

دكتور ليث شاكر

1. Course Name:	
The Prophethood Era	
2. Course Code:	
3. Semester / Year:	
Two semesters / 2024-2025	
4. Description Preparation Date:	
1-9-2024	
5. Available Attendance Forms:	
Inside the history classroom - College of Arts, University of Baghdad, w integrated learning On the Google Classroom platform	
6. Number of Credit Hours (Total) / Number of Units (Total)	
50	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof.Dr.layth Shakir Mahmood Email: laith.rashee@coart.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • – Adhering to the ethics the profession of the Islai historian to study the era prophecy • 2– Commitment to apply historical research skills activate the beginn student’s ability • 3– Practicing mod teaching methods teaching the subject of Age of Prophetho through the use of smart board, histor charts and maps, a presenting them

	<ul style="list-style-type: none"> PowerPoint. 4- Maintaining student behavioral discipline within the classroom and spreading knowledge and moral highness to students by focusing on tolerant Islamic principles in the life of the Prophet. 5- Spreading the spirit of collective cooperation among students, whether directly, face-to-face or virtually through technology, so that students can enjoy sharing skills in the twenty-first century. 6- Responding to new and diverse viewpoints and moderate historical studies. 7- Investing effectively in feedback to understand the most important events of the era of Islamic prophethood. 8- Adapting to modern methods and employing them in academic knowledge. 9- Paying attention to cognitive formation from the beginning of the history of students.....
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9. Teaching and Learning Strategies

Strategy	1- The active lecture on the subject of the Age of Prophethood
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- 2- Discussion and interrogation of the most important events of the era of the Prophet and extrapolation of the chapters of the curriculum
- 3- Brainstorming and testing the student's mental in memorizing historical events and distinguishing between them
- 4- Cooperative education among students complete monthly courses for the subject of the Age of Prophecy
- 5- Power point presentations on the smart board weekly
- 6- Oral class questions, and their importance in the study curriculum
- 7- Concept maps and diagrams that make it easy for the student to distinguish and memorize the events of the era of the Prophet
- 8- Motivating students to make maps and brochures about the era of the Prophet

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 3 T	3	sources reference for the e of prophecy The historical framework the Age Prophethood the geographic framework the Arabi Peninsula, the act lecture	ti	Active lecture Active lecture, discussion and dialogue	, o question Interacti

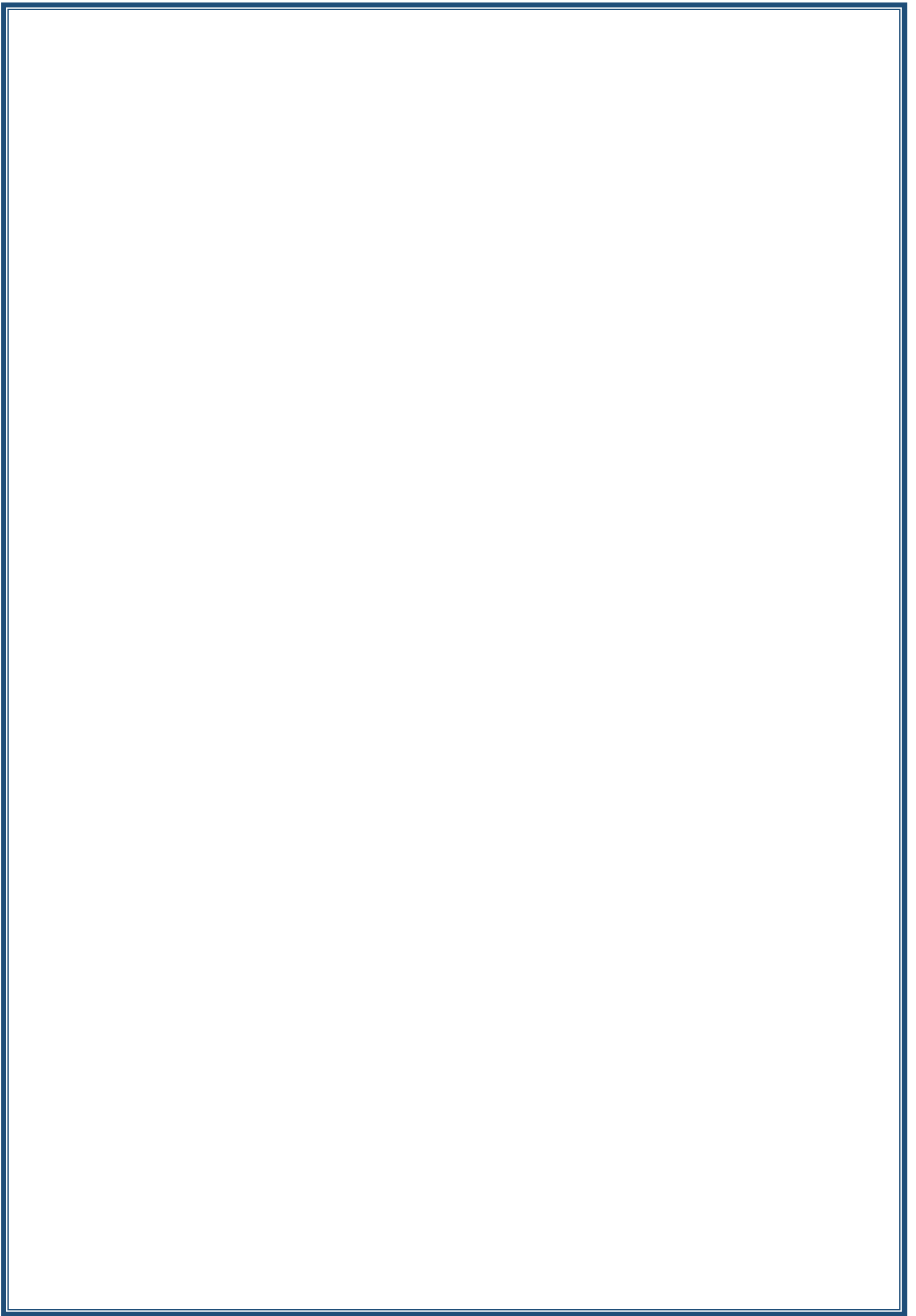
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11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	NO
Main references (sources)	<p>Ibrahim, Labid, The Age of Prophethood and the Right Guided Caliphate.</p> <p>2. Al-Mallah, Hashim Waseet in the Biography of the Prophet</p> <p>3. Ali, Jawad, The History of the Arabs in Islam</p> <p>4. Ali, Jawad, Al-Mufasssal in the History of the Arabs Before Islam,</p> <p>Recommended supporting books and reference Encyclopedia</p>
Recommended books and references (scientific journals, reports...)	(scientific journals, reports, Translated Islamic
Electronic References, Websites	Electronic references, Internet sites, Al-Mustafa Library Endowment Library



Course Description Form

1. Course Name:	
Sasanian history	
2. Course Code:	
3. Semester / Year:	
2024-2025 (first semester)	
4. Description Preparation Date:	
2024-2025	
5. Available Attendance Forms:	
My presence only	
6. Number of Credit Hours (Total) / Number of Units (Total)	
15 hours / two hours a week	
7. Course administrator's name (mention all, if more than one name)	
Name: prof.Dr.maitham Abdel Kadhim Jawad Al Nouri	
Email: Maythamalnouri@gmail.com	
8. Course Objectives	
1- Course Objectives	•
2- The student should know the origin of the Sassanids and how they were able to establish their state.	• •
3- The student should know the eras of the Sassanian kings and their deeds at the internal and external levels.	
4- 3- That the student knows the nature of the relationship of the Sassanian state with the Arabs (Hatra, Palmyra, Manathira, Ghassanids)	
5- The student should know the Sassanian-Byzantine political relations during the era (226-628 AD)	
9. Teaching and Learning Strategies	
Strategy	Discussion strategy in the classroom Writing report

10. Course Structure						
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation	Attendance
First	2	The student will know the origin of the Sassanids and how their leader Ardashir was able to announce the establishment of the Sassanian state	The origin of the Sasanians and the establishment of their state	My presence	Student participation in class discussion	
second	2	The student should know the reign of King Shapor I and his military actions	The era of power and establishment, the reign of King Shapur I	My presence	Student participation in class discussion	
Third	2	The student should know the relationship of the Sassanians with the caravan cities of Hatra and Palmyra and the position of those cities in the Sassanian-Byzantine conflict.	Caravan cities (Hatra and Palmyra) and their role in the Sassanid-Byzantine conflict	My presence	Student participation in class discussion	

Fourth	2	The student should know the first era of prosperity – the era of Sabor II and his actions on the internal and external levels, as well as his position on the Christian religion.	The first era of prosperity – the reign of Sabor II and his military actions	My presence		Student participation in class
Fifth	2	The student should know the circumstances that led to the weakness of the Sassanian state during the reign of Kings Shapur III – Bahram IV, as a result of which it lost much of its possessions	The reign of King Shapur III – Bahram IV –	My presence		Student participation in class
sixth	2	The student should know the circumstances that the state went through during the reign of King Yazdegerd I. Bahram made his reign an	Era of Concord and Peace (Era of King Yazdegerd I)	My presence	Student participation in class	Student participation in class

		era of reconciliation and peace with the Byzantine Empire.				
seventh	2	For the student to know the circumstances under which King Bahram V assumed the throne of the Sassanian state and his relationship with the Manathira	The reign of King Bahram V and his relationship with Manadhira,	My presence	Student pa	in class dis
Eighth	2	The student should know the internal and external events that the Sassanian state went through during the reign of Yazdegerd II	Internal and external events during the reign of King Yazdegerd II	My presence	Student pa	in class dis
Ninth	2	The student should know the circumstances that Sassanid state went through following the death of Yazdegerd Thani and competition of his sons for the throne.	The reign of King Yazdegerd II and the competition of King Fayrouz and Qubad I for the throne and their relationship with the Hetyls	My presence	Student pa	in class dis

Tenth	2	For the student to know the era of recent prosperity – Khosrau Anu Shirvan and his position on the Mazdak religion – and his internal reforms	The reign of King Khosrau Anushirwan and his ability to restore the prestige of the Sassanian state	My presence	Student pa in class disc
Eleventh	2	The student should know the military activity of King Khosrau Anushirvan, which enabled him to restore the prestige of the Sassanian state	The military activity of King Khosrau Anushirwan and his ability to restore the prestige of the Sassanid state	My presence	Student pa in class disc
Twelfth	2	The student will know the stages of weakness that the state went through during the reign of Hormizd IV and the aspiration of the military	The reign of Hormizd IV and the aspiration of military leaders to control the Sassanid throne		Student pa in class disc

		leaders to control the Sassanid throne.				
Thirteenth	2	The student should know the circumstances of King Khosrau Abviz's accession to the Sassanid throne	King Khosrow Abreviz and the circumstances of his accession to the Sassanian throne	My presence	Student participation in class discussion	
Fourteenth		The student should know the stages of the Sassanian-Byzantine wars and how those wars were resolved in favor of Byzantium	Sassanian-Byzantine Wars 562-628 AD	My presence	Student participation in class discussion	
Fifteenth	2	The student should know the end of the Sasanian state	The end of the Sasanian state			

11. Course Evaluation

Evaluation of daily oral and written examinations

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

1- Al-Musawi, Mahdia Faisal and Al-Jouri,

	<p>Abdel-Kadhim, Studies in Sassanid and Political History, (Baghdad, Dar Al-Arqaam f and Publishing, 2017)</p> <p>2- Al-Abid, Mufid Raif Mahmoud, Landma History of the Sassanid State (The Era of t 226-651 AD), (Beirut: Dar Al-Fikr Al-Mu Damascus: Dar Al-Fikr, 1999 AD).</p> <p>3- Christensen, Arthur, Iran during the Sas translated by: Yahya Al-Khashab, reviewed b Wahab Azzam, (Cairo: Press of the Com Authorship, Translation and Publishing, 1957</p> <p>4- Baqir, Taha, Fawzi Rashid, and Reda J Hashemi, The Ancient History of Iran, Baghdad University Press, 1979 AD).</p>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

أ.د. انيسة محمد

1. Course Name:	
Abbasid era the second -218-334 AH	
2. Course Code:	
HOAS318	
3. Semester / Year:	
Semester... Second Semester	
4. Description Preparation Date:	
11/9/2023	
5. Available Attendance Forms:	
In person and electronic	
6. Number of Credit Hours (Total) / Number of Units (Total)	
72	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr.Aneesa mohammed Email Aneesamohammed@coart.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • • Teaching the historical era represented by the first Abbasid era to third stage students learn about the historical roles in their various fields and cultural aspects during that era, which represents an important stage within history and Islamic civilization in general.....
9. Teaching and Learning Strategies	

Strategy	<p>Increasing the motivation of students to enter the field of Abbasid studies</p> <p>--Qualifying students to complete their postgraduate studies for those who wish by creating</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
			<p>Sources for studying the topic</p> <p>Caliphate of Al-Mu'tasim Billah (218-227 AH)</p> <p>-Al-Mu'tasim and the Turks</p> <p>-The movement of your door</p> <p>-The Zai Revolution</p> <p>-Al-Maziar Revolution</p> <p>-Conquest of Amor</p> <p>-The administrative system and building the secret of opinion</p> <p>Caliphate of Al-Wathiq Billah 227-232 AH</p> <p>Characteristics of the era of Caliph Al-Wathiq</p> <p>The caliphate of the one who trusts in God 232-247 AH</p> <p>Characteristics of</p>	<p>In-person lectures</p> <p>And electronic</p>	<p>the exams</p> <p>Daily and Quarterly</p> <p>Preparing a worksheet for multiple topics</p> <p>Within vocabulary</p>

			reign and general policy -The mandate of the Covenant and its results Period of political chaos in Samarra 247-256 AH Temporary recovery 256-295 AH The era of Caliph Al-Mu'tadid Billah 271-289 AH		
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11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Studies in the Late Abbasid Ages by Abdul Aziz Al-Duri
Main references (sources)	The Abbasid Caliphate by Dr. Farouk Omar History of the Abbasid Caliphs by Ibn al-Sa'i History of the Caliphs by Al-Suyuti well as other sources
Recommended books and references (scientific journals, reports...)	All the books and references which authors have researched topics related to the history of the Abbasid state, which are many and readily available in public libraries
Electronic References, Websites	The websites include many libraries full of books about the Abbasid era, as well as pictures of Abbasid antiquities in various locations revealed by the Antiquities Excavation Committee

Course Description / First Semester / Asst. Prof. Bushra Enad Mohammed

This course description provides a concise overview of the course's key features and the expected learning outcomes for students. It demonstrates whether students have made the most of the available learning opportunities and must be linked to the program description.

1. Educational Institution

College of Arts

2. Scientific Department / Center

History Department

3. Course Name / Code

Egypt and Syria

4. Available Attendance Formats

In-person

5. Semester / Year

Academic Year 2024-2025 / First Semester

6. Total Study Hours

6 hours weekly, distributed over 3 days, 2 hours each day

7. Date of Preparation of this Description

September 16, 2024

8. Course Objectives

1. **Historical overview** of ancient Egyptian and ancient Syrian civilizations.
 2. **Understanding** the nature of religious thought, beliefs, and rituals of these civilizations.
 3. **Conducting** scientific comparisons between ancient Egyptian and Syrian civilizations and other ancient Near Eastern civilizations.
 4. **Identifying** factors contributing to the transfer of civilizational influence to these civilizations.
 5. **Understanding** the importance of studying these civilizations due to their connection with archaeology and ongoing discoveries about their ancient history.
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10. Course Outcomes, Teaching and Learning Methods, and Assessment

A. Cognitive Objectives

A1. **Gaining knowledge** of ancient peoples' cultures. A2. **Building accurate** historical knowledge. A3. **Enabling students** to acquire extensive knowledge of history in general. A4. **Establishing foundational** knowledge for students to solidify their specific specialization. A5. **Developing students' skills** in making scientific connections between the prepared program's components and other related ancient history sciences.

B. Course-Specific Skills Objectives

B1. **Identifying** the characteristics of ancient American civilizations and distinguishing them from other Eastern civilizations. B2. **Examining** the material remains of these civilizations and understanding their influences and impacts. B3. **Conducting** scientific comparisons between these civilizations and ancient Near Eastern civilizations.

Teaching and Learning Methods

The program primarily relies on **theoretical lectures** using illustrative teaching aids such as **maps and images** of these civilizations' artifacts, including pictures of religious architecture, writings, inscriptions, and more.

Assessment Methods

The program's assessment process relies on **students' scientific discussion participation**, as well as assigning them **reports and scientific research** with a comparative historical methodology.

C. Affective and Values-Based Objectives

C1. **Interest** in the heritage of peoples strengthens connections with them. C2. **Encouraging** the study of foreign peoples' cultures and folklore, as it represents knowing the roots of their contemporary history. C3. **Increasing mutual** respect for these peoples' civilizations, which positively reflects on human ties between them.

D. General and Transferable Qualification Skills (Other skills related to employability and personal development)

D1. **Serious study** of the prepared academic program's components increases solid scientific knowledge in the field of specialization. D2. **Provides students** with scientific horizons related to postgraduate studies and the possibility of developing knowledge related to that program.

Course Structure

Week	Hours	Required Learning Outcomes	Unit Name / Topic	Teaching Method	Assessment Method
First	6	History	Civilization of Egypt: Geographical Location and General Theoretical Characteristics	Theoretical	Discussion participation and scientific reports
Second	6	=	Religious Beliefs, Rituals, and Offerings	Theoretical	=
Third	6	=	Social Strata and Economic Activity	Theoretical	=
Fourth	6	=	System of Government and Military Institution	Theoretical	=
Fifth	6	=	Civilization of Egypt:	Theoretical	=

Week	Hours	Required Learning Outcomes	Unit Name / Topic	Teaching Method	Assessment Method
			Location and Geography		
Sixth	6	=	Religious Beliefs, Rituals, and Offerings	Theoretical	=
Seventh	6	=	Social Strata and Economic Activity in Egypt	Theoretical	=
Eighth	6	=	System of Government and Military Institution in Egypt	Theoretical	=
Ninth	6	=	Civilization of Syria	Theoretical	=
Tenth	6	=	Society, Religion, Economic and Military Activity of the Syrian People	Theoretical	=

11. Infrastructure

1. Required Textbooks

1. Al-Fityan, Ahmed Malik and Amer, Suleiman: *Lectures in Ancient History*, (Baghdad: Ministry of Higher Education and Scientific Research Press, 1978 AD).

2. Main References (Sources)

2. Al-Ahmad, Sami Saeed and Ahmad, Jamal Rashid: *History of the Ancient East*, (Baghdad: Higher Education and Scientific Research Press, 1988 AD).
3. Salim, Ahmed Amin: *History of the Ancient Near East "Ancient Egypt and Syria"*, (Cairo: University Knowledge House, 2000 AD).
4. Al-Salihi, Salah Rashid: *The Hittite Kingdom: A Study in the Political History of Anatolia*, (Baghdad: n.p., 2007 AD).

A. Recommended Books and References (Scientific Journals, Reports, etc.)

Any published research in humanities scientific journals accessible to students and relevant to the course material is recommended.

B. Electronic Resources, Websites

Internet sites contain vast, important, and updated information about Egyptian and Syrian civilizations, including Wikipedia.

Course Development Plan

1. **Authoring a textbook** to be a prescribed academic book, with a scientific methodology and an accessible language for first-year students / History Department, including colored illustrations and explanatory figures for the topics.
2. **Allocating topics** that address the similarities and differences between the civilizations of Egypt and Syria and the civilizations of the Ancient Near East.
3. **Adopting an analytical approach** for the course and training students through intellectual engagement via brainstorming.

Instructor: Asst. Prof. Dr. Bushra Enad Mohammed

This course description provides a concise summary of the most important characteristics of the course and the expected learning outcomes for students. It aims to demonstrate whether students have made the most of the available learning opportunities and must be linked to the program description.

1. Educational Institution

College of Arts

2. Scientific Department / Center

Department of History

3. Course Name / Code

History of Iran and Anatolian Lands

4. Available Attendance Modes

In-person

5. Semester / Year

2024-2025

6. Total Study Hours

6 hours per week, distributed over 3 days (2 hours per day)

7. Date of Preparation of This Description

16/9/2024

8. Course Objectives

1. To introduce students to the civilizations of ancient Iran and Anatolian lands.
 2. To understand the nature of religious thought, beliefs, and rituals of these civilizations.
 3. To conduct scientific comparisons between the civilizations of Iran and Anatolian lands and the civilizations of the ancient Near East.
 4. To identify the factors contributing to the transfer of civilizational influence to these civilizations.
 5. To highlight the importance of studying these civilizations due to their connection with archaeology and the continuous discoveries about their ancient history.
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10. Course Outcomes, Teaching and Learning Methods, and Assessment

A. Cognitive Objectives

A1. To introduce students to the culture of ancient peoples. A2. To build historical knowledge based on accurate information. A3. To enable students to acquire broad knowledge in the field of history in general. A4. To build foundational knowledge for students to solidify their specific specialization. A5. To develop students' skills in making scientific connections between the course's topics and other related ancient history sciences.

B. Course–Specific Skills Objectives

B1. To identify the characteristics of ancient American civilizations and differentiate them from other Eastern civilizations. B2. To examine the material remains of these civilizations and understand their influences and impacts. B3. To conduct scientific comparisons between these civilizations and the civilizations of the ancient Near East.

Teaching and Learning Methods

The program primarily relies on theoretical lectures using illustrative teaching aids such as maps and visual representations of the archaeological remains of these civilizations, including images of religious architecture, writings, engravings, and more.

Assessment Methods

The program's assessment relies on students' scientific discussion participation, in addition to assigning them reports and scientific research with a comparative historical methodology.

C. Affective and Value Objectives

C1. Caring for the heritage of peoples strengthens connections with them. C2. Encouraging the study of foreign cultures and folklore because it represents knowing the roots of their contemporary history. C3. Increasing mutual respect for these civilizations positively impacts human ties between them.

Teaching and Learning Methods

Continuous encouragement for students to seek additional information about the course from diverse sources.

Assessment Methods

Allocating a specific time during lectures for theoretical or oral tests through scientific discussions.

D. General and Transferable Skills (Other skills related to employability and personal development)

D1. Serious study of the academic program's components increases solid scientific knowledge in the field of specialization. D2. Provides students with academic horizons related to postgraduate studies and the possibility of developing specialized knowledge in that program.

11. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
First	6	History	Achaemenid Civilization: Geographical Location and General Theoretical Civilizational Characteristics		Discussion participation and scientific reports
			Religious Beliefs, Rituals, and Sacrifices		
Second	6	=		Theoretical =	

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
Third	6	=	Social Strata and Economic Activity	Theoretical	=
Fourth	6	=	System of Government and Military Institution	Theoretical	=
Fifth	6	=	Civilization of Iran: Location and Geography	Theoretical	=
Sixth	6	=	Religious Beliefs, Rituals, and Sacrifices	Theoretical	=
Seventh	6	=	Social Strata and Economic Activity (Iran)	Theoretical	=
Eighth	6	=	System of Government and Military Institution (Iran)	Theoretical	=
Ninth	6	=	Hittite Civilization (Anatolia)	Theoretical	=
Tenth	6	=	Society, Religion, Economic, and Military Activity of the Hittites (Anatolia)	Theoretical	=

12. Infrastructure

1. Required Textbooks

1. Al-Fityan, Ahmed Malik and Amer, Sulaiman: *Lectures in Ancient History*, (Baghdad: Ministry of Higher Education and Scientific Research Press, 1978).

2. Main References (Sources)

2. Al-Ahmad, Sami Saeed and Ahmad, Jamal Rashid: *History of the Ancient East*, (Baghdad: Ministry of Higher Education and Scientific Research Press, 1988).
3. Al-Ahmad, Sami Saeed and Al-Hashimi, Reda Jawad: *History of the Ancient Near East "Iran and Anatolia"*, (Baghdad: Ministry of Higher Education and Scientific Research Press, n.d.).
4. Salim, Ahmed Amin: *History of the Ancient Near East "Egypt and Ancient Syria"*, (Cairo: Dar Al-Ma'rifa Al-Jami'yah, 2000).
5. Al-Salihi, Salah Rashid: *The Hittite Kingdom: A Study in the Political History of Anatolia*, (Baghdad: n.p., 2007).

A. Recommended Books and References (Scientific Journals, Reports, etc.)

Any research published in humanities scientific journals accessible to students and relevant to the course's scientific material is recommended.

B. Electronic References, Internet Sites

Internet sites contain vast, important, and updated information about the civilizations of Iran (Achaemenid) and Anatolian lands.

13. Course Development Plan

1. Authoring a textbook to be a prescribed academic book, with a rigorous scientific methodology and simplified language for first-year students in the Department of History, containing colored illustrations and diagrams for the topics.
2. Allocating topics that address the similarities and differences between the civilizations of Iran and Anatolia and the civilizations of the ancient Near East.
3. Adopting an analytical approach for the course, and training students through intellectual engagement via brainstorming.

**Course/Second Semester/ Asst. Prof. Dr.
Bushra Enad Mohammed**

This academic program description provides a concise overview of the program's key features and the expected learning outcomes for students, demonstrating whether they have made the most of the available opportunities. It is accompanied by a description of each course within the program.

1. ****Educational Institution:****

College of Arts / University of Baghdad

2. ****Scientific Department / Center:****

Department of History / Fourth Stage

3. ****Name of Academic or Professional Program:****

History of Ancient Religions

4. ****Name of Final Degree:****

Asst. Prof. Dr. Bushra Enad Mohammed

5. **Study System: Annual / Courses / Other:**

Courses / Second Semester / History of Ancient Religions

6. **Accredited Program:**

Lectures

7. **Other External Influences:**

Developments in programs and curricula at peer universities

8. **Date of Description Preparation:**

2024-2025

9. **Academic Program Objectives:** To study the history of ancient religions of ancient peoples, including (the history of religion in the Nile Valley, the history of religion in Mesopotamia, the history of Phoenician, Greek, and Roman religions).

10. **Required Program Outcomes, Teaching and Learning Methods, and Assessment:**

a. **Cognitive Objectives:**

* To understand the historical origins of religions in the Ancient Near East and comprehend their political, economic, and religious experiences, applying them to our current era.

* To uncover the depth of the history of religions and document the ancient peoples' beliefs in creation and myths and their impact on society.

b. **Program-Specific Skills Objectives:**

* To make the learner active and engaged in educational situations.

* To accustom students to respecting different opinions and appreciating others.

* To benefit from the ideas and information of others.

11. **Assessment Methods:**

1. Monthly examination.

2. Conducting short research papers to be discussed in class.

12. **Affective and Value-Based Objectives:**

- c1. Ability to describe the prescribed material.
 - c2. Ability to analyze and deduce.
 - c3. To make the learner active and engaged in educational situations.
 - c4. To accustom students to respecting different opinions and appreciating others.
 - c5. To benefit from the ideas and information of others.
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13. ****Assessment Methods:****

Daily discussion, preparation of research papers, monthly examination.

14. ****d. General and Transferable Skills (Other skills related to employability and personal development):****

- d1. Liberating and utilizing the learner's mental processes for preparation, analysis, application, and evaluation.
 - d2. Cultivating critical thinking and scientific reasoning in the learner.
 - d3. Continuous updating of the instructor's knowledge with educational developments.
 - d4. Scientific presentations using visual aids and discussions as teaching methods where students and the instructor engage in a dialogue about a scientific topic, ensuring the achievement of the objective.
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15. **Teaching and Learning Methods:**

* In-person lectures and direct delivery of information to students, clearly explaining course content for easy comprehension.

16. **Assessment Methods:**

* Oral examination.

* Written examination.

17. **Program Structure:**

Fourth Academic Stage

Course Code Course Name		Credit Hours
(Theoretical) Credit Hours (Practical)		
:----- :-----		
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	History of Ancient Religions	
	– Concept of Ancient Religion and its Origins	3 hours
weekly		
	– Study of Ancient Egyptian Religious Beliefs and Ideas (Ancient Egyptian Theology) 1. Mummification (Philosophy of Death) 2. Post-Mortem Beliefs (Trial of the Dead) a. Funerary Books and Texts b. Egyptian Tombs and	

Burials (The Realm of the Necropolis) c. Pyramids 3 hours weekly	
– Study of Ancient Egyptian Gods and Myths. 1. Myth of Genesis	
2. Myth of God Ra 3. Myth of God Osiris 3 hours weekly	
– Study of Religious Beliefs and Ideas in Ancient Mesopotamia.	
3 hours weekly	
– Study of Ancient Phoenician Religious Beliefs and Ideas. 3	
hours weekly	
– Study of Ancient Greek and Roman Religious Beliefs and Ideas.	
3 hours weekly	

18. **Personal Development Planning:**

- * Encouraging students to love the subject and excel in it.
- * Encouraging students to deconstruct and analyze historical texts, and evaluate their authenticity by comparing them with other texts covering the same historical event.

19. **Key Information Sources for the Program:**

1. Al-Fityan, Ahmed Malik and Amer, Suleiman: Lectures in Ancient History, (Baghdad: Ministry of Higher Education and Scientific Research Press, 1978).
2. Fakhry, Ahmed: Pharaonic Egypt "A Brief History of Egypt from the Earliest Times to 332 BC", (Cairo: Anglo-Egyptian Library, 1986).

3. Mahfouz, Sayed Ahmed: History of the Pharaonic State "The Late Period", (Cairo: Dar Al Maarifa Al Jameeya, 2010).
4. Ibrahim, Bahaa El-Din Ibrahim: The Temple in the New Kingdom "Its Administrative Organization and Political Role", (Cairo: Unpub. pub., 2001).
6. Hassan, Selim: Ancient Egypt "The Era of the Egyptian Renaissance and a Glimpse into Greek History", (Cairo: Cairo University Press, 1957), Vol. 12.
8. Nour El-Din, Abdel Halim: Ancient Egyptian Religion "Priesthood and Religious Rituals", (Cairo: Al-Aqsa for Printing and Publishing, 2006), Vol. 2.

1. Name of the course: Contemporary History of the Arab Countries 1914-1945, First Course	
2. Course code	
3. Semester/year 2025-2024	
4. The date this description was prepared is 2/9/2024	
5. Available forms of attendance	
6. The number of study hours (total)/the number of units (total) is two hours	
7. Name of the course administrator (if more than one name is mentioned)	
the name:A.M.D. Jomana Mohammed Rashid	
Email: jomana.salem@coart.uobaghdad.edu.iq	
8. Course objectives	
Objectives of the study subject	
1. Introducing the student to the history of the Arab countries from World War I to the end of World War II.	
2. Introducing students to the history of the Arab countries' struggle against the foreign occupier and introducing the most important Arab men who fought at the popular and political levels.	
3. Giving students a complete understanding of the political and historical realities of the Arab countries in order to accurately understand the history of their nation.	
4-Teaching and learning strategies	
Developing the curriculum using the latest studies	TH

5- Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	t
		Contemporary history of the Arab countries 1914-1945 The first course		Two hours	t
6- Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc.					
7-Resources of learning and teaching					
<div>Approving the book (The Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid, and providing the manuals and her work to the students so that they comprehend the history of each Arab country that is required to be studied, in addition to providing external books to help and benefit from the Internet as well.</div> <div>Approval of the book (Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid.</div> <div>History of the modern and contemporary Arab world, Ibrahim Khalil Ahmed</div> <div>Library of Alexandria, Dr. Muhammad Rabie Al-Ghamdi Library</div>					(met

<p>Approving the book (The Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid, and providing the manuals and her work to the students so that they comprehend the history of each Arab country that is required to be studied, in addition to providing external books to help and benefit from the Internet as well.</p> <p>Approval of the book (Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid.</p> <p>History of the modern and contemporary Arab world, Ibrahim Khalil Ahmed</p> <p>Library of Alexandria, Dr. Muhammad Rabie Al-Ghamdi Library</p>	
<p>Approving the book (The Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid, and providing the manuals and her work to the students so that they comprehend the history of each Arab country that is required to be studied, in addition to providing external books to help and benefit from the Internet as well.</p> <p>Approval of the book (Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid.</p> <p>History of the modern and contemporary Arab world, Ibrahim Khalil Ahmed</p> <p>Library of Alexandria, Dr. Muhammad Rabie Al-Ghamdi Library</p>	<p>Rec</p> <p>book</p> <p>n</p>
<p>Approving the book (The Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid, and providing the</p>	<p>r</p> <p>Int</p>

<p>manuals and her work to the students so that they comprehend the history of each Arab country that is required to be studied, in addition to providing external books to help and benefit from the Internet as well.</p>	
<p>Approval of the book (Contemporary History of the Arab Countries 1914-1945) by Dr. Jumana Muhammad Rashid.</p>	
<p>History of the modern and contemporary Arab world, Ibrahim Khalil Ahmed</p>	
<p>Library of Alexandria, Dr. Muhammad Rabie Al-Ghamdi Library</p>	

أ.م.د. وسن جاسم

1. Course Name:	
History of ancient Iraq	
2. Course Code:	
Mht 26329–gutgli	
3. Semester / Year:	
2025–2024	
4. Description Preparation Date:	
Was prepared 2024/9/24	
5. Available Attendance Forms:	
Attendance My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(6)	(3)
7. Course administrator's name (mention all, if more than one name)	
Name: Wasan Jassim Muhammad Email: wasanjasim@coart.uobaghdad.edu.iq	
8. Course Objectives	
Course Objectives of the study material:	<p>Introducing students to the history and civilization of ancient Iraq...and inform them of the most important historical stages and eras taught in the history of ancient Iraq and the most important kings who ruled in various historical eras.</p> <p>2–Introducing students to the most important kings and their political and cultural role in ancient Iraq.</p> <p>3–Introducing students to the most important artistic and architectural achievements of these ruling dynasties in ancient Iraq</p>

9. Teaching and Learning Strategies

Strategy	1-Reading various books on the history of ancient Iraq comparing and analyzing them 2-Access to research and studies related to the curriculum 3-Analyzing the historical facts during that era 4-follow up on important sources in this field
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Threeday		A-cognitive objectives	Definition terms related the history Iraq		

11. Course Evaluation

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Al-Wajeez in the History of Ancient Iraq (Abdul Qadir Abd al – Jabbar Sheikhli)
Main references (sources)	Introduction to the History of Ancient Civilizations (ta Baqir)
Recommended books and references (scientific journals, reports...)	A collection of my own research as a teacher

Electronic References, Websites

Wikipedia, the free
encyclopedia.Comprehensive
encyclopedia

وصف المقرر / أ.د. وفاء عدنان حميد

1. Fatimid history	
2. Course code	
3. Semester/year 2025	
4. The date this description was prepared is 28/9/2025	
5. Available forms of attendance	
6. The number of study hours (total)/the number of units (total) is two hours	
7. Name of the course administrator (if more than one name is mentioned)	
the name:A.D. Wafa Adnan Hamid	
Email: wafaaadnan@coart.uobaghdad.edu.iq	
8. Course objectives	
Subject objectives:	<p>The Caliphate System, Its Foundation, Development, and Titles of the Caliph</p> <p>The Ministry, Its Meaning, History, and Conditions for Appointing and Dismissing the Minister</p> <p>Implementation and the Minister of Delegation</p> <p>The Emirate over the States, the Concept of the Emirate, and Methods of its Exercise</p> <p>or Non-Centrally</p> <p>The Islamic State's Management of Its Diwans, Arabization of Diwans</p> <p>The Guardianship, the Judicial System, and Consideration of Grievances</p> <p>The Tasks and Duties of the Muhtasib and Market Monitoring</p>
9. Teaching and learning strategies	
Strategy	<p>1-Reading different history books, comparison and analysis</p> <p>2-Reviewing research and studies related to the curriculum</p> <p>3- Analyzing historical events during that era</p> <p>4- Following up on important sources in this field</p>
10. Course structure	

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	
Posts, follow-ups, reports and scientific research	Descriptive explanation	Administrative systems		2	Two days
11. Course Evaluation					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation exams, reports, etc.					
12. Learning and teaching resources					
1- History of Islamic Systems / Abdul Aziz Al-Douri			Required textbooks (methodology if any)		
2- Studies in Arab-Islamic Systems / Tawfiq Sultan Al-Yuzbaki			Main References (Sources)		
(The Arab Caliphate in the Abbasid Era) Abdul Jabbar Naji			Recommended supporting books and references (scientific)		
<ul style="list-style-type: none"> History of Islamic Systems / Abdul Aziz Al-Douri Studies in Arab Islamic Systems Tawfiq Sultan Al-Yuzbaki Al-Kharaj / Abu Yusuf Sultanic Rulings / Al-Mawardi 			Electronic references, websites		

أ.م. زينه قاسم

1. Arab history before Islam
2. Course code
3. Semester/year 2024
4. The date this description was prepared is25/9/2024
5. Available forms of attendance
6. The number of study hours (total)/the number of units (total) is two hours
7. Name of the course administrator (if more than one name is mentioned)
the name: assistant professor Zinaa Qasim Hashim Email : zina.abd@coart.uobaghdad.edu.iq
8. Course objectives
History of the southern kingdoms: the Kingdom of Qutban, the Kingdom of Ma'in, the King northern kingdoms: the Kingdom of Palmyra, the Kingdom of the Nabataeans, the Kingdom

Teaching and learning strategies		
9. Course structure		
Required learning outcomes	hours	the week
Learn about the concept of history and ignorance	Two	tow days
Identify the features and sections of the Arabian Peninsula	hours	
Knowing the most important Islamic and non-Islamic sources in studying the		

history of the Arabs before Islam		
History of the Ma'in		
History of the Qatabanian state History of the Sabaean		
History of the Nabataean		
History of the Palmyra		
History of the Ghassanid		
10- Course evaluation		
Distribution of the grade out of 100 according to the tasks assigned to the student, . such as daily preparation, daily, oral, monthly, written exams, reports, etc		
12-Resources of learning and teaching		
mediator in the history of the Arabs before Islam Hashim Yahya Al-Mallah Al-Muqtada in the history of the Arabs before Islam Ahmed Ali The history of the Arabs before Islam Muhammad Bayumi Mahran		