



Academic program description form



University : Tikrit University

College/Institute: College of Education for Women

Scientific Department/History Department

Name of academic or professional program: Master in History

Name of final degree: Master in History

Academic system: annual

Date the description was prepared: 07/10/2025

Date of filling the file: 15/10/2025

Signature:

Name of department head: Assistant Professor Dr

Mubdar Muhammad Ali

History: 20/10/2025

Signature:

Name of scientific assistant : Professor Doctor

Ashraf Jamal Mahmoud

History: 20/10/2025

Check the file by:

Division of Excellence Assurance and University Performance

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

the date :

the signature :

20/10/2025

Signature of the Dean

Prof. Dr. Najla Abdul Hussein Aliwi

20/10/2025

Ministry of Higher Education and Scientific Research

Supervision and Scientific Evaluation Directorate

Quality Assurance and Academic Accreditation Department

Accreditation Section



**Academic Program and Course
Description Guide for the
Department of History /
Postgraduate Studies, College of
Education for Women / University of
Tikrit 2025-2026**



Introduction:

The educational program is a coordinated and organized package of courses comprising procedures and experiences organized into course syllabi, the primary purpose of which is to build and refine graduates' skills, making them qualified to meet labor market requirements. It is reviewed and evaluated annually through internal or external audit procedures and programs, such as the external examiner program.

The academic program description provides a brief summary of the main features of the program and its courses, indicating the skills to be acquired by students based on the program's objectives. The importance of this description stems from being the cornerstone for obtaining programmatic accreditation, and it is co-authored by teaching staff under the supervision of scientific committees in academic departments.

This guide includes a description of the academic program after updating the vocabulary and paragraphs of previous guides in light of developments and changes in the educational system in Iraq, which included the traditional academic program description (annual, semester systems), as well as adopting the academic program description generalized under Studies Directorate letter TM3/2906 dated 3/5/2023 regarding programs adopting the Bologna Process.

In this regard, we can only emphasize the importance of writing academic program and course descriptions to ensure the smooth conduct of the educational process.

Concepts and Terminology:

- **Academic Program Description:** Provides a concise summary of its vision, mission, and objectives, including an accurate description of targeted learning outcomes according to specific learning strategies.
- **Course Description:** Provides a brief summary of the course's most important characteristics and expected student learning outcomes, demonstrating whether the student has made maximum use of available learning opportunities. It is derived from the program description.
- **Program Vision:** An ambitious image of the academic program's future to be an advanced, inspiring, motivating, realistic, and applicable program.
- **Program Mission:** Briefly clarifies the objectives and activities necessary to achieve them, and determines the directions and development paths of the program.
- **Program Objectives:** Statements describing what the academic program intends to achieve over a specific period, and they must be measurable and observable.
- **Curriculum Structure:** All courses/subjects included in the academic program according to the approved learning system (semester, annual, Bologna process), whether requirements of (Ministry, University, College, Department) with the number of study units.
- **Learning Outcomes:** A compatible set of knowledge, skills, and values acquired by the student after successfully completing the academic program. Learning outcomes must be specified for each course in a way that achieves the program objectives.
- **Teaching and Learning Strategies:** Strategies used by faculty members to develop student teaching and learning; plans followed to reach learning objectives, describing all curricular and extracurricular activities to achieve

program learning outcomes.

Academic Program Description Model



University Name: University of Tikrit

College / Institute: College of Education for Women

Scientific Department: Department of History

Academic or Professional Program Name: Master of Arts in History

Final Certificate Name: Master of Arts in History

Study System: Semester

Description Preparation Date: 18/9/2025

File Completion Date: 18/9/2025

Head of Department Name:

Scientific Assistant Name:

Asst. Prof. Dr. Mubdir Mohammed Ali

Prof. Dr. Ashraf Jamal

Mahmoud

Signature:

Signature:

File Reviewed By:

Quality Assurance and University Performance Division

Head of Quality Assurance Division Name: M. Sahad Khalid Hamid

Date:

Dean's Endorsement

Prof. Dr. Najlaa Abdulhussain Aliwi

1. Program Vision

The Department of History aspires to be one of the leading departments at the educational and research levels in Iraq and the Arab world in the coming years.

2. Program Mission

To provide distinguished historical programs that serve education and scientific research, help master their skills, and create a sound scientific environment that encourages creativity and cooperation between students and faculty members, highlighting the authentic values of history to contribute to the citizen's pride in their past and harnessing it to serve the present and build the future.

3. Program Objectives

In line with the vision, mission, and general objectives of the University of Tikrit, the Department of History at the College of Education for Women seeks to achieve a set of objectives, including:

- Providing high-quality educational programs that meet international standards and cover community needs.
- Equipping students with knowledge and practical skills necessary to enable them to use modern technological tools.
- Ensuring the achievement of learning outcomes for the programs offered through evaluation and follow-up programs.
- Deepening concepts and elevating the scientific level of faculty members by organizing scientific seminars and conferences to deepen concepts and raise efficiency.
- Exchanging expertise and conducting research papers by signing scientific agreements with counterpart institutions at the local and global levels

4. Programmatic Accreditation

None, but the department plans to obtain programmatic accreditation at the national level.

5. Other External Influences

One of the most prominent external influences is the difficulty for program graduates to secure job opportunities in society.

6. Program Structure

Program Structure	Number of Courses	Credit Units	Percentage	Notes
Institution Requirements	-	-	-	Core
College Requirements	None	-	-	-
Department Requirements	None	-	-	-
Summer Training	None	-	-	-
Other	-	-	-	-

*** Notes may include whether the course is core or elective.**

7. Program Description

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8. Expected Program Learning Outcomes

Category	Learning Outcome Statement
Knowledge	Equipping students with fundamental historical facts and concepts, and developing their abilities to apply historical values, principles, rules, and facts. (Learning Outcome 1)
Skills	Developing problem-solving skills for various issues in historical topics. (Learning Outcome 2)
Skills	Developing academic and social skills. (Learning Outcome 3)
Values	Developing scientific values in objectivity and scientific integrity. (Learning Outcome 4)
Values	Developing scientific values in employing the scientific method. (Learning Outcome 5)

9. Teaching and Learning Strategies

- Lecturing and using textbook resources.
- Problem-solving using brainstorming methods.
- Self-directed learning strategies.
- Writing scientific reports and analyzing data.
- Employing e-learning and blended learning.
- Using discussion and seminar methods.
- Employing active learning techniques.
- Assignments and homework tasks.
- Employing cooperative learning and peer teaching techniques.

10. Evaluation Methods

- Conducting daily, weekly, monthly tests, and end-of-year examinations.
- Grading and correcting homework assignments.

Faculty Members	Specialization (General)	Specialization (Specific)	Requirements / Skills (if any)	Staff Count (On-Establishment)	Staff Count (Lecturer)
Prof. Dr. Arkan Taha Abd	Islamic	Abbasid		√	
Prof. Dr. Basim Salih Najm	Islamic	Prophetic Biography & Rightly-Guided Caliphate		√	
Prof. Dr. Mamdouh Salim Muhammad	Islamic	Umayyad		√	
Prof. Dr. Hanan Issa Jassim	Islamic	Pre-Islamic Arabs		√	
Prof. Dr. Adham	Islamic	Pre-Islamic Arabs		√	

Faculty Members	Specialization (General)	Specialization (Specific)	Requirements / Skills (if any)	Staff Count (On-Establishment)	Staff Count (Lecturer)
Hassan Farhan					
Prof. Dr. Saad Eidan Abdullah	Islamic	Prophetic Biography & Rightly-Guided Caliphate		√	
Prof. Dr. Sabah Jassim Hamad	Islamic	Abbasid		√	
Prof. Dr. Wedad Kurdi Thalj	Islamic	Andalusian		√	
Assist. Prof. Dr. Anwar Arheem Muhaimeed	Islamic	Civilizational Systems		√	
Assist. Prof. Dr. Sufyan Zaidan	Islamic	Early Islam		√	
Assist. Prof. Dr. Basma Taha Ismail	Islamic	Islamic Civilization		√	
Prof. Dr. Idris Hardan Mahmoud	Modern	History of the United States of America		√	
Assist. Prof. Dr. Mohammad Imad Radeef	Modern	History of the Arab World		√	
Assist. Prof. Dr. Abdul-Razzaq Khalifa Ramadan	Modern	Modern History		√	
Assist. Prof. Dr. Shaha Daham Abdullah	Modern	Europe		√	
Assist. Prof. Dr. Roa Jamal Khidhir	Modern	Arab World		√	
Assist. Prof. Dr. Mubader Muhammad Ali	Curricula & Teaching Methods	History Curricula & Teaching Methods		√	

11. Professional Development

Mentoring new faculty members

- Working with expert professors
- Participating in workshops
- Assignment to discussion circles (seminars)

Professional Development for Faculty Members:

- Participation in developmental courses
- Participating in seminars.
- Participation in thesis and dissertation defense committees
- Coauthoring books and conducting scientific research
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12.Admission Criteria

First: College Admission Requirements:

1. Adopting student admission conditions according to the regulations of the Ministry of Higher Education and Scientific Research (Central Admission)
2. Successfully passing any special test or personal interview deemed necessary by the College or University Council
3. Being medically fit for the applied specialization

Second: Departmental Admission Requirements:

1. Selecting the student's preference from multiple options ordered by priority
2. High school graduation admission
3. The cutoff average of the target academic department
4. The absorptive capacity of the academic department

13.Key Information Sources About the Program

1. Department website within the College of Education for Women portal (Link:)
2. Administrative orders for staff, objectives, vision, and mission
3. Directives of the sectoral committee for peer departments
4. Recommendations of the departmental scientific committee

14.Program Development Plan

1. Reviewing objectives, vision, and courses according to societal needs
2. Reviewing the programs of peer departments
3. Reviewing history department programs in Arab and regional countries

Course Description

1. Course Name:	
Civilizational Systems of the Arab Islamic State	
2. Course Code: -	
Master's Degree	
3. Semester / Year: First Semester /	
٢٠٢٦ - ٢٠٢٥	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
Classroom Lectures	
6. Total Study Hours / Total Units:	
(30) Study Hours (2) Units	
7. Course Instructor Name:	
Email: anwar.raheem@tu.edu.iq	Name: Asst. Prof. Dr. Anwar Raheem Muhaimed
8. Course Objectives	
Course Objectives	• To examine the heritage of Arab-Islamic civilization. • To instill confidence in the nation's youth regarding its bright history and complete civilizational development. • To promote mutual cooperation among members of the unified nation. • To build confidence in the nation's youth to move forward in constructing and flourishing Arab civilization.
9. Teaching and Learning Strategies	
Strategy	Standard method, lecture delivery, discussion, and textual analysis method.

10. Course Structure

Week	Hours	Module / Topic Name	Required Learning Outcomes	Learning Method	Assessment Method
February / 1	2	Concept of Civilization, Civic Life, and Culture	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
February / 2	2	Political Systems among Arabs before Islam	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
February / 3	2	Social Systems among Arabs before Islam	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
February / 4	2	Political System in Islam	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations

March / 1	2	The Arab Islamic State in the Era of the Prophet (PBUH)	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
March / 2	2	The Caliphate and the Caliphate System in the Era of the Rightly Guided Caliphs	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
March / 3	2	The Caliphate System in the Umayyad Era	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
March / 4	2	The Caliphate System in the Abbasid Era	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
April / 1	2	The Vizierate (Ministry), its Derivatives, and the Powers & Privileges of the Vizier	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
April / 2	2	The Vizierate in the First Abbasid Era	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
April / 3	2	Chamberlainship (Hajaba) in the Islamic East and Andalusia	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
April / 4	2	Emirate (Government) and Executive Bureaus (Diwans) in the Arab Islamic State	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
May / 1	2	Judicial Systems and their Institutions	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
May / 2	3	Land Tax (Kharaj) and its Regulations in the Rashidun and Umayyad Eras	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations
May / 3	3	Land Tax (Kharaj) and Types of Taxes in the Umayyad and Abbasid Eras	Civilizational Systems of the Arab Islamic State	Standard method, lecture delivery & discussion	Class performance & examinations

11. Course Evaluation	
Grades are distributed out of 100 based on student assignments including daily preparation, oral/written quizzes, monthly exams, and research reports: - Annual Coursework Grade (Second Semester): 30 Marks total - Research Paper: 20 Marks - Continuous Assessment (Daily Activities, Quizzes, Reports): 10 Marks - Final Examination (Second Semester): 70 Marks	
12. Learning and Teaching Resources	
Required Textbooks (Methodological if any):	• Lectures in the History of Islamic Civilization — Dr. Tawfiq Sultan Al-Yuzbaki
Main References (Sources):	• All historical sources discussing the history of Arab-Islamic civilization.
Electronic References and Websites:	Websites specialized in science, knowledge, cultural aspects, and directories of scientific journals and libraries.
Recommended Supporting Books and References (Scientific Journals, Reports...)	• Studies in the History of Arab Civilization — Dr. Khash'a Al-Ma'adhidi / Dr. Abdul Amir Dixon

Course Description

1. Course Name:	
(Prophetic Biography (Sirah Nabawiyyah	
2. Course Code: -	
Master's Degree / History	
3. Semester / Year: First Semester /	
٢٠٢٥-٢٠٢٦	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
In-person Classroom Lectures	
6. Total Study Hours / Total Units:	
Hours 2 Credit Units ٣٠	
7. Course Instructor Name:	
Assoc. Prof. Dr. Sufian Jayid Zaidan Email: sufian.zedan@tu.edu.iq	
8. Course Objectives	
Course Objectives	- Educate Master's students on the Prophetic Biography (Sirah Nabawiyyah), the historical development of its historiography, and analyze its political, social, and da'wah dimensions. - Deepen academic and analytical understanding of the origins and evolution of Sirah and Maghazi historiography methodologies across various Islamic eras. - Enable students to critically evaluate historical narratives, comparing them against methodological and critical standards and applying them to the Prophetic Biography. -Train students to investigate historical problematics within the Sirah, critically engaging with Orientalist approaches and contemporary scholarly perspectives.
9. Teaching and Learning Strategies	
Strategy	Lectures delivered through interactive questioning, oral discussion, explicit explanation, seminar facilitation, and assigning students critical research papers to fulfill all syllabus learning outcomes.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
October 1	2	Islamic Systems	Concept of 'Sirah and Maghazi', historical development of Sirah historiography, and primary sources.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
October 2	2	=	Environmental, social, and political context of the Arabian Peninsula	Interactive Lecture & Discussion	Oral & In-Person Written Exams

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
			prior to the Prophetic mission.		
October 3	2	=	The Meccan Phase: Secret and public dawah, analysis of confrontation mechanisms, persecutions, and challenges.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
October 4	2	=	Migration to Abyssinia: Causes, ramifications, and political/diplomatic analysis of the event.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
November 1	2	=	First and Second Pledges of Aqabah: Paving the way for establishing the core Islamic state.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
November 2	2	=	Prophetic Migration (Hijrah) to Medina: Planning, route, and strategic dimensions.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
November 3	2	=	Constitution of Medina (Sahifat al-Madinah): Article analysis and social-political organization.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
November 4	2	=	Establishment of Medinan Society: Mu'akhah (brotherhood), mosque construction, and relations with Jewish tribes.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
December 1	2	=	Major Battles (Badr and Uhud): Causes, military leadership, and key lessons learned.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
December	2	=	Battle of the Trench	Interactive	Oral & In-Person

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
2			(Khandaq) & Aftermath: Shift in power balance and securing Medina's internal front.	Lecture & Discussion	Written Exams
December 3	2	=	Treaty of Hudaibiyyah: Political analysis, critical terms, and impact on expanding the Da'wah.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
December 4	2	=	Prophetic Letters and Dispatches to Kings and Princes: Foreign relations and diplomacy.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
January 1	2	=	Conquest of Mecca and Battle of Hunayn: Geopolitical transformations and consolidating Arabian unity.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
January 2	2	=	Farewell Pilgrimage & Sermon: Analysis of the Prophet's address and its human rights / social applications.	Interactive Lecture & Discussion	Oral & In-Person Written Exams
January 3	2	=	Critique of Orientalist studies, methodologies, and contemporary approaches to the Prophetic Biography.	Interactive Lecture & Discussion	Oral & In-Person Written Exams

11. Course Evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily and oral, monthly and written examinations, reports, etc. (30) degrees for the second semester annual coursework Second semester: (20) degrees for the research + (10) for daily work distributed between daily activity, daily exams, or reports (70) degrees for the final exam (First Semester)	
12. Learning and Teaching Resources	
Required Textbooks (Methodological if any):	- Dr. Akram Diya al-Umari, The Authentic Prophetic Biography (Al-Sirah al-Nabawiyyah al-Sahihah). - Dr. Mahdi Rizqullah Ahmad, The Prophetic Biography in Light of Authentic Sources: An Analytical Study. - Dr. Muhammad Sa'id Ramadan al-Buti, Jurisprudence of the Prophetic Biography (Fiqh al-Sirah) with a Brief History of the Rightly Guided Caliphate.
Main References (Sources):	- Abd al-Malik ibn Hisham (Ibn Hisham), The Prophetic Biography (Al-Sirah al-Nabawiyyah). - Muhammad ibn Sa'd (Ibn Sa'd), The Major Classes (Al-Tabaqat al-Kubra). - Muhammad ibn Jarir al-Tabari, History of the Prophets and Kings (Tarikh al-Rusul wa al-Muluk). - Ali ibn Ahmad ibn Hazm al-Andalusi (Ibn Hazm), Compendium of the Prophetic Biography (Jawami' al-Sirah).
Electronic References and Websites:	- Virtual Library of the Ministry of Higher Education and Scientific Research. - Academic library portals and research repositories of select international and Arab universities.
Recommended Supporting Books and References (Scientific Journals, Reports...)	- Dr. Imad al-Din Khalil, Studies in the Prophetic Biography. - Dr. Farooq Hamadah, Sources of the Prophetic Biography and Their Evaluation. - Orientalists and the Prophetic Biography: A Critical Study of Orientalist Methodologies.

Course Description

1. Course Name:	
History of the Abbasid State	
2. Course Code: -	
Master's Level	
3. Semester / Year: First Semester /	
٢٠٢٦ - ٢٠٢٥	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
In-person Lectures	
6. Total Study Hours / Total Units:	
(30) Study Hours (2) Units	
7. Course Instructor Name:	
Name: Prof. Dr. Sabah Jasim Hamad Ali Email: sabah.jasim@tu.edu.iq	
8. Course Objectives	
Course Objectives	- Educate female students on the history of the Abbasid State, representing one of the most critical eras in Islamic history characterized by significant civilizational and scientific development. - Familiarize students with key achievements accomplished during this era to enable critical differentiation among the various historical epochs of the Arab-Islamic State.
9. Teaching and Learning Strategies	
Strategy	Delivering lectures through interrogation, discussion, explanation, and clarification methods regarding the history of the Abbasid State to comprehensively achieve the learning objectives of the syllabus.

10. Course Structure

Week	Hours	Module / Topic Name	Required Learning Outcomes	Learning Method	Assessment Method
February / 1	2	Study of the transitional period between the Umayyad and Abbasid states (Abbasid Call as a model) Part 1	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
February / 2	2	Study of the transitional period between the Umayyad and Abbasid states (Abbasid Call as a model) Part 2	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
February / 3	2	The First Abbasid Era and its features (The	History of the Abbasid	Lecturing & Class	Oral & In-person Written

		Caliphate Institution as a model) Part 1	State	Discussion	Exams
February / 4	2	The First Abbasid Era and its features (The Caliphate Institution as a model) Part 2	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
March / 1	2	The Second Abbasid Era and its features (Era of Turkish Influence) Part 1	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
March / 2	2	The Second Abbasid Era and its features (Era of Turkish Influence) Part 2	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
March / 3	2	The Late Abbasid Era and its features (Era of Buyid Influence) Part 1	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
March / 4	2	The Late Abbasid Era and its features (Era of Buyid Influence) Part 2	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
April / 1	2	Opposition movements in the First Abbasid Era: Umayyad Opposition Movements	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
April / 2	2	Alid Opposition Movements Part 1	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
April / 3	2	Alid Opposition Movements Part 2	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
April / 4	2	Mawali Movements: Rawandiyya, Muqanna'iyya, Khurramiyya, Al-Afshin Part 1	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
May / 1	2	Mawali Movements: Rawandiyya, Muqanna'iyya, Khurramiyya, Al-Afshin Part 2	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams
May / 2	3	Research Discussion	History of	Lecturing &	Oral & In-

			the Abbasid State	Class Discussion	person Written Exams
May / 3	3	First Semester Exams	History of the Abbasid State	Lecturing & Class Discussion	Oral & In-person Written Exams

11. Course Evaluation	
Grades are distributed out of 100 based on student assignments including daily preparation, oral/written quizzes, monthly exams, and research reports: - Annual Coursework Grade (Second Semester): 30 Marks total - Research Paper: 20 Marks - Continuous Assessment (Daily Activities, Quizzes, Reports): 10 Marks - Final Examination (Second Semester): 70 Marks	
12. Learning and Teaching Resources	
Required Textbooks (Methodological if any):	• Dr. Tariq Fathi Sultan, Dr. Ibrahim Khalil Al-Samarrai, Dr. Jazeel Al-Jumail: History of the Arab-Islamic State in the Abbasid Era • Dr. Ahmed Ali Sakr & Dr. Mohammed Karim Al-Jumaili: The First Abbasid Era: State Power and Civilizational Prosperity • Dr. Abdul Aziz Al-Duri: The First Abbasid Era
Main References (Sources):	• Al-Tabari: Tarikh al-Rusul wa al-Muluk (History of the Prophets and Kings) • Ibn Al-Athir: Al-Kamil fi al-Tarikh (The Complete History) • Ibn Kathir: Al-Bidayah wa al-Nihayah (The Beginning and the End) • Dr. Tariq Fathi Sultan: Political History in the Abbasid Era (Parts 1 & 2)
Electronic References and Websites:	• Virtual Library of the Ministry of Higher Education and Scientific Research (Iraq) • Library Websites of Selected International and Arab Universities
Recommended Supporting Books and References (Scientific Journals, Reports...)	• Muhammad Suhail Tawoush: History of the Abbasid State • Sami bin Abdullah bin Ahmed Al-Mughlouth: Atlas of the History of the Abbasid State • Suzy Hammoud (Intro & Rev. Essam Chbaro): The Abbasid State: Stages of its History and Civilization • Muhammad Al-Khudari Bek: The Abbasid State

Course Description

1. Course Name:	
Historians' Methodologies / Postgraduate / History	
2. Course Code: -	
3. Semester / Year: First Semester /	
٢٠٢٦ - ٢٠٢٥	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
In-person and electronic via Google Classroom as a supportive medium according to ministerial directives.	
6. Total Study Hours / Total Units:	
30 Hours / 2 Units	
7. Course Instructor Name:	
Asst. Prof. Dr. Basma Taha Ismail Email: basma.taha@ tu.edu.iq	
8. Course Objectives	
Course Objectives	• Understanding Historical Schools: Understanding the evolution of research methodologies and historical writing among prominent historians across eras. • Mastering Historical Criticism: Applying rules of external and internal criticism of historical texts and sources objectively. • Developing Academic Research Skills: Training students to formulate problems, analyze evidence, and document references according to scholarly principles. • Enhancing Critical Thinking: Transitioning students from merely narrating events to questioning them and analyzing their philosophical and ideological dimensions. • Developing the ability to derive judgments and extrapolate historical texts with sound scientific neutrality.
9. Teaching and Learning Strategies	
Strategy	Applying diverse teaching methods including: • Textual Criticism: Presenting texts from various historical sources and training students to apply external and internal criticism rules to them. • Seminars: Assigning each student to present a research paper, review it, and critique it collectively in class. • Problem-Solving: Presenting complex historical or methodological problems for students to analyze and propose scientific solutions or interpretations. • Brainstorming: Deducing historical hypotheses and analyzing the causes of events and historians' interpretations through open discussion. Course Structure (Weekly Content)

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
October 1	2	Student clarifies the concept of history in its comprehensive sense and distinguishes between historical events and their writing.	Definition of History, Origin of Historical Compilation and Its Evolution	Standard method, Text method	Class performance and exams
October 2	2	Student analyzes the characteristics and methodologies of the Levant historical school and illustrates its prominent figures and impact on Islamic historical writing.	Historical Schools Among Arabs: The Levant School	Standard method, Text method	Class performance and exams
October 3	2	Student clarifies the features and prominent figures of the Yemen historical school and illustrates its role and contributions in preserving genealogies, news, and local histories.	The Yemen School	Standard method, Text method	Class performance and exams
October 4	2	Student analyzes the characteristics of the Medina historical school, illustrating its methodology in narrating biography and military expeditions, and its prominent figures.	The Medina School	Standard method, Text method	Class performance and exams
November 1	2	Student clarifies the characteristics and methodologies of the Iraq historical school, illustrating its prominent figures and contributions to historical compilation, narrative movement, and urban planning chronicles (Khitat).	The Iraq School	Standard method, Text method	Class performance and exams
November 2	2	Student distinguishes between the news (Khabar) and annals (Hawliyat) methodologies in historical compilation, analyzing the characteristics of each and prominent applied models.	Historians' Methodologies in Writing History (Khabar / Hawliyat)	Standard method, Text method	Class performance and exams
November 3	2	Student compares the methodologies of local histories and universal histories, analyzing their motives, sources, and impact on the comprehensiveness of compilation.	Topics / Local Histories / Universal Histories	Standard method, Text method	Class performance and exams
November 4	2	Student analyzes the methodology of Urwah ibn al-Zubayr in documenting and narrating historical events and the Prophet's biography, illustrating his scholarly standing and sources in compilation.	Prominent Muslim Historians and Their Methodologies: Urwah ibn al-Zubayr ibn al-Awwam	Standard method, Text method	Class performance and exams
December 1	2	Student analyzes the methodology of Muhammad ibn Umar al-Waqidi in historical compilation, illustrating his style in narrating military expeditions and histories, and his stance on isnad (chains of narration) and reporting.	Muhammad ibn Umar al-Waqidi	Standard method, Text method	Class performance and exams
December	2	Comprehending and evaluating	Exam	Standard	Written exam

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
2		student progress and demonstrating the extent of understanding previous topics.		method, Evaluation	
December 3	2	Student analyzes the methodology of Khalifa ibn Khayyat in historical compilation, illustrating his method of arranging events by years and his contributions to books of classes (Tabaqat) and history.	Khalifa ibn Khayyat	Standard method, Text method	Class performance and exams
December 4	2	Student analyzes the methodology of Imam al-Tabari in writing history, illustrating his method of collecting narrations, reliance on isnad, and stance on presenting conflicting reports.	Al-Tabari	Standard method, Text method	Class performance and exams
January 1	2	Student analyzes the methodology of Ibn al-Athir in his book "Al-Kamil fi al-Tarikh", illustrating his method of weaving reports, gathering merits from previous methodologies, and his stance on criticism.	Ibn al-Athir	Standard method, Text method	Class performance and exams
January 2	2	Evaluating student comprehension of historical methodologies and previous topics.	Exam	Standard method, Evaluation	Written exam
January 3	2	Student possesses the skill of academic presentation and critique of historical research, analyzes problems and results, and discusses evidence and methodology objectively.	Research Discussion	Seminar, Discussion	Class presentation and evaluation

11. Course Evaluation

- Grading out of 100 according to student tasks such as daily preparation, daily/oral/monthly/written exams, reports, etc.
- Midterm exam worth 30 marks (including 5 marks for reports, attendance, and assignments).
- Final exam worth 70 marks, making a total of 100 marks.

12. Learning and Teaching Resources

Required Textbooks (Methodological if any):	● The Science of History and Historians' Methodologies (In the Science of History: Origin, Compilation, Criticism, Philosophy, and Methodologies of Islam's Major Historians) - Saeb Abdul Hamid.
Main References (Sources):	1. Historians and History Among Arabs - Dr. Mohammed Ahmed Tarhini. 2. Methodology of Writing Islamic History with a Study of the Evolution of Compilation and Historians' Methodologies Until the End of the Third Century AH - Dr. Mohammed bin Samil al-Sulami.
Electronic References and Websites:	● Scientific Books and Journals. ● Comprehensive Libraries and Internet Archive: To download

	history books, manuscripts, biographical compendia, and historical methodology in PDF format. ● Google Scholar and Dar Al-Mandumah: To search for university theses and refereed academic articles concerning "Historians' Methodologies and Textual Criticism". ● Arab and International University Websites (Repository Archives): To access master's theses and doctoral dissertations
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Course Description

1. Course Name:	
History of the Arab World in the Ottoman Era	
2. Course Code: -	
(.Master's Degree (M.A	
3. Semester / Year: First Semester /	
٢٠٢٥-٢٠٢٦	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
(In-person & E-Learning (via Google Classroom as a supportive platform	
6. Total Study Hours / Total Units:	
Hours 2 Credit Units ٣٠	
7. Course Instructor Name:	
Assoc. Prof. Dr. Ruaa Jamal Khadar Khalaf Al-Jubouri Email: ruaa.j.k@tu.edu.iq	
8. Course Objectives	
Course Objectives	• Study the history of the Ottoman State using advanced academic methodologies suitable for graduate studies. • Examine the territorial expansion of the Ottoman Empire across Europe and the Arab region following its establishment. • Analyze key historical milestones and events throughout the Ottoman era. • Encourage graduate students to conduct in-depth research into Ottoman history, focusing on the Mashriq (Levant/Iraq), Egypt, and the Maghreb. • Review political developments and administrative dynamics within the Ottoman Empire. • Foster a comprehensive understanding of Ottoman history as an integral continuation of Islamic history. • Identify and evaluate the core political, administrative, and military pillars that supported Ottoman rule.
9. Teaching and Learning Strategies	
Strategy	• Textual Criticism: Analyzing primary and secondary historical source texts and training students on external and internal historical criticism rules. • Research Seminars: Assigning students individual research topics to present, discuss, and peer-review collectively in class. • Problem-Solving Approach: Presenting complex historical and methodological dilemmas for students to analyze and propose scientific explanations. • Brainstorming & Critical Debate: Formulating historical hypotheses, analyzing root causes of events, and evaluating historiographical interpretations.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
Sep W2	2	Ottoman Rule in the Arab World	Ottoman Rule in the Arab World: Background & origins of the Ottoman State (1299)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Sep W3	2	=	Establishment and evolution of the Ottoman Military Institution (1299–1566)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Sep W4	2	=	First Battle of Kosovo (1389): Causes, progression, and consequences	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Oct W1	2	=	Sultan Mehmed the Conqueror: Era of Power and Ascent (1451–1481)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Oct W2	2	=	Reign of Sultan Bayezid II (1481–1512)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Oct W3	2	=	The Ottoman–Safavid Conflict (1512–1520)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Oct W4	2	=	Siege and Conquest of Belgrade (1521)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Nov W1	2	=	The Ottoman Feudal System (Timar) in the Arab World	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Nov W2	2	=	Ottoman–Safavid Struggle over Iraq (1623–1639)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Nov W3	2	=	Reforms of Midhat	Interactive	Oral & In-Person

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
			Pasha in military and administrative domains	Lecture & Discussion	Written Exams
Nov W4	2	=	Sultan Mahmud II (1808–1839) and the suppression of the Janissaries	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Dec W1	2	=	The Tanzimat Era (Charitable/Beneficent Reorganisations) (1839–1876)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Dec W2	2	=	Economic relations and German missionary activity in the Ottoman Empire	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Dec W3	2	=	Internal policies of Sultan Abdul Hamid II (1876–1909)	Interactive Lecture & Discussion	Oral & In-Person Written Exams
Dec W4	2	=	CUP Coup, government formation, and entry into WWI (1909–1918)	Interactive Lecture & Discussion	Oral & In-Person Written Exams

11. Course Evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily and oral, monthly and written examinations, reports, etc. (30) degrees for the second semester annual coursework Second semester: (20) degrees for the research + (10) for daily work distributed between daily activity, daily exams, or reports (70) degrees for the final exam (First Semester)	
12. Learning and Teaching Resources	
Required Textbooks (Methodological if any):	• Ahmed Abdel-Rahim Mustafa — Origins of Ottoman History • Halil İnalcık — The Ottoman Empire: From Rise to Decline • Sayyid Muhammad Sayyid Mahmud — History of the Ottoman Empire: Inception and Prosperity • Ahmet Akgündüz & Said Öztürk — Ottoman History • Yılmaz Öztuna — History of the Ottoman Empire
Main References (Sources):	• Halil İnalcık, Donald Quataert, Suraiya Faroqhi, & Bruce McGowan — An Economic and Social History of the Ottoman Empire (2 Volumes) ◦ Volume I: 1300–1600 ◦ Volume II: 1600–1914 • Mehmed Fuad Köprülü — The Origins of the Ottoman Empire • Muhammad Harb — The Ottomans in History and Civilization • Shakib Arslan — History of the Ottoman Empire
Electronic References and Websites:	• Ahmed Fouad Metwalli — History of the Ottoman State: From Its Inception to the End of the Golden Age • Group of Historians and Researchers — The Ottoman Empire: History and Civilization • Feridun Emecen — Suleiman the Magnificent: Sultan of the Two Lands and Two Seas
Recommended Supporting Books and References (Scientific Journals, Reports...)	• Official Ottoman Archives: devletarsivleri.gov.tr (Original documents and imperial decrees) • Arab Center for Research and Policy Studies: dohainstitute.org (Peer-reviewed historical studies) • World Digital Library: wdl.org (Rare maps and manuscripts) • Islam Story Portal: islamstory.com (Simplified historical narrative)

Course Description

1. Course Name:	
Modern European History	
2. Course Code: -	
(.Master's Degree M.A)	
3. Semester / Year: First Semester /	
٢٠٢٥-٢٠٢٦	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
In-person Classroom Lectures	
6. Total Study Hours / Total Units:	
Hours 2 Credit Units ٣٠	
7. Course Instructor Name:	
Assoc. Prof. Dr. Shaha Daham Abdullah Email: Shaha@tu.edu.iq	
8. Course Objectives	
Course Objectives	• Study and analyze the causes and phases of the French Revolution (1789) and its profound effects in reshaping the political and intellectual system in Europe. • Examine the Napoleonic Era, the Napoleonic Wars, and their role in spreading nationalist and liberal concepts across the European continent. • Trace diplomatic developments and the international balance of power system starting from the Congress of Vienna (1815) up to the outbreak of World War I. • Study the impact of the Industrial Revolution on socio-economic transformations and the emergence of labor movements and modern ideologies (Socialism and Marxism). • Analyze the colonial rivalry movement among European powers and the repercussions of the Eastern Question on the Arab World and the Islamic World. • Study the roots, causes, and course of World War I (1914–1918) and the impacts of the Paris Peace Conference and the Treaty of Versailles. • Analyze the interwar period, the rise of totalitarian regimes (Fascism in Italy and Nazism in Germany), leading up to the outbreak of World War II (1939–1945) and its international consequences.
9. Teaching and Learning Strategies	
Strategy	• Textual Criticism & Document Analysis: Study of original historical documents and treaties, training Master's students in internal and external historical criticism tools. • Academic Seminars & Presentations: Assigning each student to prepare a specialized research paper, presenting and critically discussing it in the classroom. • Comparative Historical Analysis: Comparing foreign policies of European powers and the impact of imperialist rivalry on regional areas, particularly the Arab world. • Case Studies & Diplomatic Crises: Analyzing major historical crises (e.g., Bosnian Crisis, Agadir Crisis, Balkan Crises, Munich Crisis) and exploring political decision-making mechanisms.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
October 2	2	Modern European History	Course Introduction & Methodological Entrance: Europe on the Eve of the French Revolution (Economic, Social, and Political Conditions)	Lecture / Textual Method	Class Performance & Discussion
October 3	2	=	The French Revolution (1789): Causes, Declaration of the Rights of Man, and Major Phases of the Revolution	Research Seminar / Textual Criticism	Presentation & Engagement Evaluation
October 4	2	=	War, Internal Crisis in France, and the Directory Government	Standard Method / Discussion	Short Quiz / Assignment
November 1	2	=	The Napoleonic Era: Rise of Napoleon Bonaparte, Internal Reforms, and European Conquests	Document & Treaty Analysis	Participation & Class Performance
November 2	2	=	Fall of Napoleon & Congress of Vienna (1815): Rebuilding the European Balance of Power System	Historical Case Study	Critical Review Submission
November 3	2	=	The Industrial Revolution in Europe: Manifestations, Economic & Social Impacts, and Rise of Socialist Thought	Text Analysis & Discussion	Midterm Report Evaluation
November 4	2	=	Liberation & Nationalist Movements: Revolutions of 1830 & 1848 ('Spring of Nations') in Europe	Research Seminar	Paper Review & Analysis
December 1	2	=	Italian Unification (1861) and German Unification (1871): Comparative Study & New Balance of Power	Map & Document Analysis	Midterm Examination

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
December 2	2	=	European Colonial Rivalry and the Scramble for Africa & the Arab Levant	Standard Method & Discussion	Class Performance & Quizzes
December 3	2	=	The Eastern Question and European Alliances (Continental Pacts) on the Eve of the 20th Century	International Treaties Analysis	Student Engagement Evaluation
December 4	2	=	World War I (1914–1918): Direct & Indirect Causes and Course of the War	Documentary Presentation & Discussion	Class Performance & Quizzes
January 1	2	=	Paris Peace Conference (1919), Treaty of Versailles, and Establishment of the League of Nations	Treaty Texts Analysis	Research Paper Submission
January 2	2	=	Interwar Europe: The Great Depression (1929) and Rise of Fascism in Italy & Nazism in Germany	Research Seminar	Group Discussion & Critique
January 3	2	=	International Relations & Nazi Expansion: Preparation for War and Collapse of Collective Security (1933–1939)	Diplomatic Crises Study	Research Draft Review
January 4	2	=	World War II (1939–1945): Fronts, Fall of the Axis Powers, and Emergence of the New World Order (United Nations)	Comprehensive Lecture & Evaluation	Final Research Submission

11. Course Evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily and oral, monthly and written examinations, reports, etc. (30) degrees for the second semester annual coursework Second semester: (20) degrees for the research + (10) for daily work distributed between daily activity, daily exams, or reports (70) degrees for the final exam (First Semester)	
12. Learning and Teaching Resources	
Required Textbooks (Methodological if any):	• Abdel-Fattah Hassan Abu Aliya & Ismail Yaghi – Modern and Contemporary European History. • Mufid Al-Zaidi – Encyclopedia of Modern and Contemporary European History (2 Volumes). • Zainab Esmat Rashed – Modern European History in the Nineteenth Century. • Jalal Yahya – Modern and Contemporary European History.
Main References (Sources):	• History of Europe in Modern Times — H. A. L. Fisher (Trans.: Ahmed Ramzi). • Modern and Contemporary European History — Dr. Mufid Al-Zaidi / Dr. Abdel-Fattah Abu Aliya. • Modern European History — Geoffrey Bruun (Trans.: Dr. Ali Al-Mulla). • Modern Eras History Series (The Age of Revolution / The Age of Capital / The Age of Empire) — Eric Hobsbawm. • Digital Sources: Internet Modern History Sourcebook (Historical Documents - Fordham University) • Europeana Digital Library (European Digital Library)
Electronic References and Websites:	• The National Archives (UK) — nationalarchives.gov.uk • Europeana Digital Library — europeana.eu • Internet Modern History Sourcebook — sourcebooks.fordham.edu • World Digital Library — wdl.org
Recommended Supporting Books and References (Scientific Journals, Reports...)	• The Age of Revolution / The Age of Capital / The Age of Empire — Eric Hobsbawm. • History of Modern European Thought — Franklin Le Van Baumer. Journals & Archives: • The Journal of Modern History — University of Chicago. • Internet Modern History Sourcebook — Fordham University.

Course Description

1. Course Name:	
European Colonialism and Liberation Movements	
2. Course Code: -	
(.Master's Degree M.A)	
3. Semester / Year: Second Semester	
٢٠٢٥-٢٠٢٦	
4. Description Preparation Date:	
٢٠٢٥ - ٩ - ١٨	
5. Available Attendance Forms:	
In-person Classroom Lectures	
6. Total Study Hours / Total Units:	
Hours 2 Credit Units ٣٠	
7. Course Instructor Name:	
Assoc. Prof. Dr. Shaha Daham Abdullah Email: Shaha@tu.edu.iq	
8. Course Objectives	
Course Objectives	• Understand the concept of colonialism, its economic, political, and military motives, as well as its various forms in modern and contemporary history. • Examine the mechanisms and strategies of European colonial hegemony over the peoples of Asia, Africa, and the Arab World. • Analyze the origins and growth of national liberation movements, national consciousness, and the stages of struggle against foreign presence. • Highlight prominent national figures, leaders, and historical icons who led independence movements. • Evaluate the political, economic, and cultural impacts and ramifications of colonialism on Third World countries during the post-independence era.
9. Teaching and Learning Strategies	
Strategy	Standard analytical method, lecturing, interactive class discussions, textual analysis, and historical document analysis.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
Feb / W1	2	European Colonialism & Liberation Movements	Concept of Colonialism, Imperialism, and general motives for European expansion	Standard lecturing & class discussion	Class performance & Exams
Feb / W2	2	=	Types and forms of colonialism (Settler, Direct, Indirect, and Mandate system)	Standard lecturing & class discussion	Class performance & Exams
Feb / W3	2	=	British Colonialism: Expansion strategies in India and the Middle East	Standard lecturing & class discussion	Class performance & Exams
Feb / W4	2	=	French Colonialism: Colonial policies and cultural assimilation in the Maghreb	Standard lecturing & class discussion	Class performance & Exams
Mar / W1	2	=	The Scramble for Africa and the Berlin Conference (1884–1885)	Standard lecturing & class discussion	Class performance & Exams
Mar / W2	2	=	Roots of national liberation movements, rise of national consciousness, and self-determination	Standard lecturing & class discussion	Class performance & Exams
Mar / W3	2	=	Liberation movements in India: National Congress Party and Gandhi's peaceful struggle	Standard lecturing & class discussion	Class performance & Exams
Mar / W4	2	=	Liberation movements in East and Southeast Asia (Vietnam and anti-colonial revolution)	Standard lecturing & class discussion	Class performance & Exams

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
Apr / W1	2	=	National liberation movements in the Arab World: The Algerian Revolution as a case study	Standard lecturing & class discussion	Class performance & Exams
Apr / W2	2	=	Resistance to colonialism in Egypt, the Levant, and Iraq, and independence projects	Standard lecturing & class discussion	Class performance & Exams
Apr / W3	2	=	Sub-Saharan African liberation movements and resistance against racial discrimination (Apartheid)	Standard lecturing & class discussion	Class performance & Exams
Apr / W4	2	=	Role of international organizations (League of Nations & UN) in supporting decolonization	Standard lecturing & class discussion	Class performance & Exams
May / W1	2	=	The Bandung Conference (1955), emergence of the Non-Aligned Movement and its role in liberation	Standard lecturing & class discussion	Class performance & Exams
May / W2	2	=	Economic, cultural, and political impacts of colonialism on post-independence states	Standard lecturing & class discussion	Class performance & Exams
May / W3	2	=	Neo-Colonialism and Third World dependency: An evaluative study	Standard lecturing & class discussion	Class performance & Exams

11. Course Evaluation	
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily and oral, monthly and written examinations, reports, etc. (30) degrees for the second semester annual coursework Second semester: (20) degrees for the research + (10) for daily work distributed between daily activity, daily exams, or reports (70) degrees for the final exam (First Semester)	
12. Learning and Teaching Resources	
Required Textbooks (Methodological if any):	History of Colonialism and National Liberation Movements - Dr. Raafat Ghonimi Al-Sheikh / Dr. Abd El-Fattah Abu Aliya
Main References (Sources):	Historical sources and academic studies covering modern colonialism and national liberation movements
Electronic References and Websites:	1. The National Archives (UK) — nationalarchives.gov.uk 2. Europeana Digital Library — europeana.eu 3. Internet Modern History Sourcebook — sourcebooks.fordham.edu 4. World Digital Library — wdl.org
Recommended Supporting Books and References (Scientific Journals, Reports...)	Studies in Colonialism and Liberation Movements - Dr. Galal Yehia / Dr. Abdel Aziz Sulaiman Nawar

Ministry of Higher Education and Scientific Research

University of Tikrit

College of Education for Women

Department of History

Academic Program: Master's Degree in History

Course Description

1. Course Name	Modern Teaching Methods
2. Course Code	None
3. Semester / Year	2024 - 2025 / Second Semester
4. Date of Preparing this Description	2025/2/1
5. Available Forms of Attendance	In-person and online, through the creation of an electronic classroom via the (Google Classroom) platform
6. Number of Study Hours (Total) / Number of Units (Total)	2 Units \ 30 Hours
7. Name of the Course Coordinator	Name: Assist. Prof. Dr. Mubder Mohammed Ali Email: mobder.m.a@tu.edu.iq
8. Course Objectives	• To introduce students to the basic concepts of modern teaching methods, their theoretical foundations, and their development in the field of history teaching. • To develop students' ability to employ contemporary teaching strategies (active learning, cooperative learning, problem solving, brainstorming) in teaching history. • To equip students with the skill of designing classroom and extracurricular activities based on modern educational techniques. • To familiarize students with the role of e-learning and blended learning technologies (such as the Classroom platform) in developing the process of teaching history. • To develop students' skills in modern educational evaluation related to contemporary teaching methods.
9. Teaching and Learning Strategies	• Delivering lectures and using textbooks. • The discussion and dialogue method, and the electronic method via the Google Classroom platform.

	• Employing active learning and cooperative learning methods. • Solving problems using the brainstorming method. • Homework assignments and writing scientific reports.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
1	2	The student distinguishes the concept of educational objectives, their importance, and their levels.	Educational Objectives	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
2	2	The student differentiates between the concepts of learning, education, and teaching.	The Concept of Learning, Education, and Teaching	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
3	2	The student explains the concept of teaching methods and their importance in the educational process.	The Concept of Teaching Methods	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
4	2	The student applies the lecture method and identifies its advantages and disadvantages.	The Lecture Method	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
5	2	The student employs the discussion method in educational situations.	The Discussion Method	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
6	2	The student practices the discovery method in teaching historical concepts.	The Discovery Method	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
7	2	The student employs the cooperative learning strategy in teaching history.	The Cooperative Learning Method	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
8	2	The student designs concept maps for historical topics.	The Concept Mapping Method	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
9	2	The student explains the concept of e-learning and its applications.	E-Learning	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
10	2	The student distinguishes between e-learning and blended learning and their applications.	Blended Learning	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
11	2	The student becomes	Artificial Intelligence and Its	Electronic	Written and daily

		acquainted with the applications of artificial intelligence in the educational and teaching process.	Applications in Education	lectures, smart board, and electronic pen	exams with assignments and reports
12	2	The student employs teaching methods suitable for students with special needs.	Methods of Teaching Students with Special Needs	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
13	2	The student prepares a lesson plan according to sound scientific foundations.	Lesson Planning	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
14	2	The student designs an achievement test according to measurement and evaluation standards.	Preparing Achievement Tests	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
15	2	The student demonstrates achievement of the course's intended learning outcomes.	Test (Examination)	Final written exam	Final Exam (70 marks)

11. Course Evaluation

Distribution of the 100-mark grade according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.
Semester exam: 30 marks (5 marks for report, attendance, and assignments).
Final exam: 70 marks, and the final total equals 100 marks.

12. Learning and Teaching Resources

Required Course Textbooks (curricular, if any)	Iqbal Abdul Hussein Ni'ma & Nabil Kadhim Harbeed Al-Jubouri (2015). Techniques and Strategies of Modern Teaching Methods. General Directorate of Cultural Affairs, Baghdad.
Main References (Sources)	Zaytoun, Ayesh Mahmoud (2001). Instructional Design: A Systemic View, 2nd ed., Alam Al-Kutub, Cairo. Al-Hailah, Muhammad Mahmoud (2004). Teaching Methods and Techniques, University Book House, Al Ain.
Recommended Supporting Books and References (scientific journals, reports, etc.)	Encyclopedia of Books and Scientific Journals
Electronic References, Websites	Virtual Library

Course Description Form

1. Course Name: (Studies in the History of the Umayyad State) Master's in Islamic History	
2. Course Code:	
3. Semester / Year: (quarterly)	
4. Description Preparation Date: ٢٠٢٥ / ١٠ / ٧	
5. Available Attendance Forms: (Class lectures)	
6. Number of Credit Hours (٣٠) / Number of Units (٢)	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Mamdouh Salem Mohamed Email: mamdooh@tu.edu.iq	
8. Course Objectives	
Course Objectives	1- Identifying the most important cultural achievements of the Arab state through the stages of its development. 2- Tracing the stages that the Umayyad state went through, which contributed significantly to its expansion in record time 3- Increasing information, especially regarding the intellectual sciences and the most important leaders of those sciences. 4- Identify the most important difficulties and challenges that the state faced during its rule
9. Teaching and Learning Strategies	
Strategy	Traditional teaching methods are not used here, but rather observation and interview are adopted and an attempt is made to understand the student's ideas about the emotional and value goals in this regard.

10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcome			method
February (1)	٢		Getting to know the Umayyad family and its role in pre-Islamic times and Islam	Standard method Text method	Class performance and exams
February (٢)	٢		Discussing the most important political events that contributed to the establishment of the Umayyad state	Standard method Text method	Class performance and exams
February (٣)	٢		The establishment of the Umayyad dynasty and its ruling system	Standard method Text method	Class performance and exams
March (4)	٢		Political movements and revolutions against the Umayyad state	Standard method Text method	Class performance and exams
March (٥)	٢		Administrative organizations and the stages of development of offices therein	Standard method Text method	Class performance and exams
March (٦)	٢		Administration of Islamic countries The judicial system	Standard method Text method	Class performance and exams
March (٧)	٢		Umayyad army organizations	Standard method Text method	Class performance and exams
April (8)	٢		Conquest and liberation movements	Standard method Text method	Class performance and exams
April (٩)	٢		Financial regulations and state economic management	Standard method Text method	Class performance and exams
April (١٠)	٢		Agricultural wealth and the state's contribution to improving it	Standard method Text method	Class performance and exams
April (١١)	٢		Industrial and commercial development	Standard method Text method	Class performance and exams
May (12)	٢		Urban movement and city planning	Standard method Text method	Class performance and exams
May (١٣)	٢		Religious sciences and the most important thinkers	Standard method Text method	Class performance and exams
May (١٤)	٢		Reasons for the end of the Umayyad dynasty	Standard method Text method	Class performance and exams

May (١٥)	٢		Reasons for the end of the Umayyad dynasty	Standard method Text method	Class performance and exams
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11. Course evaluation	
1- Formative assessment through daily exams, observing the student's performance in class discussions and homework, and classroom evaluation.	
2- Diagnostic evaluation of semester and final exams to issue judgments of success and failure.	
12. Learning and teaching resources	
Required textbooks (methodology, if any)	Thabet Ismail Al-Rawi (Iraq in the Umayyad era) Muhammad Abdel Moneim Khafaji (Literary Life in the Umayyad Era) Muhammad Diya al-Din al-Rayes (Tafs and financial systems of the Islamic State) Saleh Ahmed Al-Ali (The expansion of the Arabs in the early days of Islam) Muhammad Amara (Caliphate and the emergence of Islamic parties)
Main references (sources)	1 - The History of the Apostles and Kings by Al-Tabari 2 - Al-Kamil fi Al-Tarikh by Ibn Al-Atheer 3- History of the city of Damascus by Ibn Asakir 4 - The tax is due to Abu Yusuf 1- Genealogy of supervision by Al-Baladhuri
Recommended supporting books and references (scientific journals, reports...)	All the books that treated and researched the history of the Umayyad dynasty in all its political, administrative, economic and intellectual aspects, as well as research and articles published in reputable local and Arab scientific journals.

Course Name :	
Historical Research Methodology	
2. Course code:	
3. Course code: first Semester	
Date this description was prepared :year 2025-2026	
4. Date of preparation of this description: 1/9/2025	
5.Available attendance methods:	
in-person classroom lectures (Google Classroom platform has been adopted as a supporting method according to the Ministry's directives)	
6.Number of study hours (total)	
(2) units per week (15) study weeks = 30 hours per course	
7. Name of the course supervisor (if more than one name is mentioned)	
Name: Prof. Dr. Idris Hardan Mahmoud ----- Email: adreshardan@tu.edu.iq	
8. Course objectives	
Objectives of the study subject	1- To prepare female students to be researchers committed to the scientific method in the field of modern history, capable of thinking based on scientific principles. 2- To familiarize female students with the reality of scientific research in Iraq, the Arab world, and globally, within the field of historical studies 3- . To familiarize female students with the ethics of sound historical research methodology and the characteristics of rigorous scientific research. 4- To provide female students with practical training in writing reports and research papers, how to utilize sources, and how to collect accurate information to arrive at the scientific conclusions formulated for the thesis topic. 5- To familiarize female students with information sources, the ability to distinguish between them, methods and techniques for obtaining and initially documenting them, and then using them later. 6- To familiarize female students with the methodology of documenting accurate sources and avoiding confusion with the methodologies of other disciplines. 7- To develop female students' skills in identifying specialized journals so that their research can be published within their field of specialization, both locally and internationally. 8- To teach female students how to use official documentation for documents issued by governmental institutions. 9. Teaching students how to follow the methodology of historical research and documentation according to the language of the source used.

	9- Emphasizing the use of diverse sources according to the content of the text and ensuring accurate documentation in footnotes.
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9. Teaching and learning strategies

Strategy	Applying various teaching methods, including: -Method of giving lectures. -Discussion method in the classroom. -Feedback via Classroom to follow up on assignment of duties. - Brainstorming method - by presenting an idea for discussion with the aim of developing thinking skills.
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10. Course structure

week	Study Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
September 1	2	1. The student will understand the concepts of scientific research, information, and knowledge.	Explaining Historical Concepts and Their Application in Modern History Methodology •Defining history and historical research methodology in general. •Identifying the information needed by students of modern history and how to use it effectively. •Highlighting the importance of historical knowledge within the discipline and understanding its humanistic content and scientific essence in historical research. * Defining the concepts and terminology used in the historical research methodology of modern history.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Explaining the evaluation mechanism used by defining and dividing the total course effort
September 2	2	1- The student should learn about research ethics, emphasizing the positive aspects of the work according to its content and avoiding anything that contributes to its negative aspects.	The Ethics of Scientific Research, its Correct Foundations, and Scientific Feasibility •Instilling sound concepts in students' minds with a sincere and impartial spirit, fostering a culture of critical thinking and acceptance of feedback. •Cultivating spiritual and human values, emphasizing the importance of avoiding destructive ideas that incite discord among the components of local, Arab, and regional society, and preventing such discord from becoming the basis for future research projects.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
September 3	2	The student will learn the concept of scientific	The concept of historical research and writing, and its usefulness. •Clarifying the historical concept to be employed and linking its past to its present	The method of lectures involves in-person presentation and	Weekly evaluation of task completion,

		research and its associated information and knowledge.	in a way that adheres to the ethics of sound scientific research. •Defining the historical origins of historical research and writing methodologies, identifying the causes of falsification and manipulation, and explaining the reasons behind them.	discussion, followed up via Google Classroom.	determination of progress rates, and dialogue with the assignment of weekly duties
September 4	2	The student will learn how to use the library to achieve the concept of scientific research and utilize the information and knowledge associated with it.	Gradual Use of the Library: The department library is the first for practical training. *Set aside time each week to use the whiteboard for practical application of documentation according to the footnote writing method. •Practical application on the whiteboard of writing the term and its abbreviation in the language used for documentation in the modern history research methodology. *Writing footnotes and explaining the differences between documenting different sources and in multiple languages.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
October 1	2	The student will learn effective dialogue techniques with the instructor and other students.	Questions will be posed during lectures, and assignments will be completed practically using both print and digital resources. *Students will be taught how to summarize the material to be answered in the shortest possible time by using a source index. *Students will learn paraphrasing, avoid plagiarism, and refrain from excessive detail. *Students will utilize the digital library using computers and tablets. *Students will receive verbal guidance and advice to help others benefit from the information. *Students will receive practical training on using the academic research platforms of the Ministry of Higher Education and Scientific Research	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
October 2	2	The student will learn the correct method for preparing reports according to the concept of scientific	Discussing reports using a role-playing approach between the student and the instructor: •Allowing students to assume the instructor's role, present the report, and exchange opinions with other students using a research methodology to develop various skills, including constructive criticism. •Identifying strengths and weaknesses to	Follow up via Google Classroom to receive exam results.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the

		research and supported by its associated information and knowledge.	correct them and avoid repeating them in a friendly manner that fosters future improvement. •Teaching them the concept of direct quotation, its uses, and proper documentation. Teaching them how to avoid plagiarism, its methods, and how to detect it.		assignment of weekly duties
October 3	2	The student will learn the abbreviations used in scientific research concepts and their associated information and knowledge. And how to use them in the exam.	Abbreviations in Historical Research Methodology and Their Application in Multiple Languages •Training them to use abbreviations in Arabic and other languages and to apply this practically. •Training them to develop sound critical thinking skills and to distinguish between forged and authentic sources. The first midterm exam will be held after (6) weeks.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Written exam with paper submission for the midterm
October 4	2		The trainer will guide them on the thesis title and the importance of avoiding certain words. •They will learn the flexibility of choosing a title and its implications based on several indicators. •They will be trained on the specific timeframe to be understood, in order to grasp the interplay between historical events and how to approach them using historical research methodology. •They will be taught how to utilize official archives on official documents and their locations. •They will master the processes of external criticism and analysis, and verify identity documents. •They will be trained in internal criticism to analyze the language of the text and understand the ideological background. • They will be trained to identify the boundaries and ensure that new forms of scientific falsification are not possible.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
November 1	2	The student will learn methods for choosing a thesis topic based on	Re-training them on the steps of the thesis title selection project. •Each student discusses the previously chosen topic to confirm the validity of the research problem selection. •The instructor's role in reformulating the	The method of lectures involves in-person presentation and discussion, followed up via	Weekly evaluation of task completion, determination of

		reviewing previous studies and the elements and importance of the topic.	research problem question. •Teaching them the correct method for selecting hypotheses: those most likely to achieve the thesis's objective and content. •Explaining the feasibility of the above to ensure the topic is innovative and avoids repeating overused themes. •Reviewing the proposed research plan and confirming the validity of dividing the study into chapters and sections. Setting the thesis project timeframe according to the specified period to avoid wasting time without achieving the desired goal.	Google Classroom.	progress rates, and dialogue with the assignment of weekly duties
November 2	2	The student will learn the concept of criticism and its types according to the scientific research methodology and how to utilize information to achieve accurate historical knowledge.	Reiterating the importance of research ethics and defining its scientific framework between the student and the supervising professor: •Adhering to academic integrity by avoiding plagiarism, maintaining objectivity and impartiality, and avoiding emotional judgments. •Utilizing modern academic techniques for accurate paper and digital documentation and avoiding falsification. •Training in approved academic methods for documenting sources and teaching them how to identify forged sources. •Following the supervisor's instructions precisely and not ignoring them, and dealing with them scientifically. Adhering to review deadlines, submitting and receiving papers and chapters, and accurately revising feedback.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
November 3	2	The student will learn methods for choosing a thesis topic based on reviewing previous studies and the elements and importance of the topic.	Reiterating the importance of research ethics and defining its scientific framework between the student and the supervising professor: •Adhering to academic integrity by avoiding plagiarism, maintaining objectivity and impartiality, and avoiding emotional judgments. •Utilizing modern academic techniques for accurate paper and digital documentation and avoiding falsification. •Training in approved academic methods for documenting sources and teaching them how to identify forged sources. •Following the supervisor's instructions precisely and not ignoring them, and dealing with them scientifically. Adhering to review deadlines, submitting and receiving papers and chapters, and	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties

			accurately revising feedback.		
November 4	2	The student will learn the concept of scientific research and its associated information and knowledge.	The Importance of Choosing an Innovative Topic for a Master's Thesis Project by Utilizing Marginalized Elements •Developing the student's skill in researching the history of silence, i.e., searching for what has been silenced, by studying how the researcher discovers events or groups that have been deliberately marginalized in the official documents of regimes or states. •Training her to deconstruct the dominant narrative by critiquing the official history written by the authorities and searching for alternative narratives (such as secret publications or the memoirs of dissidents.) • The importance of studying a topic within transnational history by examining phenomena that transcend geographical boundaries, such as the migration of intellectuals, the migration of those persecuted for religious reasons, asylum, and the impact on the new environment.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
December 1	2	The student will learn to identify the elements of a sound thesis topic selection, prioritizing innovation.	Critique of Political Propaganda and the Use of Media Influence Channels •Developing students' abilities to utilize media and its various channels in the study of modern history through the analysis of media discourse, including radio broadcasts and press photographs, and distinguishing between historical fact (political propaganda) disseminated during wars and crises. •Utilizing the philosophy of caricature and posters to study social, political, or economic topics as a source for understanding public sentiment and opinion in a particular era. • Teaching them the retrospective method of reading historical documents: starting from the present or known outcomes, and gradually returning to the past to trace the deep roots of contemporary political or border crises.	A lecture using brainstorming to determine the power of memory and follow-up via the e-learning platform - Classroom.	Announcing the evaluation of the penultimate week in preparation for the end of the course by taking an open book test to answer specific questions.
December 2	2	The student will learn to critique the concept of propaganda,	Emphasis on developing speaking skills and applying modern digital information technology. •Teaching them advanced academic publishing ethics and the importance of avoiding plagiarism.	An in-person written exam and follow-up via Classroom to announce the	Announcement of evaluation grades for reports, written

		a topic frequently addressed in historical studies, provided that such critique is grounded in scientific research, relevant information, and knowledge.	•Teaching them digital plagiarism detection (using Turnitin) to understand the boundaries between plagiarism and original writing. •Understanding intellectual property rights in archives: studying international laws concerning document confidentiality periods (such as the UK's 30-year confidentiality law) and how to deal with them academically. Teaching them how to use tools to decode documents and exploring how a second language (such as English, French, Ottoman Turkish, or German) can be accessed using modern electronic technology.	exam grades	exams, and course research
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11. Course evaluation	
*The grade out of 30 is distributed according to student assignments such as weekly reports, surprise quizzes, midterm exam, and final exam. *The breakdown is as follows: 10 points for report preparation, 7 points for the midterm exam, 7 points for the final exam, and 6 points divided equally between attendance, participation, and interaction. *Final coursework: 30 points *Final exam: 70 points... Total = 100	
12. Learning and teaching resources	
Students rely on employing different sources according to the course content announced at the beginning of the course.	Emphasize to the students the importance of understanding the weekly vocabulary, as this will determine which source we use to cover the week's report.
The professor can be advised to specify a general set of sources according to the subject's specialization, without insisting on relying on them exclusively, as the weekly syllabus will determine which source to use.	Emphasis should be placed on using reputable online platforms and trusted websites, and avoiding the use of predatory artificial intelligence technologies.
•Muhammad Shawqi al-Jamal, Historical Research: Its Formulation and Sources (focuses on how to deal with historical material) • Asim Muhammad Rizq, (uses in linking material evidence with texts).	Key sources on historical research methodology: •Abdul Wahid Taha Dhunoun, Principles of Historical Research. •Hassan Othman, Historical Research Methodology. • Ahmed Shalabi, How to Write a Research Paper or Thesis — Dr. (Excellent in writing rules, organization, and punctuation).

Course Name :	
History of the Americas - Master of Modern History	
2. Course code	
HIST	
3. Second Semester	
year 2025-2026	
4. Date of preparation of this description: 1/9/2025	
5. Available attendance methods:	
in-person classroom lectures (Google Classroom platform has been adopted as a supporting method according to the Ministry's directives)	
6. Number of study hours (total)	
(2) units per week (15) study weeks = 30 hours per course	
7. Name of the course supervisor (if more than one name is mentioned)	
Name: Prof. Dr. Idris Hardan Mahmoud Email: adreshardan@tu.edu.iq	
8. Course objectives	
Objectives of the study subject	* This course aims to provide a general overview of the geographical discoveries in the New World, subsequent settlement, and the establishment of Spanish, Portuguese, English, Dutch, and French colonies in the Americas. * Examining the independence of the United States and its subsequent expansion. * Analyzing independence movements in Latin America and the United States' stance toward them. * Studying the American Civil War and its economic and political consequences. * Examining military expansion up to World War I. * Studying conditions in the Americas from World War I through World War II and into the Cold War era.
9. Teaching and learning strategies	
Strategy	Applying various teaching methods, including: - Method of giving lectures. - Discussion method in the classroom. - Feedback via Classroom to follow up on assignment of duties. - Brainstorming method - by presenting an idea for discussion with the aim of developing thinking skills.

10. Course structure					
week	Study Hours	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
September 1	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the history of the Americas.	* Reasons for the European drive towards geographical exploration, 1453-1492.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Explaining the evaluation mechanism used by defining and dividing the total course effort
September 2	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the history of the Americas.	*English geographical discoveries and the establishment of British colonies in North America. *Social and religious conditions leading up to the Thirteen Colonies (1497-1606). *Establishment of Dutch colonies (1614-1664.) *Establishment of French colonies in North America (Canada and Florida) (1534-1763).	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
September 3	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the history of the Americas.	*Britain's policy of financing its foreign wars, 1700-1764. *The consequences of the lack of representation of the American colonists in the British Parliament, 1765-1773. *The role of European thought in shaping the ideas of the Thirteen Colonies' Revolution, 1770-1773. *The outbreak of the American Revolutionary War and the course of the war, 1776-1777. * The European stance on the war up to 1783 (the Spanish, French, and Dutch positions).	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
September 4	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the	*Britain's defeat in the war and the declaration of the terms of the armistice leading up to the 1783 American Treaty of Independence. *Implementation of the provisions of the American	The method of lectures involves in-person presentation and discussion, followed up via Google	Weekly evaluation of task completion, determination of progress

		history of the Americas.	Treaty of Independence, September 3, 1783. *Establishment of the American federal system and the steps involved in drafting and promulgating the Constitution, 1783-1788. *The European stance on the establishment of the American federal system: a study of the nature of relations with Britain and France, politically and economically, 1788-1804.	Classroom.	rates, and dialogue with the assignment of weekly duties
October 1	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the history of the Americas.	*The reverberations of the American Revolution's success in European society, 1783-1788. *The declaration of the French Revolution and the American stance towards it, 1789-1799. *The Franco-British conflict and its impact on the interests of the United States, 1800-1812.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
October 2	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the history of the Americas.	*The Beginnings of Liberation Movements in the Americas Mexico 1810 Venezuela 1810 Brazil 1822 * The United States' Stance on European Intervention to Stop Liberation Movements in the Americas 1811-1814	Follow up via Google Classroom to receive exam results.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
October 3	2	Assessing students' comprehension of the course material in previous weeks and providing feedback.	*First midterm exam. *Practical seminar exercise to discuss the final research project.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Written exam with paper submission for the midterm
October 4	2	Understanding and developing students' mental skills in historical analysis and	*The United States' stance on the outcomes of the Congress of Vienna (1814-1822) *The United States between the era of goodwill and the	The method of lectures involves in-person presentation and discussion,	Weekly evaluation of task completion, determinati

		reviewing the development of the history of the Americas.	doctrine of isolationism (1815-1823). *Social and economic developments in the United States and the diversification of American society after the Great Immigration (1824-1848) *Steps toward the unification of Canada up to the declaration of Confederation (1841-1867).	followed up via Google Classroom.	on of progress rates, and dialogue with the assignment of weekly duties
November 1	2	Understanding and developing students' mental skills in historical analysis and reviewing the development of the history of the Americas.	*The general situation in the United States of America between the principle of international isolation and the American Civil War 1823-1861. *Causes of the American Civil War of 1861 *The course of the American Civil War and its internal and external impact 1861-1865. *The period of recovery and internal reconstruction 1861-1898	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
November 2	2	The method of lectures is through in-person presentation and discussion via Google Classroom.	*The beginning of the era of American colonialism outside the continent and the colonization of Puerto Rico, Guam, the Philippines, Hawaii, and Cuba (1849-1895). *The American confrontation with China and the implementation of the Open Door Policy (1890-1904). *The American occupation of the Philippines (May 1898). *The end of the Spanish-American conflict in the Philippines (December 1898). *The Philippine-American War (1899-1902).	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
November 3	2	The method of lectures is through in-person presentation and discussion via Google Classroom.	*The United States' stance on international alliances, 1902-1904. *Roosevelt's doctrine for the protection of the Americas and the "big stick" slogan, 1904. *The stance of the Americas during World War I, 1914-1919. -Countries that declared war directly (Canada and Brazil.	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment

			- Countries of profitable neutrality (the United States, Argentina, Chile, Colombia, and Venezuela).		of weekly duties
November 4	2	The method of lectures is through in-person presentation and discussion via Google Classroom.	*Political and Economic Transformations in the Americas and the Beginning of the Good Neighbor Policy (1928-1933) *Measures Taken by the Americas to Address the Economic Crisis (1929-1939) *The United States Between Economic Collapse and the Implementation of the New Deal (1933-1939) *Canada Between a Policy of Inaction and Denial of the Economic Crisis (1929-1934) *Latin American Countries and the Pursuit of Domestic Industrialization (1930-1945)	The method of lectures involves in-person presentation and discussion, followed up via Google Classroom.	Weekly evaluation of task completion, determination of progress rates, and dialogue with the assignment of weekly duties
December 1	2	A lecture using brainstorming to determine the power of memory and follow-up via the e-learning platform - Classroom.	American-European Cooperation in the Face of the Rise of Extreme Totalitarian Regimes, 1933-1939. The Position of the Americas on Nazism and Fascism, 1933-1939. The Position of the Isolationist and Economic Cooperation Countries, 1933-1939. The Position of the Outright Rejectionist Countries, 1933-1939. The Position of the Americas on Japanese Expansion in Manchuria and Japanese Military and Economic Domination in Asia, 1937-1939.	A lecture using brainstorming to determine the power of memory and follow-up via the e-learning platform - Classroom.	Announcing the evaluation of the penultimate week in preparation for the end of the course by taking an open book test to answer specific questions.
December 2	2	An in-person written exam and follow-up via Classroom to announce the exam grades	*The stance of the Americas towards international alliances, 1938-1945. *The stance of the Americas towards World War II, 1939-1942. *Countries that declared war directly (Canada). *Neutral North American countries (United States and Mexico). *Neutral Latin American	An in-person written exam and follow-up via Classroom to announce the exam grades	Announcement of evaluation grades for reports, written exams, and course research

			countries (Brazil, Argentina, and Colombia), 1939-1942.		

11. Course evaluation	
*The grade out of 30 is distributed according to student assignments such as weekly reports, surprise quizzes, midterm exam, and final exam. *The breakdown is as follows: 10 points for report preparation, 7 points for the midterm exam, 7 points for the final exam, and 6 points divided equally between attendance, participation, and interaction. *Final coursework: 30 points *Final exam: 70 points... Total = 100	
12. Learning and teaching resources	
Students rely on employing different sources according to the course content announced at the beginning of the course.	Emphasize to the students the importance of understanding the weekly vocabulary, as this will determine which source we use to cover the week's report.
The professor can be advised to specify a general set of sources according to the subject's specialization, without insisting on relying on them exclusively, as the weekly syllabus will determine which source to use.	Emphasis should be placed on using reputable online platforms and trusted websites, and avoiding the use of predatory artificial intelligence technologies.
Sources and writings of Arab historians and researchers covering the colonial and modern eras. •Mustafa Ramadan, The History of Latin America: From the Spanish Conquest to the Present. •Abdel Fattah Hassan Abu Aliya, The History of the Political Formation of the Americas. •Abdul Aziz Suleiman Nawar, History of the United States of America. •Mahmoud Saleh Mansi, The Modern History of the United States of America.	Translated books on the history of the United States of America. *Alan Nevins and Henry Steiger Commasser. A History of Latin America. *Harry Bernstein. Things That Fell Out of History. *Enrique Dussel (Unveiling the Other Side of 1492). A People's History of the United States.

Course description form

1. Course name
Master in History of Arab before Islam
2. Course code

3. First semester	
2025/2026	
4. The date this description was prepared is	
07/10/2024	
5. Available forms of attendance:	
in-person class lectures and (Google Classroom platform has been approved as a support method according to the Ministry's directives)	
6. Number of academic hours (total)	
30 semester hours (15) weeks	
7. Name of the course administrator	
<u>hissa@tu.edu.iq</u>	Prof.Dr. Hanan Issa Jasim
8. Course objectives	
Objectives of the subject	•Introducing students to the geography of the Arabs before Islam •Introducing students to the religion and civilization of the Arabs before Islam • Introducing them to the economic resources of the Arabs before Islam
9. Teaching and learning strategies	
Strategies	1. Written tests and individual and group class participation. 2. Direct observation of students' performance in dialogue and intellectual communication. 3. Assigning students to prepare scientific research to test their ability to collect sources, think, write, and conclude. 4. Google classroom.
10. Course structure	
Evaluation method	Learning method
Name of the unit or topic	Required learning
Hours	Week

			outcomes		
Class performance and exams	Standard method Text method	The political situation of the Arabs before Islam		٢	February
Class performance and exams	Standard method Text method	The economic situation of the Arabs before Islam		٢	February
Class performance and exams	Standard method Text method	The State of the Lakhmids		٢	February
Class performance and exams	Standard method Text method	The Kingdom of Kinda		٢	February
Class performance and exams	Standard method Text method	Yathrib		٢	March
Class performance and exams	Standard method Text method	The State of the Ghassanids		٢	March
Class performance and exams	Standard method Text method	Trade relations between the Arabs before Islam and the countries of Asia and Africa		٢	March
Class performance and exams	Standard method Text method	The rituals of the Hajj to Mecca		٢	March
Class performance and exams	Standard method Text method	Civilizational relations with the countries of East Asia		٢	April
Class performance and exams	Standard method Text method			٢	April
Class performance and exams	Standard method Text method	Palmyra		٢	April
Class performance and exams	Standard method Text method	The foreign occupation of Yemen before Islam		٢	April
Class performance and exams	Standard method Text method	Foreign religions		٢	May
Class performance and exams	Standard method Text method	The importance of the Hijaz		٢	May
		Final exams		٢	

11. Course evaluation

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

12. Learning and teaching resources

Required textbooks (methodology if any)	The detailed history of the Arabs before Islam / Jawad Ali
Main references (sources)	The mediator in the history of the Arabs before Islam / Hashem Yahya
Recommended supporting books and references (scientific journals, reports...)	The history of the Arabs before Islam / Saleh Ahmed Al-Ali
Electronic references, Internet sites	Google Scholar Microsoft Academic Science Direct

Course description form

1. Course Name / History of Islamic Thought / MA in Islamic History	
2.Course code	
3. First semester / year 2025-2026	
4. Date of preparation of this description: 10/7/2025	
5. Available attendance formats: in-person classroom lectures (Google Classroom has been adopted as a support method, in accordance with the Ministry's directives)	
6. Number of study hours (total) / 30 semester course hours (second semester) (15) weeks	
7. Course Supervisor Name (if more than one name is mentioned)	
Prof. Dr. Idham Hassan Farhan	
Email: Idham.hassan@tu.edu.iq	
8. Course objectives	
Objectives of the study subject	The real goal of teaching Islamic thought is to educate students about the history of Islamic thought and the Islamic sects that spread throughout the Arab Islamic world.
9. Teaching and learning strategies	
Strategy	1.(Standard method (lecturing 2. Text method 3. Interrogative method 4. (E-learning methods (Google Classroom

10. Course structure					
week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
February	2	Religious Beliefs	The Mu'tazila	Standard method	Descriptive performance
February	2	Religious Beliefs	The Origins of Mu'tazila	Standard method	Descriptive performance
February	2	Religious Beliefs	The Rise of the Mu'tazila	Standard method	Descriptive performance
February	2	Religious Beliefs	The Decline of the Mu'tazila	Standard method	Descriptive performance
March	2	Religions	Sufism	Standard method	Descriptive performance
March	2	Religions	The Rise of Sufism	Standard method	Descriptive performance
March	2	Religions	The Baghdad School of Sufism	Standard method	Descriptive performance
March	2	Religions	Sufi Scholars	Standard method	Descriptive performance
April	2	Religions	The Ash'arites	Standard method	Descriptive performance
April	2	Religions	The Rise of the Ash'arites	Standard method	Descriptive performance
April	2	Religions	Orientalists' Views of the Ash'arites	Standard method	Descriptive performance
April	2	Religions	The Ash'arites' Position on the Mu'tazila	Standard method	Descriptive performance
May	2	Examination	Examination	Examination	Descriptive performance
May	2	Historical Schools	The Baghdad School	Standard method	Descriptive performance
May	2	Historical Schools	The Alexandria School	Standard method	Descriptive performance
May	2	Final Examinations			Descriptive performance

11.Course Evaluation	
The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc 1.Student evaluation is achieved by reading daily reports (seminars) on assigned . Observing student performance in .topics and recording their assessments .(discussions of assigned work and other topics (10 marks 2.(Student evaluation is achieved through daily and semester exams (10 marks . 3. (Scientific research (10 marks . 4.(Final exam (70 marks .	
12. Learning and teaching resources	
(Required textbooks (methodology if any	1.Ancient/Fayyumi Religious Thought 2.University Theses and Dissertations 3.Published Research and Studies
(Main References (Sources	1.Jawad Ali / The Detailed History of the Arabs Before Islam 2.The Mu'tazila and Their Role in the Arab Islamic State / Zahdi Jarallah
Recommended supporting books and (...references (scientific journals, reports	There is a lot of research available in books, magazines, periodicals and .historical seminars in general
Electronic references, websites	Websites contain a large amount of research and articles related to contemporary Arab issues, and they are .available for access and viewing

Ministry of Higher Education and Scientific Research
University of Tikrit
College of Education for Women

Department of History
Academic Program: Master's Degree in History
Course Description

1. Course Name	Educational Institutions in Andalusia / Islamic Master.
2. Course Code	None
3. Semester / Year	2024 - 2025
4. Date of Preparing this Description	2025/2/1
5. Available Forms of Attendance	In-person and online, through the creation of an electronic classroom via the (Google Classroom) platform
6. Number of Study Hours (Total) / Number of Units (Total)	2 Units \ 30 Hours
7. Name of the Course Coordinator	Name: Prof. Dr. Wedad kurdy thalij Email: Wadad.th@tu.edu.iq
8. Course Objectives	1. Teaching female students about the history of the Islamic Maghreb, which constitutes an important part of Islamic history, and introducing them to the states and dynasties that emerged in the Islamic Maghreb. 2. Introducing female students to the most important emirates and states, their conditions, and their political and administrative relations; explaining how these states became independent, identifying the most prominent rulers of each state, examining the policies they pursued, and highlighting the major achievements accomplished during their reigns..
9. Teaching and Learning Strategies	.Traditional teaching methods are not used in this context. Instead, observation and interviews are employed to understand the students' perspectives regarding the affective and value-based objectives in this regard.

10. Course Structure

Week	Hours	Required Learning	Unit or Topic Name	Learning	Evaluation
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		Outcomes		Method	Method
1	2		General Conditions in Andalusia	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
2	2		The Most Important Educational Centers in Andalusia Books Mosques Libraries and their places Schools	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
3	2		Factors Contributing to the Spread of Education in Andalusia	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
4	2		Interest of Rulers in Scholars and Scientists	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
5	2		Journeys of Scholars Journeys between the Cities of Andalusia Journeys between Andalusia and the East	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
6	2		Religious Sciences in Andalusia Science of Quranic Readings Science of Tafsir (Quranic Interpretation)	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
7	2		Science of Hadith and the Prophetic Biography Science of Fiqh (Islamic Jurisprudence)	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
8	2		Linguistic Sciences Language Grammar	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
9	2		Poetry Prose	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments

					and reports
10	2		Writings	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
11	2		Science of Astronomy Philosophy	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
12	2		Geography History	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
13	2		Mathematics	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
14	2		Medicine	Electronic lectures, smart board, and electronic pen	Written and daily exams with assignments and reports
15	2		Chemistry	Final written exam	Final Exam (70 marks)

11. Course Evaluation

.- Formative Assessment: Through daily examinations, observation of students' performance during classroom discussions and homework assignments, and classroom assessment. - Diagnostic Assessment: Through semester and final examinations to determine students' achievement and make decisions regarding passing or failing.

12. Learning and Teaching Resources

Required Course Textbooks (curricular, if any)	The Contribution of the Scholars of the Azd Tribe in Andalusia from the Conquest to the Fall of Granada Dr. Widad Kurdi Thalji Scientific Life in Andalusia Kamila Zahira
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Main References (Sources)	Scientific Life during the Caliphate Era in Andalusia Saad Abdullah Al-Bishri Education in Andalusia Dr. Mohammed Abdul Hamid Issa
Recommended Supporting Books and References (scientific journals, reports, etc.)	All books that have addressed and examined the history of education and educational institutions in al-Andalus, in addition to research papers and articles published in reputable local and Arab academic journals.
Electronic References, Websites	The Al shamila library and the library of the Great Mosque

Ministry of Higher Education and Scientific Research

University of Tikrit

College of Education for Women

Department of History

Academic Program: Master's Degree in History

Course Description

The Crusades/Master.	1. Course Name
None	2. Course Code
2024 - 2025	3. Semester / Year
2025/2/1	4. Date of Preparing this Description
In-person and online, through the creation of an electronic classroom via the (Google Classroom) platform	5. Available Forms of Attendance
2 Units \ 30 Hours	6. Number of Study Hours (Total) / Number of Units (Total)
Name:Prof. Dr.Arkan Taha abd Email:Arkantaha21@tu.edu.iq	7. Name of the Course Coordinator
1. Enable female students to gain a comprehensive understanding of the reasons behind the establishment of Orientalist schools and their objectives in studying Muslim countries. 2. Enable students to learn modern technical skills in teaching Orientalism and to draw lessons and insights from the past to address the present and future.	8. Course Objectives

Traditional teaching methods are not used in this context. Instead, observation and interviews are employed to understand the students' perspectives regarding the affective and value-based objectives in this regard.	9. Teaching and Learning Strategies
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10. Course Structure

Evaluation Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours	Week
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	The Nature of the Crusades		2	1
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Causes of the Crusades		2	2
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	The First Crusade: Causes and Outcomes		2	3
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	The Second Crusade		2	4
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Outcomes of the Crusade		2	5
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	The Third Crusade		2	6
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	The Fourth Crusade		2	7
Written and daily exams with	Electronic lectures, smart board, and	The Jihadist Role of Imad al-Din Zengi in Confronting the		2	8

assignments and reports	electronic pen	Crusader Threat			
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Imad al-Din Zengi's Efforts in Resisting the Crusader Invasion		2	9
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Exam		2	10
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	The Fifth Crusades		2	11
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Sixth and Seventh Crusades		2	12
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Exam		2	13
Written and daily exams with assignments and reports	Electronic lectures, smart board, and electronic pen	Repercussions of the Crusades and Their Impact on the European world		2	14
Final Exam (70 marks)	Final written exam	Repercussions of the Crusades and Their Impact on the Arab World		2	15

11. Course Evaluation

- Formative Assessment: Through daily examinations, observation of students' performance during classroom discussions and homework assignments, and classroom assessment.

- Diagnostic Assessment: Through semester and final examinations to determine students' achievement and make decisions regarding passing or failing.

12. Learning and Teaching Resources

The Crusades I – History of the Arab World and the Crusader Invasion Dr. Khashi' Al-Maadidi and Dr. Sawadi Abdul Mohammed	Required Course Textbooks (curricular, if any)
The History of Rawdatayn by Abu Shama (d. 665 AH) Ibn Kathir: Al-Bidaya wa al-Nihaya (The Beginning and the End) Ibn al-Athir: Al-Kamil fi al-Tarikh (The Complete History)	Main References (Sources)
All books that have addressed and examined the history of Crusades, in addition to research papers and articles published in reputable local and Arab academic journals.	Recommended Supporting Books and References (scientific journals, reports, etc.)
The History of the Two Gardens concerning the Affairs of the Two States, the Nurid and the Ayyubid – by Abu Shama al-Maqdisi (d. 665 AH)	Electronic References, Websites

Course Description Form

1. Course name (Biography of the Prophet) / Master's .	
2. Course code .	
3. (Semester/Year (Semester.2025/2026	
4. Date of preparation of this description: 27/8/2026	
5.(Available forms of attendance (classroom lectures	
6. Number of study hours	
((hours / number of units (2 units (30))	
(3.Name of the course administrator (if more than one name is mentioned	
Name: Prof. Dr. Basem Saleh Najm Abdulrahman Email: Basim_salih-@tu.edu.iq	
8. Course objectives .	
Subject objectives	Teaching female students the history -١ of the Prophet's biography, which is one of the basics of Islamic history, and learning about the honorable Prophet's biography in all its details. 2- Introducing female students to the most important political, administrative, and military pillars that were organized in a precise manner by the Messenger Muhammad, may God bless him and grant him peace, and were in their most beautiful forms and reflected on the .world through the pure biography

9. Teaching and learning strategies .					
Strategy			Traditional teaching methods are not used here, but rather observation, interviews, and attempts are made to understand the student’s ideas about the emotional and value-based goals in this .regard		
10. Course Structure .					
The week	Watches	Required learning outcomes	Name of the unit or topic	Learning method	Evaluation method
September 2	2		The life of the Prophet Muhammad, may God bless him and grant him peace, in Mecca	Standard Method Text Method	Classroom performance and exams
September 3	2		The participation of the Messenger Muhammad, may God bless him and grant him peace, in the Fijar War, the Hilf al-Fudul, and his marriage to Lady Khadija, may God be pleased with .her	Standard Method Text Method	Classroom performance and exams
September	2		Placing the	Standard	Classroom

4			Black Stone and Rebuilding the Kaaba	Method Text Method	performance and exams
October1	2		Revelation	Standard Method Text Method	Classroom performance and exams
October2	2		The secrecy of the call and its publicity	Standard Method Text Method	Classroom performance and exams
October3	2		Quraish resistance to the call	Standard Method Text Method	Classroom performance and exams
October4	2		Taif trip	Standard Method Text Method	Classroom performance and exams
November1	2		Isra and Mi'raj	Standard Method Text Method	Classroom performance and exams
November2	2		Immigration	Standard Method Text Method	Classroom performance and exams
November3	2		The Prophet's Works in Medina - The Constitution of Medina - Building the Mosque - Brotherhood	Standard Method Text Method	Classroom performance and exams
November4	2		Battles of Badr and Uhud	Standard Method Text Method	Classroom performance and exams
December1	2		Battle of the	Standard	

			Trench and the Treaty of Hdaybiyyah	Method Text Method	
December2	2		Battle of Mu'tah and the conquest of Mecca	Standard Method Text Method	Classroom performance and exams
December3	2		Battle of Tabuk	Standard Method Text Method	Classroom performance and exams
December4	2		The death of the Prophet Muhammad, may God bless him and grant him peace	Standard Method Text Method	Classroom performance and exams
			End of the first course		

11.Course Evaluation	
Formative assessment of daily exams, observing student performance in class discussion, homework and assessment.	
Diagnostic assessment of semester and final exams to issue pass and fail	
12. Learning and teaching resources .	
(Required textbooks (methodology if any	Hashim Yahya Al-Mallah, The Mediator in the Age of the Message Labid Ibrahim Ahmed, The Age of the Message and the Rightly-Guided Caliphate
(Main References (Sources	Ibn Ishaq, The Prophetic Biography and Ibn Hisham,

	The Prophetic Biography Ibn Saad, Al-Tabaqat, Al-Tabari, History of Al-Tabari Ibn Al-Athir, Al-Kamil fi Al-Tarikh Ibn Kathir, The Biography of the Messenger, may God bless him and grant him peace Al-Waqidi, The Battles
Recommended supporting books and (...references (scientific journals, reports	Rashid Al-Jumaili. The Prophet's Biography. Ali Al-Sabuni. The Biography. Al-Mbakfuri. The ..Sealed Nectar
Electronic references, websites	The Comprehensive Library and the Great Mosque Library

Course Description Form

1. Course Name: (Historical Research Methodology) Master's in Islamic History					
2. Course Code:					
3. Semester / Year: (quarterly)					
4. Description Preparation Date:7/10/2025					
5. Available Attendance Forms: (Class lectures)					
6. Number of Credit Hours (30 hours) / Number of Units (2 units)					
7. Course administrator's name (mention all, if more than one name)					
Name: : Dr. Mamdouh Salem Mohammed					
Email: mamdooh@tu.edu.iq					
.....					
8. Course Objectives					
Course Objectives			1- Teaching students the historical research methodology and how to write university theses 2- Introducing students to the historical methodology in graduate study 3- Teaching students the most important modern methods in writing historical research.		
9. Teaching and Learning Strategies					
Strategy	Traditional teaching methods are not used here, but rather observation and interview are adopted and an attempt is made to understand the student's ideas about the emotional and value goals in this regard.				
10. Course Structure					
Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Out		method	

September (1)	(2)		Definition of research	Standard method Text method	Class performance and exams
September (2)	(2)		methodology Sources of historical	Standard method Text method	Class performance and exams
September (3)	(2)		material Allied sciences	Standard method Text method	Class performance and exams
October (4)	(2)		Collection of matter	Standard method Text method	Class performance and exams
October (5)	(2)		Blogging methods	Standard method Text method	Class performance and exams
October (6)	(2)		Writing the text	Standard method Text method	Class performance and exams
October (7)	(2)		Writing margin	Standard method Text method	Class performance and exams
November (8)	(2)		Introduction, conclusion and footnotes	Standard method Text method	Class performance and exams
November (9)	(2)		Text verification	Standard method Text method	Class performance and exams
November (10)	(2)		Difficulties faced by the researcher	Standard method Text method	Class performance and exams
November (11)	(2)		Examples of historical research	Standard method Text method	Class performance and exams
December (12)	(2)		Types of research	Standard method Text method	Class performance and exams

December (13)	(2)		Factors affecting writing	Standard method Text method	Class performance and exams
December (14)	(2)		Text analysis	Standard method Text method	Class performance and exams
December (15)			Writing and historical blogging	Standard method Text method	Class performance and exams

11. Course Evaluation

- 1- Formative assessment through daily exams, observing the student's performance in class discussions and homework, and classroom evaluation.
- 2- Diagnostic evaluation of semester and final exams to issue judgments of success and failure.

12. Learning and Teaching Resources

Required textbooks (methodology, if any)	Principles of Historical Research (Dr. Abdel Wahed Thanoun Taha)
Main references (sources)	1 - Scientific research methods in Islamic thought and modern thought (Dr. Abdel Fattah Muhammad Al-Issawi) 2 - Research methods among Islamic thinkers (Dr. Ali Sami Al-Nashar) 3- Methods for investigating heritage between ancients and moderns (Dr. Ramadan Abdel Tawab)
Recommended supporting books and references (scientific journals, reports...)	All the books that dealt with and researched the historical research method and methods for verifying historical texts, as well as research and articles published in reputable local and Arab scientific journals.
Electronic references, Internet sites	The Comprehensive Library and the Great Mosque Library



Academic Program Description Model

University Name: University of Tikrit

College / Institute: College of Education for Women

Scientific Department: Department of History

Academic or Professional Program Name: Master's degree in modern history/advanced studies/first course

Final Certificate Name: Master's degree in Modern History

Course Name: International Issues / Graduate Studies

Study System: The First course/ **Year:**2025-2026

Description Preparation Date: 5/10/2025

File Completion Date: 12/10/2025

Head of Department Name:

Asst. Prof. Dr. Mubdir Mohammed Ali

Signature:

Scientific Assistant Name:

Prof. Dr. Ashraf Jamal Mahmoud

Signature:

File Reviewed By:

Quality Assurance and University Performance Division

Head of Quality Assurance Division Name: M. Sahad Khalid Hamid

Date:

Dean's Endorsement

Prof. Dr. Najlaa Abdulhussain Aliwi

Course Description

1- Course Name / International Issues / Graduate Studies / Modern History	
2-Course code	
3. Semester/Year	
2025-2026	
4. Date this description was prepared	
October 5, 2025	
5. Available Attendance Methods	
In-person and online via creating an online classroom using the platform (Google Classroom has been adopted as a supporting tool according to the Ministry's guidelines)	
6. Total Study Hours / Total Units	
Units / 30 Hours √	
7-Name of Course Instructor (If more than one, please specify)	
Name: Dr. Rana Abdel Aziz Shehab Email: nnn86070@tu.edu.iq	
8-Course Objectives	
Course objectives	- To understand the concept of international problems, their causes, and their development. - To understand the nature of the political, economic, social, and security problems facing the international community. - To analyze the most prominent contemporary international issues and problems and their various dimensions. - To understand the role of international organizations in addressing international problems and crises. - To develop students' critical thinking, analytical, and analytical skills regarding international issues.
9-Teaching and learning strategies	
Strategy	1- The standard method (giving lectures) 2- Text method. 3- The interrogation method 4- E-learning methods (Google Classroom)

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Evaluation Method
January / (1)	2		The Kashmir crisis and the international stance on it	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
January / (2)	2		The historical roots of the Cyprus crisis: causes and consequences	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
February / (3)	2		The division of the two Koreas: causes and consequences	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
February / (4)	2		The Palestinian Nakba of 1948 and the Palestinian Naksa of 1967	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
February / (5)	2		The Bosnia and Herzegovina crisis and the international stance on it	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
February / (6)	2		The conflict between Ethiopia and Eritrea and the United Nations' stance on it	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
March / (7)	2		The Mosul problem: causes and consequences	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
March / (8)	2		Armed groups in Mali and the role of international peacekeeping forces in this regard	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
March / (9)	2		The problem of World War I and II and its consequences	Lectures, presentations, discussions, and online	Written and daily exams with assignments

				lectures	
March / (10)	2		The division of Germany and the construction of the Berlin Wall	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
March / (11)	2		Cuban Missile Crisis 1962	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
April / (12)	2		Coursework Exam	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
April / (13)	2		The Cold War between the Eastern and Western Blocs	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
April / (14)	2		The Nile River Water Crisis and its Impact on Sudan	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments
April / (15)	2		The Sahara problem: roots, causes, and consequences	Lectures, presentations, discussions, and online lectures	Written and daily exams with assignments

11. Course Evaluation

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

1 - Evaluating students by reading the daily reports (summers) of the topics assigned to them, attaching evaluations to them, and observing the students' performance in discussions of the work assigned to them and the rest of the other topics, 10 marks.

2- Evaluation for students through daily and semester examinations, 10 marks

3- Scientific research: 10 marks

4- The final exam is 70 marks.

11. Course Evaluation

Required Textbooks (Methodological if any):

-Mustafa Abdullah Abu al-Qasim Khashim, Contemporary Global Problems: Theory and Reality.

-University Theses and Dissertations

	-Published Research and Studies
Main References (Sources):	-Abdullah Al-Ash'al, Introduction to the Study of International Relations and Problems. -Muhammad Saad Abu Amoud, Contemporary International Relations. -Ismail Sabri Muqallad, International Political Relations.
Electronic References and Websites:	The websites contain a number of research and articles related to contemporary Arab issues, and they are available for access and review..
Recommended Supporting Books and References (Scientific Journals, Reports...)	There is a lot of research available in books, magazines, periodicals, and historical seminars in general. • Orientalist Studies in Islamic Institutions and Systems.

**Ministry of Higher Education and
Scientific Research**

**Scientific Supervision and Evaluation
Authority**

**Department of Quality Assurance and
Academic Accreditation**

Accreditation Section



Academic Program and Course Description Guide for the History Department/Graduate Studies

**College of Education for
Women/Tikrit University**

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Introduction:

An educational program is a structured and organized package of courses that includes procedures and experiences organized into course content. Its primary purpose is to build and refine graduates' skills, making them qualified to meet the demands of the labor market. It is reviewed and evaluated annually through internal and external audit procedures and programs, such as the external examiner program.

The academic program description provides a concise summary of the program's main features and courses, outlining the skills students are designed to acquire, based on the program's objectives. The importance of this description lies in its role as the cornerstone for obtaining program accreditation. It is written collaboratively by faculty members under the supervision of the academic committees in the academic departments.

This guide includes an updated academic program description, incorporating the content and sections of previous guides in light of developments and advancements in the Iraqi education system. It includes the traditional academic program description (annual, semester-based), as well as the standardized academic program description issued by the Department of Studies, T M3/2906, dated May 3, 2023, for programs that follow the Bologna Process. In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational process.

Concepts and Terminology:

Academic Program Description: The academic program description provides a concise summary of its vision, mission, and objectives, including a precise description of the intended learning outcomes according to specific learning strategies.

Course Description: This provides a concise summary of the course's key characteristics and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious vision for the future of the academic program, aiming to be advanced, inspiring, motivating, realistic, and applicable.

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

Program Objectives: These are statements describing what the academic program intends to achieve within a specific timeframe and are measurable and observable.

Curriculum Structure: All courses/studies included in the academic program, according to the approved learning system (semester, annual, Bologna Process), whether required by the Ministry, University, College, or Department, along with the number of credit hours.

Learning outcomes: A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes for each course must be defined in a way that achieves the program objectives.

Teaching and learning strategies: These are the strategies used by faculty members to enhance student teaching and learning. They are plans

implemented to achieve learning objectives. In other words, they describe all classroom and extracurricular activities designed to achieve the program's



Academic Program Description Template



University Name: Tikrit University

College/Institute: College of Education for Women

Department: Department of History

Academic or Professional Program Name: Master of Science in Modern History / Postgraduate Studies /
Second Semester

Final Degree Name: Master of Science in Modern History

Course Name: Contemporary Iraqi History / Postgraduate Studies

Academic System: Semester-based

Date of Description Preparation: 18/9/2025

Date of File Completion: 18/9/2025

Signature:

Department Head: Assistant Professor Dr. Mubdir Muhammad Ali

Department Assistant for Scientific Affairs: Professor Dr. Ashraf Jamal Mahmoud

Date:

File Reviewed by:

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division: Ms. Shahd Khalid Hamid

Date:

Dean's Approval

Prof. Dr. Najla Abdul Hussein Alawi

1. Program Vision

of History aspires to be one of the most important departments at the educational and research levels in Iraq and the Arab world in the coming years.

2. Program Message

Presenting outstanding historical programs that serve education Scientific research and assistance They must possess the necessary skills and create a sound scientific environment that encourages creativity .Cooperation between students and faculty members highlights the authentic values of history, contributing to citizens' pride in their past and harnessing it to serve their present and build their future.

3. Program Objectives

Based on the vision, mission, and general objectives of Tikrit University, the History Department at the College of Education for Women seeks to achieve a number of goals, including :

- Providing high-quality educational programs that meet international standards and address the needs of the community .
- To provide students with knowledge and equip them with the practical skills necessary to enable them to use modern technology .
- Ensuring the achievement of learning outcomes for the programs offered through assessment and follow-up programs .

- Deepening the understanding of concepts and raising the scientific level of faculty members through organizing seminars and scientific conferences to deepen the understanding of concepts and raise their efficiency .
- Exchanging experiences and conducting research papers through signing scientific agreements with counterpart institutions at the local and global levels .

4. Program accreditation

There isn't one , but the department plans to obtain program accreditation at the national level.

5. Other external influences

One of the most significant external factors is the difficulty faced by program graduates in obtaining job opportunities in the community.

6. Program Structure

comments	Percentage	Study unit	Number of courses	Program structure
essential				Institutional requirements
			nothing	College requirements
			nothing	Department requirements
			nothing	Summer training
				Other

* The notes may include whether the course is core or elective.

7. Program Description				
Credit Hours		Course name	Course code	Year / Level
practical	theoretical			
2025 - 2026 / First Course				
	2			Course 1
	2			Course 1
	2			Course 1
	2			Course 1
	2			Course 1
	2			Course 1
	2	Teaching methods and modern technologies		Course 1
2025 - 2026 / course the second				
	2			course \ the second
	2			course the second
	2			course the second
	2			course the second
	2			course the second
	2			course the second
	2	A		Second course

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes Statement 1	To equip students with the basic facts and concepts in history and to develop their abilities to apply historical values, principles, rules , and facts.

Skills			
Learning Outcomes Statement 2		Developing skills in solving various mathematical problems and issues in mathematical subjects.	
Learning Outcomes Statement 3		Developing academic and social skills.	
Values			
Learning Outcomes Statement 4		Developing scientific values in objectivity and scientific integrity.	
Learning Outcomes Statement 5		Developing scientific values in employing the scientific method	
9. Teaching and learning strategies			
1. Giving lectures and using textbooks . 2. Solving mathematical problems using the brainstorming method . 3. Self-learning strategies . 4. Writing and analyzing scientific reports Data . 5. Utilizing e-learning and education Integrated . 6. Using the discussion and seminar method . 7. Employing active learning methods . 8. Homework and assignments . 9. Employing cooperative learning and peer teaching methods .			
10. Assessment Methods			
1. Conducting daily, weekly, monthly, and end-of-year tests . 2. Correcting homework assignments and awarding grades.			
Faculty members			
Faculty members			
Faculty preparation	Requirements/Skills (if	Specialization	academic rank

		any)			
lecture r	angel		Private	general	
	√		Abbasi	Islamic	Prof. Dr. Arkan Taha Abd
	√		Prophetic biography and the Rightly Guided Caliphate	Islamic	Dr. Basem Saleh Najm
	√		Umayyad	Islamic	Prof. Dr. Mamdouh Salem Mohamed .
	√		Arabs before Islam	Islamic	Prof. Dr. Hanan Issa Jassim
	√		Arabs before Islam	Islamic	Prof. Dr. Adham Hassan Farhan
	√		Prophetic biography and the Rightly Guided Caliphate	Islamic	Mr. Dr . Saad Eidan Abdullah
	√		Abbasi	Islamic	Prof. Dr. Sabah Jassim Hamad
	√		Andalusian	Islamic	Prof. Dr. Wadad Kurdi Thalj
	√		Civilizational systems	Islamic	Prof. Dr. Anwar Arhaim Mohamed
	√		Early Islam	Islamic	A.M.D.Sufian Jade Zidane
	√		Islamic civilization	Islamic	Dr. Basma Taha Ismail
	√		History of the United States of America	accident	Prof. Dr. Idris Hardan Mahmoud
	√		Contemporary Arab history	accident	Dr. Muhammad Imad Radif
	√		Recent history	accident	Dr. Abdul Razzaq Khalifa Ramadan
	√		Oria	accident	Dr. Shahah Daham Abdullah
	√		Arab homeland	accident	Dr. Roaa Jamal Khader
	√		History teaching methods and approaches	Curricula and teaching methods	Dr. Mubdir Muhammad Ali

Professional Development

Orienting new faculty members

1. Working with expert professors

2. Participating in workshops
3. Assigning tasks related to discussion sessions .

Professional development of faculty members

1. Their participation in development courses .
2. Participating in panel discussions .
3. dissertation discussion committees .
4. Participating in the authorship of books and the completion of scientific research .

12. Admission Criteria

First, the college admission requirements :

- 1- Adopting admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (Central Admission)
- 2- To successfully pass any special test or personal interview deemed necessary by the college or university council .
- 3 - To be medically fit for the specialization he / she is applying for .

Secondly, the admission requirements for the scientific department :

1. - The student selects their preferred option from a list of choices, ranked by preference .
2. - Admission to high school . 3-
3. - The grade point average (GPA) of the course in the department the student wishes to study.
4. - - The L -capacity of the scientific department .

13. Key sources of information about the program

1. The department's website is located within the College of Education for Girls website (link)
2. Administrative orders for staff, goals, vision and mission .
3. Directives of the Sectoral Committee for Corresponding Departments .
4. Recommendations of the Scientific Committee in the Department .

14. Program Development Plan

1. Reviewing the goals, vision, and curricula according to the needs of society .
2. Review the programs of the corresponding departments .
3. Reviewing the history departments' programs in Arab and regional countries .

Course Description

1. Course Name / Contemporary Iraqi History / Graduate Studies / Modern History	
2. Course Code	
3. Term/Year	
2025 – 2026	
4. Date this description was prepared	
18/9/2025	
5. Available attendance formats	
My attendance and online learning through the creation of an online classroom via the platform (Google Classroom has been adopted as a supporting tool according to the Ministry's directives).	
6. Total number of study hours / Total number of units	
2 units / 30 hours	
7. Name of the course coordinator (if there is more than one, mention it)	
Name: Dr. Abdulrazaq Khalifa Ramadan Email : abdulrazaq.ramadhan@tu.edu.iq	
8. Course Objectives	
1. To create a clear vision among the students of this stage regarding the subject of contemporary Iraqi history. 2. To broaden the students' understanding and introduce them to the important events that have occurred in the history of contemporary Iraq. 3. 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 .	Course objectives
9. Teaching and learning strategies	
Applying diverse teaching methods, including 1- The standard method (giving lectures) 2- The method of writing research papers and reports . 3- The interrogative method	strategy

4- E-learning methods (Google Classroom)

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	The importance of Iraq in British policy during the late Ottoman era	Reasons for British interest and its consequences	2	Third / January
Written and daily exams with assignments	Electronic lectures and smart boards	Iraq During the First World War, 1914–1918.	Causes and consequences of war	2	Fourth / January
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Political developments in Iraq under direct British rule 1918–1920.	Public reactions to this policy	2	February 1st
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	The establishment of the Kingdom of Iraq and the installation of Faisal as King of Iraq on August 23, 1921.	Challenges facing the Iraqi political system	2	February 2nd
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Iraqi–British relations (Treaties of the years 1922/1924/1926/1927/1930).	Developments in Iraqi-British relations	2	Third of February
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Political developments in Iraq during the British Mandate period 1920–1932.	Conditions preceding Iraqi independence	2	February 4th
Written and daily exams with assignment	Electronic lectures, smart	Internal developments and the state of instability in Iraq 1933–1939.	Internal rebellions	2	First of March

s and reports	board, and pen				
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	The situation in Iraq during World War II, 1939–1945.	The impact of the war on the economic, military, and political situation	2	Second / March
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	The emergence and development of political parties in Iraq up to 1958.	The beginning of the emergence of the national movement on the political level	2	March 3rd
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	The development of the national movement and the new British policy in Iraq 1945–1954	The national movement was influenced by external movements	2	March 4th
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Iraq and the policy of alliances and international treaties 1954–1958.	Causes and effects	2	March 5th
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Political developments in Iraq during the era of Abdul Karim Qasim 1958–1963.	Developments in domestic and foreign policy	2	April 1st
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Course exam	Midterm exam	2	April 2nd
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	The July 14, 1958 Revolution: Motives, Achievements and Political Developments up to 1963.	Achievements and their results	2	Third/ April

Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	second semester .	group discussion	2	April 4th
		End-of-term exams for the second semester will be held from May 11, 2026 to May 25, 2026.	Final exams		Third / June June 4th June 5th

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- Evaluate students by reading the daily reports (seminars) for the assigned topics, recording the evaluations on them , and observing student performance in discussions of the assigned tasks and other topics. (10 marks)
- 2- Student assessment through daily and term exams (10 marks)
- 3- Scientific research (10 marks)
- 4- The final exam is worth 70 marks.

The final total is equal to 100 points.

12. Learning and teaching resources

Ibrahim Khalil Ahmed and Jaafar Abbas Hamidi, Contemporary History of Iraq, (Mosul, 1989).
Abdul-Razzaq al-Hassani, History of Iraqi Ministries, (Baghdad, 1988), ten volumes

Required textbooks (methodology, if applicable)

Ahlam Hussein Jamil, The Political Ideas of Iraqi Parties during the Mandate Period 1922-1932 , (Baghdad, 1985).
Ismail Ahmed Yaghi, The Development of the National Movement in Iraq 1941-1952 , (Baghdad, 1979).
Raja Hussein Al-Khattab, Iraq between 1921-1927 , (Baghdad, 1976).
Zaki Saleh, Introduction to the Study of Contemporary Iraq,

Main references (sources)

(Baghdad, 1953).	
There is a lot of research available in books, magazines, journals, and historical seminars in general.	Recommended supporting books and references (scientific journals, reports...)
Websites contain a wealth of research and articles related to contemporary Arab issues, and these are accessible and viewable.	Electronic references, websites

**Ministry of Higher Education and
Scientific Research**

**Scientific Supervision and Evaluation
Authority**

**Department of Quality Assurance and
Academic Accreditation**

Accreditation Section



Academic Program and Course Description Guide for the History Department/Graduate Studies

**College of Education for
Women/Tikrit University**

٢٠٢٥



Introduction:

An educational program is a structured and organized package of courses that includes procedures and experiences organized into course content. Its primary purpose is to build and refine graduates' skills, making them qualified to meet the demands of the labor market. It is reviewed and evaluated annually through internal and external audit procedures and programs, such as the external examiner program.

The academic program description provides a concise summary of the program's main features and courses, outlining the skills students are designed to acquire, based on the program's objectives. The importance of this description lies in its role as the cornerstone for obtaining program accreditation. It is written collaboratively by faculty members under the supervision of the academic committees in the academic departments.

This guide includes an updated academic program description, incorporating the content and sections of previous guides in light of developments and advancements in the Iraqi education system. It includes the traditional academic program description (annual, semester-based), as well as the standardized academic program description issued by the Department of Studies, T M3/2906, dated May 3, 2023, for programs that follow the Bologna Process. In this regard, we cannot but emphasize the importance of writing descriptions of academic programs and courses to ensure the smooth running of the educational process.

Concepts and Terminology:

Academic Program Description: The academic program description provides a concise summary of its vision, mission, and objectives, including a precise description of the intended learning outcomes according to specific learning strategies.

Course Description: This provides a concise summary of the course's key characteristics and the expected learning outcomes for students, demonstrating whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious vision for the future of the academic program, aiming to be advanced, inspiring, motivating, realistic, and applicable.

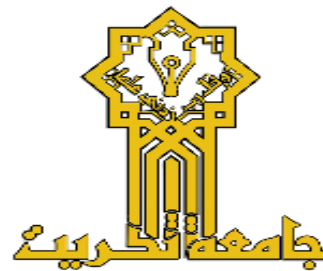
Program Mission: This outlines the objectives and activities necessary to achieve them concisely, and defines the program's development paths and directions.

Program Objectives: These are statements describing what the academic program intends to achieve within a specific timeframe and are measurable and observable.

Curriculum Structure: All courses/studies included in the academic program, according to the approved learning system (semester, annual, Bologna Process), whether required by the Ministry, University, College, or Department, along with the number of credit hours.

Learning outcomes: A coherent set of knowledge, skills, and values acquired by the student upon successful completion of the academic program. Learning outcomes for each course must be defined in a way that achieves the program objectives.

Teaching and learning strategies: These are the strategies used by faculty members to enhance student teaching and learning. They are plans implemented to achieve learning objectives. In other words, they describe all classroom and extracurricular activities designed to achieve the program's learning outcomes.



Academic Program Description Template

University Name: Tikrit University

College/Institute: College of Education for Women

Department: Department of History

Academic or Professional Program Name: Master of History/Postgraduate Studies/First Semester

Final Degree Name: Master of Modern History

Course Name: Political Thought/Postgraduate Studies

Academic System: Semester-based

Date of Description Preparation: 5/10/2025

Date of File Completion: ١٨/٩/2025

Signature:

Department Head: Dr. Mubdir Muhammad Ali

Department Assistant for Scientific Affairs: Prof. Dr. Ashraf Jamal Mahmoud

Date:

File Reviewed by:

Quality Assurance and University Performance Division

Name of Director of Quality Assurance and University Performance Division: Ms. Shahd Khalid Hamid

Date:

Dean's Approval

Prof. Dr. Najla Abdul Hussein Alawi

١. Program Vision

of History aspires to be one of the most important departments at the educational and research levels in Iraq and the Arab world in the coming years.

2. Program Message

Presenting outstanding historical programs that serve education Scientific research and assistance They must possess the necessary skills and create a sound scientific environment that encourages creativity .Cooperation between students and faculty members highlights the authentic values of history, contributing to citizens' pride in their past and harnessing it to serve their present and build their future.

٣. Program Objectives

Based on the vision, mission, and general objectives of Tikrit University, the History Department at the College of Education for Women seeks to achieve a number of goals, including:

- Providing high-quality educational programs that meet international standards and address the needs of the community.
- To provide students with knowledge and equip them with the practical skills necessary to enable them to use modern technology.
- Ensuring the achievement of learning outcomes for the programs offered through assessment and follow-up programs.
- Deepening the understanding of concepts and raising the scientific level of faculty members through organizing seminars and scientific conferences to deepen the understanding of concepts and raise their efficiency.
- Exchanging experiences and conducting research papers through signing scientific agreements with counterpart institutions at the local and global levels.

4. Program accreditation

There isn't one , but the department plans to obtain program accreditation at the

national level.

5. Other external influences

One of the most significant external factors is the difficulty faced by program graduates in obtaining job opportunities in the community.

6. Program Structure

comments	Percentage	Study unit	Number of courses	Program structure
essential				Institutional requirements
			nothing	College requirements
			nothing	Department requirements
			nothing	Summer training
				Other

*The notes may include whether the course is core or elective.

7. Program Description

Credit Hours		Course name	Course code	Year / Level
practical	theoretical			
2025 -2026 /First Course				
	۲			Course 1
	۲			Course 1
	۲			Course 1
	۲			Course 1
	۲			Course 1
	۲			Course 1
	۲	Teaching methods and modern technologies		Course 1

2025 -2026 / course the second				
	٢			course \ the second
	٢			course the second
	٢			course the second
	٢			course the second
	٢			course the second
	٢			course the second
	٢	A		Second course

8. Expected learning outcomes of the program	
Knowledge	
Learning Outcomes Statement 1	To equip students with the basic facts and concepts in history and to develop their abilities to apply historical values, principles, rules , and facts.
Skills	
Learning Outcomes Statement 2	Developing skills in solving various mathematical problems and issues in mathematical subjects.
Learning Outcomes Statement 3	Developing academic and social skills.
Values	
Learning Outcomes Statement 4	Developing scientific values in objectivity and scientific integrity.

Learning Outcomes Statement 5	Developing scientific values in employing the scientific method
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9. Teaching and learning strategies

10. Giving lectures and using textbooks.
11. Solving mathematical problems using the brainstorming method.
12. Self-learning strategies.
13. Writing and analyzing scientific reports Data.
14. Utilizing e-learning and education Integrated.
15. Using the discussion and seminar method.
16. Employing active learning methods.
17. Homework and assignments.
18. Employing cooperative learning and peer teaching methods.

10. Assessment Methods

3. Conducting daily, weekly, monthly, and end-of-year tests.
4. Correcting homework assignments and awarding grades.

Faculty members

Faculty members

Faculty preparation		Requirements/Skills (if any)	Specialization		academic rank
lecture	angel		private	general	
	✓		Abbasi	Islamic	Prof. Dr. Arkan Taha Abd
	✓		Prophetic biography and the Rightly Guided Caliphate	Islamic	Dr. Basem Saleh Najm
	✓		Umayyad	Islamic	Prof. Dr. Mamdouh Salem Mohamed.
	✓		Arabs before Islam	Islamic	Prof. Dr. Hanan Issa Jassim
	✓		Arabs before Islam	Islamic	Prof. Dr. Adham Hassan Farhan
	✓		Prophetic biography and the Rightly Guided Caliphate	Islamic	Mr. Dr . Saad Eidan Abdullah

	√		Abbasi	Islamic	Prof. Dr. Sabah Jassim Hamad
	√		Andalusian	Islamic	Prof. Dr. Wadad Kurdi Thalj
	√		Civilizational systems	Islamic	Prof. Dr .Anwar Arhaim Mohamed
	√		Early Islam	Islamic	A.M.D.Sufian Jade Zidane
	√		Islamic civilization	Islamic	Dr. Basma Taha Ismail
	√		History of the United States of America	accident	Prof. Dr. Idris Hardan Mahmoud
	√		Contemporary Arab history	accident	Dr. Muhammad Imad Radif
	√		Recent history	accident	Dr. Abdul Razzaq Khalifa Ramadan
	√		Oria	accident	Dr. Shahah Daham Abdullah
	√		Arab homeland	accident	Dr. Roaa Jamal Khader
	√		History teaching methods and approaches	Curricula and teaching methods	Dr. Mubdir Muhammad Ali

Professional Development \ \ .

Orienting new faculty members

4. Working with expert professors
5. Participating in workshops
6. Assigning tasks related to discussion sessions.

Professional development of faculty members

5. Their participation in development courses.
6. Participating in panel discussions.
7. dissertation discussion committees.
8. Participating in the authorship of books and the completion of scientific research.

12. Admission Criteria

First the college admission requirements :

- 1- Adopting admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (Central Admission)
- 2- To successfully pass any special test or personal interview deemed necessary by the college or university council .
- 3 - To be medically fit for the specialization he / she is applying for .

Secondly, the admission requirements for the scientific department :

5. - The student selects their preferred option from a list of choices ranked by preference .
6. -Admission to high school . 3-
7. -The grade point average (GPA) of the course in the department the student wishes to study.
8. -- The L -capacity of the scientific department .

13. Key sources of information about the program

5. The department's website is located within the College of Education for Girls website (link(.....
6. Administrative orders for staff, goals, vision and mission.
7. Directives of the Sectoral Committee for Corresponding Departments.
8. Recommendations of the Scientific Committee in the Department.

14. Program Development Plan

4. Reviewing the goals, vision, and curricula according to the needs of society.
5. Review the programs of the corresponding departments.
6. Reviewing the history departments' programs in Arab and regional countries.

Course Description

1. Course Name / Political Thought / Graduate Studies / Modern History

2. Course Code

3. Term/Year

٢٠٢٦ – ٢٠٢٥

4. Date this description was prepared

٢٠٢٥/٩/١٨

5. Available attendance formats

My attendance and online learning through the creation of an online classroom via the platform) Google Classroom has been adopted as a supporting tool according to the Ministry's directives .(

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

٢ units / 30 hours

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

Name: Dr. Abdulrazzaq Khalifa Ramadan Email: abdulrazzaq.ramadhan@tu.edu.iq

8. Course Objectives

١- To create a clear vision among female students of this stage regarding the subject of the history of political thought .
2. To broaden students' understanding and familiarize them with important events in the history of political thought . .
3. To recognize the achievements of human civilizations and the accomplishments they left behind in the field of thought and politics at all levels .

Course objectives

9. Teaching and learning strategies

Applying diverse teaching methods, including

strategy

- ١- The standard method (giving lectures)
- 2- The method of writing research papers and reports .
- 3- The interrogative method
- 4- E-learning methods (Google Classroom)

10. Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Introduction to political thought -The importance of political thought.	Definition and importance	۲	September 1st
Written and daily exams with assignments	Electronic lectures and smart boards	ancient political thought Plato's political thought Aristotle's political thought	Origin and emergence	۲	September 2nd
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Intellectual trends among the Romans and direct and indirect contributions to the field of political thought.	Direct and indirect trends and contributions	۲	Third of September
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Political thought in medieval Christian civilization.	Its causes and consequences	۲	September 4th
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Modern Western political thought.	Development and modernity	۲	September 5th
Written and daily exams	Electronic lectures,	Western Christian	Challenges and outcomes	۲	First of October

with assignments and reports	smart board, and pen	humanist political thought.			
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Modern Western liberal political thought.	Intellectual developments and their comprehensiveness	۲	October 2nd
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Modern Western socialist political thought.	The emergence of global thought	۲	Third / October
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Contemporary Western political thought.	The emergence of contemporary ideas	۲	Fourth of October
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Contemporary Western left-wing political thought	Challenges and outcomes	۲	First of November
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	New ideas in contemporary Western political thought.	The evolution of political ideas	۲	November 2nd
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Course exam.	Midterm exam	۲	Third / November
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Arab-Islamic political thought and its trends.	Intellectual advantages	۲	Fourth / November
Written and daily exams with assignments and reports	Electronic lectures, smart board, and pen	Trends in Arab-Islamic political thought	Intellectual trends	۲	December 1st
Written and	Electronic	End-of-	group discussion	۲	Second / December

daily exams with assignments and reports	lectures, smart board, and pen	semester research discussion			
		End-of-first-semester exams will be held from December 21, 2025 to January 8, 2026.	Final exams		Fourth/December December ^o th January 1st

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.

- ١ Evaluate students by reading the daily reports (seminars) for the assigned topics, recording the evaluations on them , and observing student performance in discussions of the assigned tasks and other topics. (10 marks(
- ٢ Student assessment through daily and term exams (10 marks(
- ٣ Scientific research (10 marks(
- ٤ The final exam is worth 70 marks.

The final total is equal to 100 points.

12. Learning and teaching resources

Abdul-Redha Hussein Al-Ta'an, Encyclopedia of Political Thought Throughout the Ages, Beirut, Dar Al-Rawafed Al-Thaqafiya.
The Cambridge Texts Series in the History of Political Thought : provides texts from ancient Greece to the twentieth century, with critical introductions and annotations .

Required textbooks (methodology, if applicable(

Modern Political Thought For Quentin Skinner : Traces the conceptual origins of modern politics since the Middle Ages .

" **Blackwell's Encyclopedia of Political Thought** " : A comprehensive encyclopedia covering broad areas of political thought.

Main references (sources(

There is a lot of research available

Recommended supporting books and

in books, magazines, journals, and political seminars in general.	references) scientific journals, reports(...
Websites contain a wealth of research and articles related to contemporary intellectual and political issues, and these are accessible and viewable.	Electronic references, websites