b) Electronic references, websites....

Course description template

1. Course Name
Crimes of the Ba'ath regime in Iraq
2. Course codes
Ba'ath Party crimes in Iraq
3. Chapter/Year
annual
4. Date this description was prepared
2025/6/13
5. Available forms of attendance
Mandatory attendance
6. Number of study hours (total) / Number of units (total)
Two hours of morning study and evening study, section A and division B Department of Life Sciences

7. Name of the course coordinator (if there is more than one, mention it).

Name: Dr. Tariq Mahjoub Ahmed

Email: .Tarig.Mahgoob@tu.edu.iq

8. Course Objectives

5. Informing students about the importance of the Ba'ath Party's crimes in Iraq.

6. Highlighting serious human rights violations.

7. A detailed explanation defining the violations that occurred under the previous regime.

8. A statement of the facts about this oppressive system from the generations that did not go through its stages of rule.

Course Objectives

9. **Strategies** Education and learning

.Studying the crimes committed by the Baath regime -
 .Revealing the nature of the crimes committed by the Baath regime -
 serious consequences they led to, which An explanation of the most important of these crimes and the -
 .were reflected in reality and affected all sectors without exception

10. Course structure

Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
Oral questions and answers and written tests	Presentation, discussion, and clarification using illustrative diagrams of the material.	Introduction to the crimes of the Ba'ath Party	Ba'ath Party crimes in Iraq	2	31.
		The concept of crimes		2	32.
		Crime Departments		2	33.

		Definition of crimes, linguistically and technically		2	34.
		Crimes of the Ba'ath regime according to the International Criminal Court		2	35.
		Types of international crimes		2	36.
		Decisions issued by Supreme Criminal Court		2	37.
		Introduction to Psychological Crimes Social issues, their effects, and the most prominent violations		2	38.
		Psychological crimes		2	39.
		Mechanisms of psychological crimes		2	40.
		Effects of psychological crimes		2	41.
		social crimes		2	42.
		militarization of society		2	43.
		The Ba'athist regime's stance on religion		2	44.
		Violations of Iraqi laws		2	45.
		Images of human		2	46.

		rights violations and crimes of authority			
		Some decisions regarding the political and military violations of the Ba'ath regime		2	47.
		prisons and detention centers of the regime The Baath		2	48.
		Introduction to Environmental Crimes		2	49.
		War and radioactive pollution and landmine explosions		2	50.
		Examples of affected cities (Basra and Halabja)		2	51.
		Destruction of cities and villages (scorched earth policy)		2	52.
		Evidence of a scorched earth policy		2	53.
		draining the marshes		2	54.
		Demolition of palm groves, trees and crops		2	55.
		Introduction to Mass Grave Crimes		2	56.
		Introduction to mass graves		2	57.
		Genocide grave events Crimes committed		2	58.

		by the Ba'athist regime			
		events1963And events between1979-2003m		2	59.
		Chronological classification of genocide graves		2	60.

Course description template

1. Course Name					
History of the Arab countries during the Ottoman era					
2. Course Code					
3. Term/Year					
2024/2025					
4. Date this description was prepared					
2025/10/05					
5. Available attendance formats					
My class + classroom					
6. Total number of study hours / Total number of units					
120 hours / 4 units					
7. Name of the course coordinator (if there is more than one, mention it)					
Name: M.M. Wajdi Hussein Ali Email: wajdyhussein1971@tu.edu.iq					
8. Course Objectives					
• Understanding the political reality and history of the Arab world during the Ottoman era • A study of the invasions and foreign occupations that the Arab world has been subjected to, and the Arab resistance to them. • A study of the conditions of the Arab world under Ottoman rule.					Course objectives
9. Teaching and learning strategies					
Standard Method / Text Method					strategy
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	The Rise of the Ottoman State		2	October 1
Classroom performance and exams	Standard method Text method	Theories of the rise of the Ottoman state		2	October 2

Classroom performance and exams	Standard method Text method	European colonial invasion of Arab countries		2	October 3
Classroom performance and exams	Standard method Text method	Ottoman control over the Levant, Egypt, Hejaz, and Yemen		2	October 4
Classroom performance and exams	Standard method Text method	Ottoman control over Iraq and the Arabian Gulf		2	November/1
Classroom performance and exams	Standard method Text method	Ottoman control over the Maghreb countries		2	November/2
Classroom performance and exams	Standard method Text method	Ottoman governance and administration systems in the Arab countries		2	November/3
Classroom performance and exams	Standard method Text method	Ottoman military forces		2	November 4
Classroom performance and exams	Standard method Text method	The policy of the Ottoman Sultan Selim I in Egypt		2	December 1
Classroom performance and exams	Standard method Text method	Ottoman administration of the Arab countries		2	December 2
Classroom performance and exams	Standard method Text method	The Ottoman Empire and local powers in the Arab countries		2	December 3
Classroom performance and exams	Standard method Text method	Ottoman policy towards local powers in the Arab countries		2	December 4
Classroom performance	Standard	Reform		2	January /1

and exams	method Text method	movements in the Ottoman Empire			
Classroom performance and exams	Standard method Text method	The extent of the impact of Ottoman reform movements on Arab countries		2	January /2
Classroom performance and exams	Standard method Text method	The stance of European countries towards the Ottoman reform movement		2	January 3
Classroom performance and exams	Standard method Text method	The position of the Arab countries and local powers regarding the Ottoman reform movement		2	January 4
Classroom performance and exams	Standard method Text method	French invasion of Egypt		2	February 3
Classroom performance and exams	Standard method Text method	First Cairo Revolution		2	February /4
Classroom performance and exams	Standard method Text method	The French invasion of Syria, the Second Cairo Revolt, and France's withdrawal from Egypt		2	March 1
Classroom performance and exams	Standard method Text method	The effects of the invasion and its consequences		2	March 2
Classroom performance and exams	Standard method Text method	The rise of Muhammad Ali Pasha and		2	March 3

		attempts to build the modern Arab state			
Classroom performance and exams	Standard method Text method	Muhammad Ali's administrative procedures in Egypt		2	March 4
Classroom performance and exams	Standard method Text method	Muhammad Ali's Arab policy		2	April /1
Classroom performance and exams	Standard method Text method	Muhammad Ali's activities in the Arabian Peninsula and the Arabian Gulf		2	April /2
Classroom performance and exams	Standard method Text method	Muhammad Ali's activities in Sudan		2	April /3
Classroom performance and exams	Standard method Text method	Muhammad Ali's activities in the Levant and Iraq		2	April /4
Classroom performance and exams	Standard method Text method	Muhammad Ali Pasha's wars against the Ottoman Empire		2	Mays /1
Classroom performance and exams	Standard method Text method	The Treaty of London of 1840 and the end of Muhammad Ali Pasha's dream		2	Mays /2

11. Course Evaluation

The grades are distributed as follows: 25 points for the first semester exam (20 points), and 5 points for class participation, attendance, and absence. The same applies to the second semester, bringing the total grade to 50 points, which is the annual coursework grade, and 50 points for the final exam.

12. Learning and teaching resources

Khalil Ibrahim Ahmed / The Arab World in the	Required textbooks (methodology, if applicable)
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Ottoman Era	
1 - Abbas Al-Azzawi / The History of Iraq Between Two Occupations 2- Abdulaziz Nawar / History of the Modern Arab World 3- Khalil Ibrahim Ahmed / The Arab World in the Ottoman Era	Main references (sources)
Historical articles and reports; research published in the Iraqi Academy of Journals	Recommended supporting books and references (scientific journals, reports...)
Reputable websites containing verified publications available in [format]PDF	Electronic references, websites

Course description template

1. Course Name	History of the Ancient Near East / Phase Two
2. Course Code	
3. Term/Year	2025/2026
4. Date this description was prepared	5/10/2025
5. Available attendance formats	Classroom lectures
6. Total number of study hours / 60 hours	Number of units (total) 3
7. Name of the course coordinator (if there is more than one, mention it)	
Name:	M.D. Mohamed Mouloud Mohamed

amyl:Mohammed.Molood@tu.edu.iq

8. Course Objectives

-Forming a historical understanding of the history of the ancient East, specifically the history of Egypt. -Highlight the most important cultural achievements in the history of ancient Egypt. -Students should know that Arab countries are among the founders of civilization for the world..	Course objectives
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9. Teaching and learning strategies

The standard method (giving lectures). Text Method	strategy
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					10.structure The course
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	The method Standard, text method	Geography of Ancient Egypt		2	September 3
Classroom performance and exams	Standard method, text method	Sources for the study of the ancient East		2	September 4
Classroom performance and exams	Standard method, text method	Historical eras		2	October 1
Classroom performance and exams	Standard method, text method	Thinite civilization		2	October 2
Classroom performance and exams	Text method, standard method	Old Kingdom		2	October3
Classroom performance and exams	Text method, standard method	Fifth lineage		2	October 4
Classroom performance and exams	Text method, standard method	Civilization of the ancient kingdoms		2	November 1
Classroom performance and exams	Standard method	Transitional era		2	November 2
Classroom performance and exams	Standard method	Tenth Dynasty		2	November 3
Classroom performance and exams	Standard method	Middle Kingdom		2	November 4
Classroom performance and exams	Standard method and text method	The political and economic situation in the Middle Kingdom		2	December 1
Classroom performance and exams	Standard method	Second Decline Period		2	December 2
Classroom performance and	Text method and standard method	The Hyksos		2	December 3

exams					
Classroom performance and exams	Text method and standard method	Eighteenth Dynasty		2	December 4
Classroom performance and exams	Textual method and deductive method	negative lineage		2	January 1
Classroom performance and exams	Text method and standard method	Eleventh Dynasty		2	January 4
Classroom performance and exams	Standard method	Middle Kingdom		2	February 1
Classroom performance and exams	Standard method	End of Hyksos rule		2	February 2
Classroom performance and exams	Standard method	Nineteenth Dynasty		2	February 3
Classroom performance and exams	Standard method	The Twentieth Dynasty		2	February 4
Classroom performance and exams	The deductive method and the textual method	New Kingdom era		2	March 1
classroom performance	Standard method	The Twenty-First Family		2	March 2
Classroom performance and exams	Standard method and text method	Ptolemaic era		2	March 3
Classroom performance and exams	Standard method and text method	Late period		2	March 4
Classroom performance and exams	Standard method and text method	Palmyra		2	April 1
Classroom performance and exams	Standard method	New Kingdom era		2	April 2
Classroom performance and exams	Standard method	Late period		2	April 3
Classroom performance and	Standard method	The Amorites and the		2	April 4

exams		Canaanites			
Classroom performance and exams	Text method and standard method	The Arameans		2	May 1
_____	Problem-solving method	General review		2	May 2
_____	_____	Final exams		_____	May 3, 4

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
 20 marks for the written exam
 5 marks for the daily work, distributed between daily exams or reports
 50 marks for the end-of-year exam

12. Learning and teaching resources

History of the Ancient East Dr. Sami Mohammed	Required textbooks (methodology, if applicable)
- Ancient Egypt Salim Hussein - Landmarks of the history of eastern Jordan D. Muhammad Abu Al-Mahasin	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

1. Course Name
Modern Asian History
2. Course Code
Phase Three
3. Term/Year
Academic year 2025/2026
4. Date this description was prepared
5/10/2025
5. Available attendance formats
Classroom lectures
6. Number of study hours, number of units

(60) study hours (4) units

7. Name of the course coordinator (if there is more than one, mention it)

Name: Dr. Rasha Abdel Samad Ismail Helal Email:: Rasha.ismael@TU.EDU.IQ

8. Course Objectives

- Students should learn about the history of modern Asia and the emergence of Asian countries (India, China and Japan).
- Understanding the nature of these countries' political systems, social conditions, and religions.
- Understanding the history of struggle of those countries, especially since they were subjected to many invasions and wars
- The student's knowledge of the most important liberation movements that arose there
- Optimal preparation of a competent teacher qualified to teach in secondary schools

Course objectives

9. Teaching and learning strategies

Delivering lectures in the manner of questioning, discussion, explanation and clarification of the subject of Modern Asian History with the aim of achieving the full objectives of the subject's content.

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Geographical location, Mughal rule of India, arrival of Europeans in India.	The ability to develop historical knowledge of Indian history and to learn about the most important historical junctures in the history of this country.	2	September 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	British-French rivalry over India, British rule in India, the 1857 revolution.	The ability to develop historical knowledge of Indian history and to learn about the most important historical junctures in the history of this country.	2	September 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Reasons for the failure of the revolution; the development of the national movement in India up to the end of World War I.	The ability to develop historical knowledge of Indian history and to learn about the most important historical junctures in the history of this country.	2	October 1
Oral and written tests	Delivering the lecture	The Bengal Rebellion of 1905, Mahatma Gandhi	The ability to develop historical knowledge	2	October 2

in person	and participating in the classroom discussion	and the policy of non-violence, the general strike of 1917.	of Indian history and to learn about the most important historical junctures in the history of this country.		
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	India between the two world wars 1919-1939, India during World War II 1939-1945,	The ability to develop historical knowledge of Indian history and to learn about the most important historical junctures in the history of this country.	2	October 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	India's independence in 1947, the problems India faced after independence.	The ability to develop historical knowledge of Indian history and to learn about the most important historical junctures in the history of this country.	2	October 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Introduction, Geographical Location, Imperial System of Government	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	November /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Shogunate era, Japan's isolation, and the Europeans' attempt to break the isolation.	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	November 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The fall of the shogunate, the Meiji era and the reform movement 1868-1912, Japan's expansionist policy	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	November 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Russo-Japanese War of 1904-1905, Japan during World War I 1914-1918, Japan at the Paris Peace Conference	The ability to develop historical knowledge of Japan's history and to learn about the most important historical	2	November 4

	classroom discussion	of 1919	junctures in the history of this country.		
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Japan's occupation of Manchuria in 1931, the undeclared war on China in 1937, Japan during World War II 1939-1945	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	December 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	International conferences during World War II	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	December 2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	American occupation of Japan 1945-1951	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	December 3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The shift in US policy towards Japan	The ability to develop historical knowledge of Japan's history and to learn about the most important historical junctures in the history of this country.	2	December 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Introduction, geographical location, a historical overview of the roots of Chinese civilization (Chinese philosophy).	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	January /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The ruling dynasty system, Mongol rule 1280-1368	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	January / 2
		Spring break			January 3

		Spring break			January 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Ming Dynasty 1368-1664, Manchu Dynasty 1664-1911	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	February /1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	European rivalry over China, the First Opium War (1839-1842)	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	February /2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Second Opium War (1856-1860), the Chinese National War, and the most important popular uprisings	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	February /3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Taiping Rebellion 1850-1864, the Nyan Movement (Torchlight Campaign) 1853-1868	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	February /4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Islamic revolutions, the reform movement in China	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	March 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The 1911 Revolution and the Proclamation of the Chinese Republic	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	March 2
Oral and written tests	Delivering the lecture	Reasons for the fall of the Manchu dynasty	The ability to develop historical knowledge	2	March 3

in person	and participating in the classroom discussion		of Chinese history and to learn about the most important historical junctures in the history of this country.		
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	China during World War II 1914-1918	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	March 4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Key political developments in China 1919-1949: Sun Yat-sen and the Kuomintang	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	April / 1
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Mao Zedong and the Chinese Communist Party, the Chiang Kai-shek government of 1928	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	April /2
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	The Japanese invasion of China in 1931.	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	April /3
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	Founding of the People's Republic of China in 1949	The ability to develop historical knowledge of Chinese history and to learn about the most important historical junctures in the history of this country.	2	April /4
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	A general review of what has been studied regarding the history of India and Japan	_____	2	May/1

	classroom discussion				
Oral and written tests in person	Delivering the lecture and participating in the classroom discussion	A general review of what has been studied in the history of China	_____	2	May/2

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

(50) marks for annual effort, with (25) marks for each semester

First semester: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

Chapter Two: (20) marks for the two written exams + (5) for daily activities, distributed between daily activities and daily exams or reports

(50) End-of-year exam marks.

12. Learning and teaching resources

Modern Asian History	Required textbooks (methodology, if applicable)
1- Modern History of East Asia, Ismail Yaghi 2- Studies in Liberation Movements, Abdul Razzaq Mutlaq Al-Fahd 3- Tradition and Modernity in the Japanese Experience, Abdul Ghaffar Rashad 4. Modern Chinese History 1516-1911, by Nuri Abdul Hamid Al-Ani	Main references (sources)
Modern and Contemporary Asian History, Nuri Abdul Hamid and others Nature magazine is a weekly publication that covers a variety of topics.	Recommended supporting books and references (scientific journals, reports...)
Virtual Library of the Ministry of Higher Education and Scientific Research Library websites for some international and Arab universities	Electronic references, websites

Description of the Human Rights course

1. Course Name

Rights and Democracy**2. Course Code****First stage****3. Term/Year**

2025/2026

4. Date this description was prepared

5/10/2025

5. Available attendance formats

In-person teaching combined with the creation of an online classroom via the platform (Google classroom) will be a support class for the in-person class, and the electronic class code will be according to the regulations and instructions of the Ministry of Higher Education and Scientific Research.

6. Total number of study hours / Total number of units

30 hours / 2 units

7. Name of the course coordinator**AbdAlmunaf Mohammed@tu.edu.iq Name: M.M. Abdul Munaf Mohammed Jassim Email****8. Course Objectives**

- ❖ The importance of the subject of human rights and democracy lies in the student's study of the most important rights that came in international norms and laws, as well as what came in Islamic Sharia and Iraqi constitutions, especially the current constitution of 2005, in addition to the student's knowledge of the international charters that were issued regarding human rights. On the other hand, the student is informed of the democratic experiences that preceded us in order to benefit from them.

General objectives
of the course

Increase student understanding of the educational and social reality throughout the ages, understanding the educational process in its utmost necessities, and comprehending educational theories across different peoples, both ancient and modern..

Course objectives

9. Teaching and learning strategies

- The student textbook, and the most important available resources include the blackboard, colored markers, dialogue and discussion, and some classroom activities.**
- Using educational discussion (educational dialogue), which relies on the exchange of ideas to arrive at the facts.
 - Using modern scientific technologies (slide projector) overhead).
 - The collective memo to involve all students in classroom activity.

10. Course structure: The study period began on 9/11/2025 and ends on 25/6/2026, which is the date of the start of the final exams.

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance, daily	A lecture using the textual method or the	Human Rights - The Concept of Human Rights	The ability to develop knowledge in the fields of human rights and	1	November 1

quizzes, and oral questions	standard method		democracy and to employ it in addressing them historically.		
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Characteristics of human rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	November 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Types of human rights; the importance of studying human rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	November3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Human rights in old Iraqi laws	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	November4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Human rights in Judaism and Christianity	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Characteristics and features of human rights in Islam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	First month exam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The development of human rights in Renaissance England: Petition for Rights/Bill of Rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	December 4

Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Human rights in the writings of French thinkers in the seventeenth and eighteenth centuries AD	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	American Declaration of Human Rights / French Declaration of Human Rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	International and regional recognition of human rights	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	International human rights law	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	January 4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	International non-governmental organizations and human rights issues	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Second month exam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Rights and freedoms in the Iraqi Constitution of 2005	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	February 3
Classroom performance	A lecture using the textual	Second semester	The ability to develop knowledge in the fields	1	February 4

e, daily quizzes, and oral questions	method or the standard method		of human rights and democracy and to employ it in addressing them historically.		
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Democracy - The Concept of Democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	March 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Types and forms of democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	March 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Characteristics of a democratic system	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	March 4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Advantages of democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	April 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The historical development of democracy	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	April 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Democracy and public freedoms in Islam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	Nissan3
Classroom performance, daily quizzes, and oral	A lecture using the textual method or the standard method	First month exam	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing	1	April 4

questions			them historically.		
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The role of philosophers and thinkers in spreading democratic ideas in Europe during the Renaissance	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Democracy and public freedoms in Iraq	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The electoral system within the framework of the democratic system	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 3
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The concept of freedom / Types of freedom	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	May 4
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	Fundamental guarantees of public freedoms	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	June 1
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The concept of extremism, its causes and forms	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	June 2
Classroom performance, daily quizzes, and oral questions	A lecture using the textual method or the standard method	The concept of administrative corruption	The ability to develop knowledge in the fields of human rights and democracy and to employ it in addressing them historically.	1	June 3

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

A Written test

Homework and classroom activities

- Assignments and applications at the end of each stage.
- Discussions with students.

First semester exam worth 15 marks (plus 5 marks for a report and participation by the students) (5 marks for daily attendance)

Second semester exam worth 15 marks (5 marks for participation and class interaction) (5 marks for daily attendance)

A final exam worth 50 marks, and the final total is 100 marks.

12. Learning and teaching resources

The book "Human Rights, Children's Rights, and Democracy" by Professor Dr. Maher Saleh Allawi and others.	Required textbooks (methodology, if applicable)
✓ ☐ College library for obtaining additional curriculum resources Accessing scientific websites ✓ (Islamic Theories on the Declaration of Human Rights) by Sayyid Muhammad Muhammad Sadiq al-Sadr	Main references (sources)
All reputable scientific journals that are related to the broad concept of rights and freedoms. Human Rights in Islam, International Conventions and Arab Constitutions / Professor Dr. Nawaf Kanaan.	Recommended supporting books and references (scientific journals, reports...)
The Iraqi Constitution of 2005, lectures on public freedoms by Dr. Saleh Jawad Al-Kadhim.	Electronic references, websites

Course description template

1- Course Title: The Era of the Message and the Rightly Guided Caliphate – First Stage
2- Course code
3- Semester/Year Academic year 2025-2026
4-Date this description was prepared /5/10/2025

5.Available attendance formats / Classroom lectures					
6.Number of study hours (total) /90					
Number of units /6					
7.Name of the course coordinator (if there is more than one, please mention it)					
the name: Prof. Dr. Sufyan Jaid Zaidan sufian.zedan@tu.edu.iq :Email					
8.Course objectives					
Introducing the name and lineage of the Prophet, may God bless him and his family and companions and grant them peace. Introducing the students to the life of the Prophet, may God bless him and his family and companions, from birth until the prophetic mission. To inform the female students about the life of the Prophet, may God bless him and his family and companions and grant them peace, after the noble prophetic mission. A statement detailing the migration of the Prophet, may God bless him and his family and companions and grant them peace, and the establishment of the state. Knowledge of the expeditions and battles of the Messenger, may God bless him and his family and companions and grant them peace.					
9.Teaching and learning strategies					
- The standard method (giving lectures). - Text method.					
10.Course structure : The study period began on 9/11/2025 and ends on 25/6/2026, which is the date of the start of the final exams.					
Evaluation Method	Teaching method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	Introduction: Conditions of the Arabian Peninsula before Islam:	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	November 1
Classroom performance and exams	Standard method Text method	Geography of Mecca	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography	3	November 2

			and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.		
Classroom performance and exams	Standard method Text method	Mecca conditionsEconomic	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	November 3
Classroom performance and exams	Standard method Text method	Geography of Medina	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	November 4
Classroom performance and exams	Standard method Text method	Conditions in MedinaEconomic	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	December 1
Classroom performance and exams	Standard method Text method	Social and political life in Mecca	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	December 2

Classroom performance and exams	Standard method Text method	Social life in Medina	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	December 3
Classroom performance and exams	Standard method Text method	lifePoliticalIn Medina	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	December 4
Classroom performance and exams	Standard method Text method	Chapter One: The Life of the Prophet (peace and blessings be upon him and his family and companions) from his birth until his mission: his birth, lineage, and ancestors	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	January 1
Classroom performance and exams	Standard method Text method	The life of the Prophet, may God bless him and his family and companions and grant them peace, under the care of his mother and wet nurse	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	January 2
Classroom performance and exams	Standard method Text method	The life of the Prophet (peace and blessings be upon him and his family and companions)	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography	3	January 3

		with his grandfather and uncle; the marriage of the Prophet (peace and blessings be upon him and his family and companions) to Khadija (may God be pleased with her); the building of the Kaaba and his arbitration	and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.		
Classroom performance and exams	Standard method Text method	His spiritual life before the mission and the revelation to him, Chapter Two: The Islamic call in its first homeland: The early principles and teachings of Islam and the secrecy of the call	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	January 4
Classroom performance and exams	Standard method Text method	The early Muslims' motives for embracing Islam and the Quraysh's resistance to the call to Islam included the protection of the Prophet (peace and blessings be upon him and his family and companions) by the Banu Hashim and Banu al-Muttalib clans.	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	February 1
Classroom performance and exams	Standard method Text method	Dimensions of the ideological conflict between Muslims and polytheists and the economic and social boycott of the Banu Hashim	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to	3	February 2

			apply in his life.		
Classroom performance and exams	Standard method Text method	Chapter Three: The Search for a New Homeland for the Islamic Call: Missionary Attempts in Taif and Presenting the Call to the Arab Tribes	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	February 3
Classroom performance and exams	Standard method Text method	The beginning of the spread of Islam in Medina and the First Pledge of Aqaba	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	February 4
Classroom performance and exams	Standard method Text method	Second Pledge of Aqaba	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	March 2
Classroom performance and exams	Standard method Text method	Migration to Medina	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	March 3
Classroom performance and exams	Standard method Text method	Chapter Four: The City-State and its Early Organizations: The	The student learns cognitive, skill-based, and behavioral aspects, including the events of	3	March 4

		Emergence of the Prophet's Authority (peace and blessings be upon him) in Medina	the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.		
Classroom performance and exams	Standard method Text method	The Prophet's (peace and blessings be upon him and his family and companions) organizational structures in Medina: Building a mosque and the Prophet's (peace and blessings be upon him) residences	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	April 1
		Beginning of brotherhood	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	April 2
Classroom performance and exams	Standard method Text method	Brotherhood	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	Nissan3
Classroom performance and exams	Standard method Text method	Newspaper advertisement	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided	3	April 4

			Caliphate, and learns to derive lessons and morals from the biography to apply in his life.		
Classroom performance and exams	Standard method Text method	Chapter Five: The City-State and Jihad in the Cause of God: The Beginning of Raids and Expeditions	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	May 1
Classroom performance and exams	Standard method Text method	The ideological conflict between Muslims and Jews	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	May 2
Classroom performance and exams	Standard method Text method	Armed conflict on the home and external fronts	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	May 3
Classroom performance and exams	Standard method Text method	The End of the Message Era	The student learns cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.	3	May 4
Classroom	Standard	The Rightly Guided	The student learns	3	June 1

performance and exams	method Text method	Caliphate: The eras of Abu Bakr Al-Siddiq and Umar Ibn Al-Khattab (may God be pleased with them both)	cognitive, skill-based, and behavioral aspects, including the events of the Prophet's biography and the Rightly Guided Caliphate, and learns to derive lessons and morals from the biography to apply in his life.		
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11.Course evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:

20 marks for the written exam

5 degrees for the day

50 End-of-year exam grade

12.Learning and teaching resources

Required textbook: Dr. Hashim Yahya Al-Mallah, Al-Wasit fi Al-Sirah Al-Nabawiyyah wa Al-Khilafah Al-Rashidah (The Mediator in the Prophet's Biography and the Rightly Guided Caliphate)

Main references (sources): Ibn Ishaq's biography of the Prophet, Ibn Hisham's biography of the Prophet, Al-Maghazi by Al-Waqidi

Recommended books and references (scientific journals, reports, etc.): Al-Bidaya wa'l-Nihaya by Ibn Kathir

Al-Rawd al-Anf by Al-Suhayli

The Sealed Nectar by Abdul Rahman Kafouri

Electronic references, websites: IslamOnline website

Course description template

1. Course Name
History of Islamic states and emirates
2. Course Code /
Phase Four
3. Term/Year
2025- 2026
4. Date this description was prepared
5/10/2025
5. Available attendance formats
Classroom lectures
6. Total number of study hours / Total number of units
(48Total study hours / (4) Number of units
7. Name of the course coordinator (if there is more than one, mention it)

8. Course Objectives

- Teaching female students about the history of the states, which is considered one of the most important chapters in Islamic history.
- Introducing the students to the most important achievements that took place in that era.
- Distinguishing between the eras that the Islamic state went through.

Course objectives

9. Teaching and learning strategies

- Delivering lectures using questioning, discussion, explanation, and clarification on the subject of the history of Islamic states and emirates, with the aim of achieving the full objectives of the course content.

strategy

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Emirates of the Levant: A Historical Overview of the Establishment of Emirates in the Islamic Levant		3	September / Week 3
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Tahirid Emirate (205-259)		3	September / Week 4
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Saffarid Emirate (254-290)		3	October 1
Classroom performance and exams	Delivering the lecture and	The Samanid Emirate (260-389)		3	October 2

	participating in the classroom discussion				
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Zaidi Emirate (284-656)		3	October 3
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Ziyarid Emirate (316-389)		3	October 4
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Ghaznavid Emirate (367-582)		3	November /1
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Khwarizmiyyun (568-596)		3	November 2
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Emirates of the Maghreb (The geographical and social environment of the Maghreb countries)		3	November 3
Classroom performance and exams	Delivering the lecture and participating in the classroom	The spread of Islam in the Maghreb countries		3	November 4

	discussion				
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Arab states and emirates in the Maghreb		3	December 1
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Tropical Emirate The Rustamid Emirate		3	December 2
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Tests		3	December 3
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Idrisid Emirate		3	December 4
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Aghlabid Emirate		3	January/1
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Emirate of the Almoravids and Almohads		3	January/2
Classroom performance	Delivering the lecture	Spring break		3	January/3

and exams	and participating in the classroom discussion				
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Spring break		3	January 4
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The most important princes of Morocco and the naval fleet The Emirate of Abd al-Rahman al-Nasir and its relationship with the Caliphate: The Taifa States (The Era of Weakness)		3	February/1
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The most prominent successors of Morocco, the naval fleet, the era of the Taifa kingdoms: a study of political conditions		3	February/2
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	The Era of Sects: A Study in Social, Economic, and Cultural Conditions		3	April/1
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Political, military and cultural relations between the Emirate of Morocco and Andalusia		3	April/2
Classroom performance and exams	Delivering the lecture and	The intellectual, cultural, and scientific conditions		3	April/3

	participating in the classroom discussion	of the Aghlabids			
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Tests		3	April/4
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Cultural aspects in Andalusia under the Almoravids and Almohads		3	May/1
Classroom performance and exams	Delivering the lecture and participating in the classroom discussion	Islamic countries in Egypt and the Levant The spread of Islam in sub-Saharan Africa		3	May/2

11. Course Evaluation

The grade out of 100 is distributed according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.

- 50 marks for the annual coursework, with 25 marks allocated per semester, divided as follows: 20 marks for the written exam and 5 marks for the daily exam, distributed between daily grades or reports.
- 50 marks for the end-of-year exam.

12. Learning and teaching resources

1- Khashaa Al-Ma'adidi / History of the Arab and Islamic States in the Al-Sar Al-Bassi.	Required textbooks (methodology, if applicable)
1- Rashid Abdullah Al-Jumaili / History of the Arab Islamic State in the Late Abbasid Era. 2- Afaf Sabra / History of Independent States in the Islamic East	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

1. Course Name Philosophy of History / Grade 3	
2. Course Code	
3. Term/Year 2025/2026	
4. Date this description was prepared/ 202510/5	
5. Available attendance formats Classroom lectures	
6. Total number of study hours /60 hours Number of units (total) 4	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: M.D. Saja Ahmed Mohammed Saga.Ahmed@	Email:tu.edu.iq
8. Course Objectives	
- Developing a clear vision among female students at this stage regarding the philosophy of history. - Expanding students' understanding of philosophical thought	Course objectives
9. Teaching and learning strategies	
The standard method (giving lectures). Text Method	strategy

					10. Course Structure
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method, text method	Introduction to Philosophy: Definition and Importance of Philosophy		2	September 3
Classroom performance and exams	Standard method, text method	Philosophical schools		2	September 4
Classroom performance and exams	Standard method, text method	Prominent Arab philosophers		2	October 1
Classroom performance and exams	Standard method, text method	Examples from the philosophers of Greek civilization		2	October 2
Classroom performance and exams	Text method, standard method	Ibn Khaldun's Philosophy		2	October 3
Classroom performance and exams	Text method, standard method	The historical inevitability of the stages of human development		2	October 4
Classroom performance and exams	Text method, standard method	Materialist philosophy		2	November 1
Classroom performance and exams	Standard method	racist interpretation of history		2	November 2
Classroom performance and exams	Standard method	Religious interpretation of history		2	November 3
Classroom performance and exams	Standard method	Civilizational interpretation of history		2	November 4
Classroom performance and exams	Standard method and text method	Methodological rules for studying history		2	December 1

Classroom performance and exams	Standard method	Toynbee's Interpretation of History		2	December 2
Classroom performance and exams	Text method and standard method	Bedouin life and civilization		2	December 3
Classroom performance and exams	Text method and standard method	Urbanism		2	December 4
Classroom performance and exams	Textual method and deductive method	Human gathering		2	January 1
Spring break from 14/1/2026Until 25/1/2026					
Classroom performance and exams	Text method and standard method	Introduction to Philosophy: Definition and Importance of Philosophy		2	January 4
Classroom performance and exams	Standard method	Philosophical schools		2	February 1
Classroom performance and exams	Standard method	Prominent Arab philosophers		2	February 2
Classroom performance and exams	Standard method	Examples from the philosophers of Greek civilization		2	February 3
Classroom performance and exams	Standard method	Ibn Khaldun's Philosophy		2	February 4
Classroom performance and exams	The deductive method and the textual method	The historical inevitability of the stages of human development		2	March 1
classroom performance	Standard method	Materialist philosophy		2	March 2
Classroom performance and exams	Standard method and text method	racist interpretation of history		2	March 3
Classroom	Standard method	Religious		2	March 4

performance and exams	and text method	interpretation of history			
Classroom performance and exams	Standard method and text method	Civilizational interpretation of history		2	April 1
Classroom performance and exams	Standard method	Methodological rules for studying history		2	April 2
Classroom performance and exams	Standard method	Toynbee's Interpretation of History		2	April 3
Classroom performance and exams	Standard method	Theory of the Individual Factor		2	April 4
Classroom performance and exams	Text method and standard method	Geographical Factor Theory		2	May 1
_____	Problem-solving method	General review		2	May 2
_____	_____	Final exams		_____	May 3, 4

11. Course Evaluation

50 marks for the annual coursework, with 25 marks allocated for each semester, divided as follows:
 20 marks for the written exam
 5 marks for the daily work, distributed between daily exams or reports
 50 marks for the end-of-year exam

12. Learning and teaching resources

Philosophy of History by Ibrahim Khalil Ahmed	Required textbooks (methodology, if applicable)
The mediator in philosophy, Hashim Yahya Al-Mallah	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

Course description template

1. Course Name					
History of the Arab countries during the Ottoman era					
2. Course Code					
3. Term/Year					
2025/2026					
4. Date this description was prepared					
5/10/2025					
5. Available attendance formats					
My class + classroom					
6. Total number of study hours / Total number of units					
60 hours / 4 units					
7. Name of the course coordinator (if there is more than one, mention it)					
Name: Dr. Roaa Jamal Khader Khalaf Email: ruaa.jk@tu.edu.iq					
8. Course Objectives					
- Understanding the political reality and history of the Arab world during the Ottoman era - A study of the invasions and foreign occupations that the Arab world has been subjected to, and the Arab resistance to them. - A study of the conditions of the Arab world under Ottoman rule.					Course objectives
9. Teaching and learning strategies					
Standard Method / Text Method					strategy
10. Course Structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method Text method	The Rise of the Ottoman State		2	September 3
Classroom performance and exams	Standard method Text method	Theories of the rise of the Ottoman state		2	September 4
Classroom performance and exams	Standard method Text method	European colonial invasion of Arab countries		2	October 1
Classroom performance	Standard	Ottoman		2	October 2

and exams	method Text method	control over the Levant, Egypt, Hejaz, and Yemen			
Classroom performance and exams	Standard method Text method	Ottoman control over Iraq and the Arabian Gulf		2	October 3
Classroom performance and exams	Standard method Text method	Ottoman control over the Maghreb countries		2	October 4
Classroom performance and exams	Standard method Text method	Ottoman governance and administration systems in the Arab countries		2	November 1
Classroom performance and exams	Standard method Text method	Ottoman military forces		2	November/2
Classroom performance and exams	Standard method Text method	The policy of the Ottoman Sultan Selim I in Egypt		2	November 3
Classroom performance and exams	Standard method Text method	Ottoman administration of the Arab countries		2	November 4
Classroom performance and exams	Standard method Text method	The Ottoman Empire and local powers in the Arab countries		2	December 1
Classroom performance and exams	Standard method Text method	Ottoman policy towards local powers in the Arab countries		2	December 2
Classroom performance and exams	Standard method Text method	Reform movements in the Ottoman Empire		2	December 3
Classroom performance and exams	Standard method Text method	The extent of the impact of Ottoman		2	December 4

		reform movements on Arab countries			
Classroom performance and exams	Standard method Text method	The stance of European countries towards the Ottoman reform movement		2	January /1
Classroom performance and exams	Standard method Text method	The position of the Arab countries and local powers regarding the Ottoman reform movement		2	February 1
Classroom performance and exams	Standard method Text method	French invasion of Egypt		2	February 2
Classroom performance and exams	Standard method Text method	First Cairo Revolution		2	February /3
Classroom performance and exams	Standard method Text method	The French invasion of Syria, the Second Cairo Revolt, and France's withdrawal from Egypt		2	February 4
Classroom performance and exams	Standard method Text method	The effects of the invasion and its consequences		2	March / 1
Classroom performance and exams	Standard method Text method	The rise of Muhammad Ali Pasha and attempts to build the modern Arab state		2	March / 2
Classroom performance and exams	Standard method	Muhammad Ali's		2	March / 3

	Text method	administrative procedures in Egypt			
Classroom performance and exams	Standard method Text method	Muhammad Ali's Arab policy		2	March / 4
Classroom performance and exams	Standard method Text method	Muhammad Ali's activities in the Arabian Peninsula and the Arabian Gulf		2	April /1
Classroom performance and exams	Standard method Text method	Muhammad Ali's activities in Sudan		2	April /2
Classroom performance and exams	Standard method Text method	Muhammad Ali's activities in the Levant and Iraq		2	April /3
Classroom performance and exams	Standard method Text method	Muhammad Ali Pasha's wars against the Ottoman Empire		2	April /4
Classroom performance and exams	Standard method Text method	The Treaty of London of 1840 and the end of Muhammad Ali Pasha's dream		2	May 1
		exam		2	May 2
		Comprehensive review		2	May 3

11. Course Evaluation

The grades are distributed as follows: 25 points for the first semester exam (20 points), and 5 points for class participation, attendance, and absence. The same applies to the second semester, bringing the total grade to 50 points, which is the annual coursework grade, and 50 points for the final exam.

12. Learning and teaching resources

Khalil Ibrahim Ahmed / The Arab World in the Ottoman Era	Required textbooks (methodology, if applicable)
1 - Abbas Al-Azzawi / The History of Iraq Between Two Occupations	Main references (sources)

2- Abdulaziz Nawar / History of the Modern Arab World	
3- Khalil Ibrahim Ahmed / The Arab World in the Ottoman Era	
Historical articles and reports; research published in the Iraqi Academy of Journals	Recommended supporting books and references (scientific journals, reports...)
Reputable websites containing verified publications available in [format]PDF	Electronic references, websites

Course Description Template

.1 Course Name					
Modern and Contemporary History of the Arab World					
2 .Course Code					
3.Semester / Year					
2025/2026					
4.Date of preparation of this description					
5/10/2026					
5.Available forms of attendance					
Class + Classroom					
6.Total Study Hours / Total Units					
hours / 4 units					
7.(Name of the course instructor (list all names if there is more than one					
Email: ruaa.j.k@tu.edu.iq Name: Asst. Prof. Dr. Roaa Jamal Khader Khalaf					
8.Course Objectives					
- Understanding the political reality and history of the Arab world during the Ottoman era. - Studying the invasions and foreign occupations the Arab world was subjected to, as well as the Arab resistance against them. - Examining conditions in the Arab world under Ottoman rule.				Course Objectives	
9.Teaching and learning strategies					
The Strategy			Standard Method / Text Method		
10.Course Structure					
الأسبوع	الساعات	مخرجات التعلم المطلوبة	اسم الوحدة او الموضوع	طريقة التعلم	طريقة التقييم
September / 3	2		The Arab World under Ottoman Rule	Standard Method Text	Classroom Performance and Examinations

				Method	
September / 4	2		The Rise of the Ottoman State in Anatolia and Ottoman Expansion	Standard Method Text Method	Classroom Performance and Examinations
October / 1	2		The Arab World Facing Colonial Penetration	Standard Method Text Method	Classroom Performance and Examinations
October / 2	2		The Rise of the Safavid State in Iran and the Ottoman Shift Eastward	Standard Method Text Method	Classroom Performance and Examinations
October / 3	2		Ottoman Control over the Arab Levant	Standard Method Text Method	Classroom Performance and Examinations
October / 4	2		Ottoman Control over the Arab Maghreb	Standard Method Text Method	Classroom Performance and Examinations
November / 1	2		Ottoman Administration of Arab Lands	Standard Method Text Method	Classroom Performance and Examinations
November / 2	2		The Ottoman State and Local Powers in Arab Lands	Standard Method Text Method	Classroom Performance and Examinations
November / 3	2		British Penetration into the Arabian Gulf and Iraq	Standard Method Text Method	Classroom Performance and Examinations
November / 4	2		The Impact of the Reform Movement in Arab	Standard Method Text	Classroom Performance and Examinations

			Lands	Method	
December / 1	2		The Arab World Facing Colonial Penetration	Standard Method Text Method	Classroom Performance and Examinations
December / 2	2		The French Occupation of Algeria (1830)	Standard Method Text Method	Classroom Performance and Examinations
December / 3	2		The French Occupation of Tunisia (1881)	Standard Method Text Method	Classroom Performance and Examinations
December / 4	2		Morocco (1830–1914)	Standard Method Text Method	Classroom Performance and Examinations
January / 1	2		British penetration of the Arabian Gulf and Iraq	Standard Method Text Method	Classroom Performance and Examinations
February / 1	2		British occupation and hegemony over Egypt and Sudan	Standard Method Text Method	Classroom Performance and Examinations
February / 2	2		The Italian occupation of Libya	Standard Method Text Method	Classroom Performance and Examinations
February / 3	2		The rise of the Arab nationalist movement	Standard Method Text Method	Classroom Performance and Examinations
February / 4	2		The Al-Ahd military society	Standard Method Text Method	Classroom Performance and Examinations
March / 1	2		The impact of World War I on the future of the Arabs	Standard Method Text Method	Classroom Performance and Examinations
March / 2	2		The Sharif Hussein-	Standard	Classroom Performance

			McMahon negotiations	Method Text Method	and Examinations
March / 3	2		The outbreak of the Arab Revolt	Standard Method Text Method	Classroom Performance and Examinations
March / 4	2		The Arab cause in public pledges	Standard Method Text Method	Classroom Performance and Examinations
April / 1	2		The 1936 Revolt in Palestine	Standard Method Text Method	Classroom Performance and Examinations
April / 2	2		The establishment of regional political entities	Standard Method Text Method	Classroom Performance and Examinations
April / 3	2		The rise of the Arab revolutionary movement after World War II	Standard Method Text Method	Classroom Performance and Examinations
April / 4	2		The growth of the decolonization movement in the Arab world	Standard Method Text Method	Classroom Performance and Examinations
May / 1	2		The intensification of the movement advocating for Arab unity	Standard Method Text Method	Classroom Performance and Examinations
May / 2	2		exam		
May / 3	2		Comprehensive Review		

11.Course Evaluation

The 25 marks for each semester are distributed as follows: 20 marks for the exam and 5 marks for class participation and attendance. This applies to both the first and second semesters, resulting in a total of 50 marks for the annual coursework grade, while the final end-of-year exam accounts for the remaining 50 marks.

12.Learning and Teaching Resources

Required Textbooks (Course Materials, if applicable)	Khalil Ibrahim Ahmed / The Arab World During the Ottoman Era
Key References (Sources)	1 – Abbas Al-Azzawi / History of Iraq Between Two Occupations 2 – Abdulaziz Nawwar / History of the Modern Arab World 3 – Khalil Ibrahim Ahmed / The Arab World During the Ottoman Era
Recommended Supplementary Books and References (Scientific Journals, Reports, etc.)	Ottoman Era Historical articles, reports, and research papers published by the Iraqi Journals Academy
Electronic References and Websites	Reputable websites featuring documented publications available in PDF format