



Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation
University: Diyala University
College/Institute: College of Basic Education
Scientific Department: History

Program Description Guide Academic and Course Description

2025

2026

Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation

Quality Assurance and Academic Accreditation Division

University: Diyala University
College/Institute: College of Basic Education
Scientific Department: History Department
Date of File Completion: ٢٨ / ٤ / ٢٠٢٦

Signature:

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Date: 1 / 10 / 2025

Date: 1 / 10 / 2025

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Quality Assurance and University Performance Division

Head of Quality Assurance and University Performance Division: Prof Wedyan Habeeb
Hameed

Date: 1 / 10 / 2025

Signature:

Approval of the Dean:
Asst. Prof. Dr. Ayman Abd Aoun

-	3	The history of the modern Arab world	Hist 2311	Second
-	2	The history of Europe in the Renaissance	Hist 2312	Second
-	2	The modern history of the Third World	Hist 2313	Second
-	2	Rashidi era	Hist 2314	Second
-	2	Morocco Islamic history	Hist 2315	Second
-	2	Histraphical continents (New World)	Hist 2316	Second
-	2	The history of modern Iraq	Hist 2317	Second
-	2	Century history of Europe (19)	Hist 2318	Second
-	2	The history of the Umayyad dynasty	Hist 2319	Second
-	2	The contemporary history of the Third World	Hist 2320	Second
-	2	Arabic III	3112Univ	Third
1	1	Computer III	3113Univ	Third
-	3	Research Methods	Coll 3209	Third
-	2	TMS	Coll 3210	Third
-	2	Measurement and Evaluation	Coll 3211	Third
-	2	General methods of teaching	Coll 3212	Third
4	-	Viewing	Coll 3213	Third
-	2	Arab World Geographic	Hist 3321	Third
-	2	The history of Andalusia	Hist 3322	Third
-	2	The history of the Abbasid state (132 -334 AH)	Hist 3323	Third
-	2	The contemporary history of the Arab world	Hist 3324	Third
-	2	Philosophy of History	Hist 3325	Third
-	2	The contemporary history of Iran	Hist 3326	Third
-	2	Century history of Europe (20)	Hist 3327	Third

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ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														The history of the Abbasid state (334-656 AH)	Hist 3330	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		The modern history of Iraq	Hist 3331	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		The history of modern Turkey	Hist 3332	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Contemporary World History	Hist 3333	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Islamic history Petty (Islamic Orient)	Hist 3334	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Computer IIII	Univ4114	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ ÿ		Arabic IIII	Univ4115	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic ÿ														Curricula and textbooks	Coll 4214	Fourth
ÿ															Educational Administration and direction	Coll 4215	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Application	Fourth 4216 Coll	

-1 Jawad Ali, The Detailed History of the Arabs Before Islam -2 Hashim Yahya Al-Malih, The Mediator in the History of the Arabs Before Islam -3 Other Books	2. Main References (Sources)
-1 Abbas Mahjoub, Education in Pre-Islamic and Post-Islamic Eras -2 Muhammad Bayumi Mahran, Studies in the History of the Ancient Arabs	The electronic and the references that are used in scientific journal reports...
-1 Wikipedia -2 The Arabic World Encyclopedia	B. Electronic references, websites...
Curriculum Development Plan	
Utilizing the services of electronic libraries and the international information network	-1
Conducting development courses for students and instructors	-2
Undertaking scientific trips	-3

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Course description template

Course Instructor: Dr. Aboud Turki / Mr. Ali Hadi

Course Description (General Geography)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational Institution,
- History	Academic Department/
General Geography 1301 Hist	Center, Course Name/
	Code, Available Attendance
(Compulsory) - First Semester/First Stage	Forms, Semester/
30 hours	Year, Total Credit Hours, Date of
2024/10/1	Preparation of this Description,
Course Objectives	
Students' knowledge of general geography	
principles; students' knowledge of the four cardinal directions and secondary	
directions; students' knowledge of the Earth's atmosphere.	

Course outcomes, teaching and learning methods, and assessment	20
A- Cognitive Objectives	
A-1 To enable the student to acquire theoretical knowledge of general geography. A-2 To enable the student to acquire knowledge and understanding of the classification of the main branches of geography.	
A-3 To enable the student to acquire knowledge and understanding of the most important sources and references in general geography. A-4 To enable the student to acquire knowledge and understanding for field study.	
A-5 To enable the student to acquire the knowledge and understanding to analyze and interpret ancient geographical discoveries. A-6 To enable the student to acquire knowledge and understanding of the development	
of the science of geography. B- Course-Specific Skills	
Objectives: B1- Specific skills in distinguishing between types of winds and their directions. B2- Specific skills in analyzing and interpreting the components of outer space. B3- Specific skills in how to study the general geography curriculum and its main	
branches. Teaching and	
Learning Methods:	
Lecture or presentation, practical demonstration (using the geography lab).	-1
Students are required to visit the library and consult the diverse geographical resources;	-2
field study;	-3
evaluation methods.	-4

Daily tests with specific questions, marking for homework and class participation, monthly tests with objective and essay questions. Affective and		-1 -2 -3
value-based objectives: C-1 To C- explain and analyze the method of human geography research and its branches. C-2 To differentiate between mountains, plains, hills, and plateaus. C-3 Some famous geographical researchers evaluate physical geography. C-4 Explains geographical phenomena discovered by scientists through travel literature.		
Teaching and learning		
methods: Problem-solving method, brainstorming,		-1 -2 -3
simulation		
method. Assessment methods: Written tests to measure the student's ability to think, analyze, and deduce; writing research papers about some countries including some geographical topics; daily exams with intellectual and deductive questions.		-1 -2 -3
D - General and transferable skills (other skills related to employability and personal development).		
D-1 Use contemporary sources and references. D-2 Form a group of students to study an ancient civilization and its achievements. D-3 Utilize state institutions related to maps to increase and diversify students' knowledge. D-4 Utilize documentation centers and libraries that contain manuscripts and historical material that confirm and document the achievements of those		
civilizations.		21
Methodology books... ..A	Infrastructure: 1a Required	
collection of lectures by the flexible author of the General Geographical Studies Department, according to the prescribed vocabulary in the curriculum,	textbooks. 2a Main references (sources).	
published in the Journal of the Iraqi Geographical Society... Journal of the Union of Arab Geographers	The recommended books and references reports are scientific journal	
Geographical Encyclopedia	b) Electronic references, websites	

Infrastructure	
The History of Iraq during the Ottoman Era by Ali Shaker Ali	1. Required textbooks
The Modern History of Iraq from the End of Daoud Pasha's Rule to the End of Midhat Pasha's Rule, by Abdul Aziz Salman Nawar	2. Main References (Sources)
Iraq during the reign of Midhat Pasha 1869-1872, by Muhammad Asfour Salman	The books and references that support the reports (scientific journals...).
http://www.alrashead.net http://arabic.ilib.ir http://alwelayah.net	B. Electronic references, Internet sites

Curriculum Development Plan: 1.
Establishing training courses in the field of archaeology and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the modern history of Iraq. 3. Websites specializing in history, such as the Modern History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Hosting specialized history lectures by distinguished professors from other Iraqi universities or other colleges within the university. 6. Inviting specialists in antiquities, manuscripts and documents to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field and using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.

Course description template

Course Instructor: Dr. Ahmed Mohammed Jassim Course description: Europe in the 19th century

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
Europe in the 19th Century 2318 Hist	Course Name/Code
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year
30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
-2 Enabling students to learn about the most prominent political events in Europe	
2. To enable students to understand the reasons for the frequent political upheavals in Europe. 3. To	
introduce students to the most important sources.	
Comparing it to the Middle Ages enables students to analyze events.	

Formative assessment	The peeler and interrogation	history of the Arab world - the contemporary	The revolutions that occurred in the Arab world Contemporary	2	Fourth
Formative assessment	The peeler and interrogation	The growth and development of the national movement in the Arab world	Its development in the Arab world	Fifth 2	

Formative assessment		Questions from the prescribed material	First month exam	2	Sixth,
Formative assessment	Discussion	The causes of the 1919 revolution in Egypt and its spread	Causes of the 1919 revolution in Egypt and its spread	2	Seventh
Formative assessment	and questioning	to Syria, the resistance against the French occupation	Resistance in Syria against the French occupation	2	Eighth
Formative assessment		Political developments in Egypt	Political developments in Egypt	2	Ninth

Methodology and Book Analysis, Awad Jassim Muhammad Al-Tamimi, 2009. Textbook, Awad Jassim Muhammad Al-Tamimi, 1980	Fields The books and references recommended reports...by scientific
High-quality lectures and hosting on websites	B. Electronic references, websites...

The curriculum development plan	
should include the stages of curriculum development, modern curriculum theories, the importance of curriculum development, the need for educational institutions to develop curricula, and examples of curricula from some developed countries.	
Course description template Course Instructor: Prof. Dr. Hanan Talal Jassim Course Description: History of Africa	
1. Course Name: History of Africa	
2. Course Code	
3. Term/Year: Sixth/Third 4. Date this	
description was prepared: 1/1/2024/10	
5. Available attendance formats: Students	
6. Total number of study hours / Total number of units. 7. Name of	
course instructor (if more than one, please list).	
Jassim, Email: com.gmail@81drhananalsara	Prof. Dr. Hanan Talal Name:
8. Course Objectives	
1. Students will be introduced to sources on African history. 1 – 2. Students will learn about the most important and influential historical events. 3. Students will understand the importance of Africa's position in the world. 4. The students were informed about social life in Africa and the most important political changes therein. 5. I will inform the students about the most important characteristics and orientations of leaders in Africa. 6. I will inform the students about the most prominent and important stages of the development of political life in Africa. Africa witnessed it. 7. The student should become familiar with the economic developments in Africa.	Course objectives
9. Teaching and Learning Strategies	
Discussion and presentation with a questioning style. - Lecture and	strategy

Course structure						
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week	
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	First: A geographical and historical introduction to the African continent: Geographical exploration and the beginning of European colonization of the African continent: Geographical	To enable students to know and understand the nature of the African geographical location	2	First	
quizzes with questions. Specific 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 4. Daily	1- Meeting or lecture 2- Questioning 3- Problem solving	exploration, the slave trade, and the penetration of European countries into Africa after the Berlin Conference of 1884. 1885: British colonies, French colonies, German colonies, Belgian colonies	To enable students to know and understand the most important European countries and their colonies in Africa	2	the second	
quizzes with questions. Specific -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	West African countries (Nigeria and Senegal as examples), Nigeria: The importance of its geographical location, British occupation of Nigeria in 1863	To enable students to know and understand what West African countries are like	2	the third	
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	Royal Niger Company - 1879 1900, Developments in the National Movement, Economic, Social and Political Conditions after Independence 1960	To enable students to know and understand the nature of the developments of the national movement and the general conditions after independence	2	Fourth	
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Senegal: The importance of its geographical location, the French occupation of Senegal in 1864	To enable students to understand the importance of Senegal's geographical location and its French occupation.	2	Fifth	
		First month exam		2	Sixth	
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Developments in the Senegalese national independence movement	To enable students to learn about and understand the developments of the national movement and the independence of Senegal in 1960	2	Seventh	
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	South African countries as a model: British attempts at penetration in Africa, the Boer War - 1899 1902 The development of the system of government and the formation of the Union of South Africa	Enabling students to know and understand what the countries of South Africa are like	2	Eighth	
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Apartheid policies and human rights in South Africa and the development of the national movement in South Africa after World War II Nelson Mandell's role in abolishing apartheid policies	To enable students to know and understand the policy of racial discrimination and the development of the national movement in Africa after World War II	2	Ninth	

		South Africa's occupation of Southwest Africa (Namibia) and the development of the nationalist movement there			
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on	1. Meeting or lecture 2. Questioning 3. Problem solving	East African States: The Geopolitical Importance of the Horn of Africa and International Conflict Therein: British-German Rivalry over the East African Protectorate (Kenya)	To enable students to know and understand the geopolitical importance of the Horn of Africa and the colonial competition over it.	2	tenth
the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on	1. Meeting or lecture 2. Questioning 3. Problem solving	The role of the East Africa Company in the British occupation of Kenya; the role of the Kikuyu tribe in the Kenyan national movement after World War I; the emergence of the Mau Mau movement in 1952 and Kenya's	To enable students to know and understand the role of some companies in Africa and the role of some tribes in resisting occupation.	2	eleventh
the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	independence; Jomo Kenyatta's role in the national movement and Kenya's independence. Social, economic, and political developments after Kenya's independence in 1960	To enable students to understand Jomo Kenyatta's role in Kenya's independence and the developments that followed its independence in 1960.	2	twelfth
		Second month exam		2	Thirteenth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The idea of establishing the United States of Africa: The emergence of the national liberation movement in Africa after World War II The establishment of the Organization of African Unity: The establishment of the African Union and special African	To enable students to understand the concept behind the founding of the United States of Africa and the role of the Organization of African Unity in independence.	2	Fourteenth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	conferences; The Horn of Africa and international conflict therein	Empowering students from the most important countries of the Horn of Africa and the countries vying for control of it.	2	fifteenth

The course	
assessment involves distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. 40 points are allocated to midterm and daily exams, and 60 points to the final exam.	
Learning and Teaching	
Resources: Modern and Contemporary African History (Nasir Mahmoud Shukr Al-Jubouri), Excerpts from Modern and Contemporary African History (Muwaffaq Hadi	Required textbooks
Salem Al-Difai), Modern and Contemporary African History (Shawqi Atta Allah Al-Jamal – Abdullah Abdul-Razzaq Ibrahim) In the Contemporary History of Africa (Muhammad Ali al-Qawzi) (Scientific Journals, Reports Specializing in Historical Topics) Africa (	Main references (
Websites specializing in the history of ancient Iraq, such as Google, YouTube, and others.	Recommended supporting books and references
	Electronic references,

Fourth Stage / Seventh Chapter Course

Description Template

Course Instructor: Dr. Hajar Abdel-Dayem. Course Description (Educational Administration and Supervision): This course

description provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether they have been achieved.

Making the most of available learning opportunities. These opportunities must be linked to the program description.

College of Basic Education	Educational institution
Educational Materials / History Department	Academic Department / Center
Educational Administration/ 4215 Coll	Course Name / Code
	Available Attendance Forms
Compulsory Chapter Seven / Fourth Year	Semester/Year
30	Total number of study hours. Date of
10/1/2024/	preparation of this description. The
concepts: Course Objectives: Students should be familiar with the following	
1. The concept of management and its development, educational management, school management.	
2. An introduction to the most important management theories.	
3. Identifying the most important functions of management.	
4. The concept of leadership, its development, and its	
most important theories. 5. An introduction to educational supervision and its methods.	
6- Evaluation in educational supervision (evaluation of the principal, evaluation of the teacher, evaluation of	
the students). • Course outcomes, teaching and learning methods, and	
assessment. A- Cognitive	
objectives A-1 The student will know the concept of management, educational management, and school management	
A-2 The student should know the most important management theories, functions, and styles. A-3	
The student should know the concept of leadership, educational leadership, and its most important theories.	
A-4 The student should know about educational supervision, its development, and the most important methods of educational supervision.	
A-5 The student should understand educational assessment and its importance (the principal, the	
teacher, the students). B- The course's specific skills objectives: Students should develop skills related to the following	
concepts: B1- Educational Administration.	
B2 - Educational leadership.	
B3 - Educational supervision.	
B-4 Educational Evaluation.	
Teaching and Learning	
Messages , Methods: Periodic sessions at the beginning of the semester inform students of the course content and information sources (relevant books), such as:	
University (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed.) 1.	
Prepare lectures according to the sequence presented in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the	
upcoming lecture to allow them to prepare. 3. Ask students to submit papers related	
to one or more of the topics under study.	
Assessment methods	
1. Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester, application, exploration (where the assessment	
grade has 40% of the academic achievement and mental levels are taken into account in each exam), total recall, taking into consideration the student's attendance and the	
extent of his daily participation.	
2. The end-of-term exam, which accounts for 60% of the final grade, will be administered according to the Ministry's schedule. The questions will be designed to ensure comprehensive	
coverage of the course content, application, exploration, and cognitive levels (including recall).	

Affective and value-based objectives: The student should be able to		C
C-1 Defining the most important skills of a successful educational leader.		
C-2 Defining the most important skills of a successful manager.		
C-3 Defining the type of successful educational leadership and management.		
C-4 Identifying the best assessment methods in educational supervision.		
Teaching and learning methods.		
The direct instruction method is usually used, where skills are taught directly and explicitly, reinforced with examples of management for the basic education stages.		
Assessment		
implicitly included in the course assessment processes that take place during and at the end of the semester. methods are		
d) General and transferable skills (other skills related to employability and personal development). 1. Employing acquired skills to teach students key management skills. 2. Selecting management examples or models and presenting their advantages and disadvantages. 3. Evaluating the extent to which students have acquired evaluation skills. D-4 Constructing special tests to identify the most important skills that students have acquired through the course.		

Course structure					
Evaluation Method	Required Learning Outcomes: Unit/Topic Name, Teaching Method	Concept of Management, Management	Hours	Week	
Formative assessment	Discussion and questioning	Concept, Educational Management, School Management Educational, School Administration With examples, with examples	2	1	
Formative assessment	discussion Interrogation and	Theories of Educational Administration		2	
Formative assessment	discussion Interrogation and	Educational Administration Jobs		3	
Formative assessment	discussion Interrogation,	Educational Management Styles	Educational Management Styles	4	
Formative assessment	discussion, and questioning	Leadership: its concept and evolution	Leadership: its concept and evolution	5	
Formative assessment	-	Monthly test	Monthly test	6	

Formative assessment	Discussion	Key leadership theories;	Key leadership theories;		7
Formative assessment	and questioning	some models of leadership behavior, their concept, types;	some models of leadership behavior, their concept, types;		8
Formative assessment		educational supervision and its	educational supervision and its		9
Formative assessment	discussion and interrogation	development; types of educational supervision and methods of educational supervision.	development; types of educational supervision and methods of educational supervision.		10
Formative assessment	-	Monthly test	Monthly test		11
Formative assessment	Discussion	Evaluation in educational supervision	Evaluation in educational supervision		12
Formative assessment	and questioning	Evaluation of the principal, teacher, and students	Final review of the principal's, teacher's,		13
			and students' assessment		14
Formative assessment	Discussion and questioning	Final exam	Final exam		15

Infrastructure

There are no	1. Required textbooks
Educational Administration: Its Concept, Theories, and Methods. Najat Abdullah Al-Nabil Dr. Saleh Abdel Hamid Mustafa	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	Recommended books and references (reports, scientific journals, etc.)
Utilizing the international information network as a known source	b) Electronic references, websites

Curriculum Development Plan 1. The

curriculum is developed according to the changes and developments that occur in society.

2. The curriculum is developed in accordance with the requirements that appear in curriculum development in the global system.

Course description template

Course Instructor: Dr. Aboud Turki

Course Description (Political Geography)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is

He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
Political Geography 4335/ Hist	Course Name/Code
mandatory	Available Attendance Forms
Seventh/Fourth	Semester/Year

30	Total number of study hours
2024/10/1	Date this description was
prepared. Course objectives: By the end of the semester, the student will be able to:	
including the following concepts: The student should be familiar with the course objectives,	
1. The concept of political geography.	
Classifying countries according to their potential for power. , 1. The concept of the state. 2. Identifying the foundations of state formation (factors in state	
Human resources and economic resources (and their impact on its weight) , establishment). 3. Identifying the foundations of state power (natural and political	
foundations).	
Types of political boundaries (The concept of political boundaries 4. The concept of political	
boundaries: 5. Understanding theories of state power	
-6 Identifying the most important contemporary political problems	

Course outcomes, teaching and learning methods, and assessment
The cognitive objectives are to enable students to acquire knowledge and a theoretical understanding of political geography, and to enable students to acquire knowledge and a theoretical understanding of the foundations of state formation. - To enable students to acquire knowledge and theoretical understanding of the factors that build state power, and the types of political boundariesEnabling students to acquire knowledge and theoretical understanding of the concept of political boundaries
B- Course-specific skills objectives. Students will develop the following skills. Practical application to a country using the geography lab to understand political boundaries
Teaching and learning
Messages , Adwar , methods at the beginning of the semester involve informing students of the course content and information sources (university-related followed, as follows), distributing the content across the weeks of the semester, and outlining the assessment methods that will be 1. Prepare the lectures according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Inform students about the topic of the upcoming lecture to allow them to prepare. 3. Students are asked to submit papers relating to one or more of the topics under study.
Assessment methods
1. Two semester exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. These exams will assess the student's comprehension, application, and analysis skills, taking into account their cognitive levels. The assessment will constitute 40% of the total grade, considering the student's attendance and daily participation. 2. A final semester exam will be held, comprising 60% of the total grade, according to the Ministry's schedule. The questions will be comprehensive, covering comprehension, application, analysis, synthesis, and evaluation. The curriculum and cognitive levels (memorization)
affective objectives: that the student be able to: C- He appreciates the efforts of experts in the field of political geography for the purpose of facilitating its study. He praises the role of scientists in developing a classification of political problems. He expresses his opinion on political boundaries.
Teaching and learning methods
Various methods, including traditional methods such as lectures, and modern methods such as workshops, discussion groups, and the use of geographical technologies in gaining understanding and learning.
Assessment
implicitly included in the course assessment processes that take place during and at the end of the semester. Methods are Using objective assessment through objective tests

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

Uses available sources and references

He uses the internet

Course structure

Evaluation Method	Teaching method	Unit/Topic Name	The required learning outcomes include recognizing the importance of:	Weekly hours	
Formative assessment	Thematic lecture	The concept of political geography	The concept of political geography	2	1
Formative assessment		The foundations of state formation	The foundations of state formation	2	2
Formative assessment	discussion	Ranking of countries according to their potential power	Ranking of countries according to their potential power	2	3
Formative assessment	Learning teams	The foundations for building a strong state: 1. Natural resources 2.	The foundations for building a strong state: 1. Natural resources 2.	2	4
Formative assessment	Various objective questions	Human resources 3. Economic resources	Human resources 3. Economic resources	2	5
Formative assessment	panel discussion	The foundations of state power and its impact on its political weight	The foundations of state power and its impact on political influence:	2	6
Final calendar	a test	First month exam	First month exam	2	7
Formative assessment	discussion and interrogation	Political boundaries: The concept of boundaries, types of political boundaries	Political boundaries: The concept of boundaries, types of political boundaries	2	8
Formative assessment	laboratory	Theories of state power: - Mackinder's theory, Mahan's theory	Theories of state power: - Mackinder's theory, Mahan's theory	2	9
Formative assessment	laboratory	Seversky's Theory: Modern Theories	Seversky's Theory - Modern Theories	2	10
Formative assessment		Practical problems (contemporary political problems): Palestinian issue	Practical problems (contemporary political problems): The Palestinian issue	2	11
Final assessment,		Second Month Exam:	Second Month Exam:	2	12
formative	laboratory test	Racial Discrimination -	Racial Discrimination -	2	13
assessment,		Report Discussion	Report Discussion	2	14
formative assessment				2	15

Infrastructure

1. Required textbooks

Mohammed Azhar Saeed Al-Sammak

/

-1 Political Geography

Curriculum Development Plan

1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels.

2. The curriculum is developed in accordance with the requirements that emerge in curriculum development within the global system.

Course description template

Course Instructor: Dr. Thuraya Mahmoud. Course Description: History of Islamic Civilization and Systems.

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	1. Educational Institution
the date	2. University Department/Center 3.
History of Islamic Civilization and Systems / 4335 Hist	Course Name/Code 5.
Mandatory	Available Attendance Forms
seventh/fourth	6. Term/Year
30 hours	7. Total number of study hours
1/10/2024	8. Date of preparation of this
description. 9. Course	
objectives. 1. To enable students to know and understand the most prominent aspects of civilization that the Arab Islamic state went	
through. 2. To enable students to understand the reasons for the scientific and civilizational progress in the Arab Islamic state during the period of study.	
3. Introducing students to the most important sources and references used in teaching the subject.	
4. To enable students to analyze and compare the conditions and civilizational developments in different eras of the Arab Islamic state. 5. To instill in students	
virtuous values and customs, love for their homeland and its history rich with noble achievements and values, and to reject division and internal strife.	

10. Learning Outcomes, Teaching and Learning Methods, and
Assessment: A. Knowledge and Understanding: A.1 To enable students to acquire knowledge and understanding of the intellectual framework of Islamic civilization and systems. A.2 To enable students to acquire knowledge and understanding of the civilizational aspects of the history of the Arab Islamic state. A.3 To enable students to acquire knowledge and understanding of the most prominent scientific and intellectual figures who left their mark on Arab Islamic civilization. A.4 To enable students to acquire knowledge and understanding of the most important political systems in the history of the Arab Islamic state. A.5 To enable students to acquire knowledge and understanding to analyze and interpret the systems and civilization of the Arabs and Muslims. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying Islamic systems and civilization. B - Subject-specific skills B1 - Compares the political systems in the various eras of the Arab Islamic state. B2 – Analyzes Islamic systems and explains their causes. B3 – Writes a paper or research on any topic in the history of Islamic civilization. B-4 gathers information about the most famous rulers of the Arab Islamic state and the nature of the ruling political systems.
Teaching and learning methods
1. To provide students with the basics and topics related to the history of Islamic systems and civilization. 2. Clarification and explanation of the course material by the course instructor. 3. Students are required to visit the library and consult sources for studying the history of Islamic civilization. 4. Enhancing students' skills through visiting websites to gain additional knowledge about the history of Islamic systems and civilization. 5. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.

Assessment
methods: 1. Daily tests with specific questions. 2. Assigning grades for homework and class participation. 3. Assigning students research projects on the history of political systems and landmarks of Islamic civilization, and assigning grades for them. 4. Monthly tests with objective and essay questions.
C- Thinking Skills C-1 To interpret and analyze political systems and features of Islamic civilization. C-2 differentiates between the nature of political systems and cultural aspects in various Islamic countries. Some historical texts and information. C-3 protect C-4 compares the history of political systems and cultural aspects in the various eras of Islamic civilization.
Teaching and learning methods
1. Problem-solving methods. 2. Brainstorming. 3. Simulation.
Assessment
methods: 1. Written exam to measure the student's ability to think, analyze, and deduce. 2. Asking students to make comparisons between political figures who ruled in the history of the Islamic state. 3. Writing research papers on events and figures in the history of the Arab Islamic state that require in-depth studies and research. 4. Daily exams with intellectual and deductive questions.
D - General and transferable skills (other skills related to employability and personal development). D-1 uses contemporary sources and references, and contemporary historical terminology and connotations. 2. Forming student groups to study significant events and figures in the history of political systems in the Arab-Islamic state in order to arrive at scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to increase and diversify students' knowledge. 4. Utilizing archaeological centers and libraries that contain manuscripts and historical documents to enhance students' understanding and facilitate the writing of historical research papers.

11. Course Structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Firstly, the concept of civilization and the foundations of Islamic civilization.	To enable students to know and understand the concept of civilization and the pillars of Islamic civilization	3	First
1. Daily quizzes with specific questions. 2. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Characteristics of Arab-Islamic civilization.	To enable students to know and understand the most important characteristics of Arab-Islamic civilization	3	the second
1. Daily quizzes with specific questions. 2. Class participation in preparing	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Anya. The political system: , The Ministry ^{The successor} Writing, veiling.	To enable students to know and understand the political system, such as the Caliphate, the ministry, writing, and the chamberlainship.	3	the third
the lecture. 3. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Thirdly. The administrative system: the judiciary, government departments, market inspectors, and police.	Enabling students to learn about the administrative system, including the judiciary, government departments, market inspectors, and police.	3	Fourth
	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Fourth. Financial and Economic Systems: State Resources, State Expenditures, State Currency, Industry, Trade	To enable students to know and understand financial and economic systems such as state resources and expenditures, money, industry, and trade.	3	Fifth
		First monthly exam		3	Sixth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Fifth. Religious Sciences: Quranic Sciences, Sciences Hadith, Islamic jurisprudence	To enable students to know and understand religious sciences such as Quranic sciences, Hadith sciences, and Islamic jurisprudence	3	Seventh
the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Sixth. Linguistic and Human Sciences: Language and Lexicography, Grammar, Rhetoric,	To enable students to know and understand linguistic and human sciences such as language, lexicography, grammar, and rhetoric	3	Eighth
	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Literature, History, Geography, Philosophy, . Astronomy	To enable students to know and understand the sciences of literature, history, geography, philosophy, and astronomy	3	Ninth

Lecture. 3. Writing a paper on the topic. 1.					
Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Seventh. Libraries in Islam:	Enabling students to learn about and understand libraries in Islam	3	tenth
the topic. 1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	The philosophy of libraries in Islam	Enabling students to know and understand the philosophy of libraries in Islam	3	eleventh
Writing a paper on the topic. 1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.		Types of libraries.	Enabling students to know and understand the types of libraries	3	twelfth
		Second month exam		3	thirteenth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Classification of sciences and knowledge in Islam.	Enabling students to know and understand the classification of sciences and knowledge in Islam	3	fourteenth
	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Libraries and their role in cultural exchange.	To enable students to know and understand libraries and their role in cultural communication	3	fifteenth

12. Infrastructure	
Dr. Abdel-Tawab Sharaf 1. Dr. Ibrahim Salman Al-Kurdi, Religion: A Reference in Arab-Islamic Civilization. 2. Ahmed Shalabi, History of Islam: Islamic Civilization. 1. Islamic thought.	1. Required textbooks
(Adab, Ministers and Writers) 2. Al-Jahshiyari, Ministers and Scribes. 1.	2. Main References (Sources)
Journal of the Iraqi Scientific Academy, Research in the History of the Abbasid State 2. The Arab Historian Journal, Studies in the Abbasid Era	, Recommended books and references (scientific journals, etc.) reports,

ig.edu.uodiyala.basicedu.www://http www.uobaghdad.edu.iq www.uomustansiriyah.edu.iq	B. Electronic references, websites...
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Course Description Template

Course Instructor: Dr. Ahmed Mohammed Jassim

Course Description (History of the United States of America) 13.

Course Development Plan	
This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is	1. Conducting training courses in the field of history and heritage. 2. Conducting training courses in the verification of manuscripts and historical documents related to the history of political systems in the Arab
	Islamic state. 3. Websites specializing in Islamic history and social media platforms.
4. Organizing field trips to historical and archaeological sites. 5. Assigning students research and studies on the realities of Islamic societies during Islamic rule, focusing on social, economic, and political	

College of Basic Education	aspects. Educational Institution
the date	Department/Center Course
History of the United States of America 4335/ Hist	Name/Code
mandatory	Available forms of attendance
Seventh/Fourth	Semester/Year
30 hours	Total number of study hours
1/10/2024	Date this description was prepared;
Course objectives	
To enable students to know and understand the most prominent social, economic and political events that the United States of America went through from the discovery of the American continent and the independence of the United States of America until the end of World War II.	
To enable students to understand the reasons for the British occupation and the independence of the United States of America.	
Introducing students to the most important sources and references used in teaching the subject.	
To enable students to analyze the events that the United States of America went through from 1783 to 1948.	
Instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.	

Course outcomes, teaching and learning methods, and assessment
A. Cognitive Objectives A.1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the United States of America. A.2 To enable students to acquire knowledge and understanding of the significant events in the history of the United States of America. A.3 To enable students to acquire knowledge and understanding of the most prominent political figures who have governed the United States of America. A-4 Enabling students to gain knowledge and understanding of the revolutions and uprisings in the history of the United States of America A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the history of the United States of America. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the United States of America

B - The skills-based objectives of the course. B1 - Compares the political events in the era of modern Iraq B2 – Analyzes historical events and their causes. B3 – Writes a paper or research paper on any topic in the history of the United States of America. B-4 gathers information about the most famous rulers of modern Iraq.
Teaching and learning methods
-11 To provide students with the basics and topics related to the history of the United States of America. -12 Explanation and explanation of the course material by the course instructor. -13 Requiring students to visit the library and consult sources for studying the history of the United States of America. -14 Improving students' skills through visiting websites to gain additional knowledge about the history of the United States American. -15 Using methods of lecturing, questioning, and discussion in some topics that require the method of discussion.
Assessment methods
-10 daily tests with specific questions. -11 Assigning grades for homework and class participation. -12 Assigning students research projects on the history of the United States of America and assigning grades for them. -13 monthly tests with objective and essay questions.
Affective and Value-Based Objectives C- C-1: To interpret and analyze historical events in the United States of America C-2 differentiates between the nature of British policy and the policy of the rest of the occupying countries, the United States of America . C-3 evaluates some historical texts and information. C-4 compares the history of the occupation periods in the history of the United States of America.
Teaching and learning methods
-10 Problem-solving methods. -11 Brainstorming. -12 Simulation.
Assessment
methods - 13. Written exam to measure the student's ability to think, analyze and deduce. -14 Request to make comparisons between political figures who have ruled in the history of the United States of America. -15 Writing research papers about events and personalities in the history of the United States of America requires in-depth studies and research. -16 Daily exams with questions that require critical thinking and deduction.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the United States of America in order to reach scientific and objective conclusions regarding them. D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing of historical research.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Discovery of the American continent	Enabling students to understand the movement of geographical exploration	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	Northern, Central, and Southern Colonies	British colonialism in America	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	British colonists' relations with the Indians	The Franco-British conflict in America	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	British colonists' relations with the Indians	To enable students to know and understand the general conditions of British colonists in America	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The political, economic, and social situation	To enable students to know and understand the general conditions of the British colonists in America 1760-1775	2	Fifth

		First month exam		2	Sixth
Daily quizzes with - 1 specific questions: Class participation - 2 in preparing the lecture, writing a paper on the topic. - 3 Daily quizzes	1. Lecture or Questioning - 2. Problem Solving - 3.	Quebec Act, First Philadelphia Convention, Second Philadelphia Convention, Declaration of Independence	Independence of the United States of America	2	Seventh
- 1 with specific questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	American Confederation, Philadelphia Convention, 1787, Constitution	The United States of America and the 1789 Constitution	2	Eighth
with specific questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	The presidencies of George Washington, John Adams, Jefferson, and Madison	United States of America 1789-1860	2	Ninth
questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	Land distribution to slaves, Lincoln's presidency, Europe's stance on war and military operations	American Civil War	2	tenth
questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	The Venezuelan issue, the Spanish-American War of 1798, the Panama Canal, American policy in Japan and China	The United States of America and its expansionist policy	2	eleventh
questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific questions: Class participation - 2 in preparing the lecture, writing a paper on the topic.	1. Lecture or Questioning - 2. Problem Solving - 3.	The United States' entry into the war and its objectives, the United States' role in the war, the United States at the peace conference 1919	The United States of America and World War I 1914-1918	2	twelfth
		Second month exam		2	thirteenth
Daily exams - 1 with specific questions; class participation in preparation - 2	1. Lecture or Questioning - 2. Problem Solving - 3.	The economic and social impact on the United States of America	The United States of America between the two World Wars	2	fourteenth

Lecture 3 - Writing a paper on the topic					
-1. Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The entry of the United States of America into the war, the Battle of Pearl Harbor and the beginning of the war in the Pacific, the surrender of Japan and the end of the war.	The United States of America and World War II 1939-1948	2	fifteenth

Infrastructure	
Modern History of the United States of America , by Abdul Majeed Na'na'i	1. Required textbooks
History of the Modern World 1914-1945	2. Main References (Sources)
Modern American History , by Allen Nevis and Henry Steele Cumming.	) The recommended books and references in scientific, journal reports...
Modern History of the United States of America, Safaa Karim Shukr	
client?search/iq.google.www://https	B. Electronic references, websites...

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage.
2. Conducting training courses in the investigation of manuscripts and historical documents related to the history of the United States of America.
3. Websites specializing in history, such as the Modern History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter.
4. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other university colleges.
5. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields.

Course description template

Course Instructor: Prof. Dr. Qahtan Hamid Kadhim

Course description (Social History of Iraq 1914-1958)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is
He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department / Center
Contemporary Social History of Iraq - 1914 4335/1958 Hist	Course Name / Code
mandatory	Available Attendance Forms
Seventh/Fourth	Semester/Year
30 hours	Total number of study hours

1/10/2024	Date this description was prepared;
Course objectives	
1. To state the importance of studying the contemporary social history of Iraq (1914-1958). 2. To prepare a select group of students from the department who are enlightened about their country's social history and study it according to an objective and neutral historical perspective.	
3. A statement of the nature of contemporary Iraqi society and the distribution of ethnicities, sects, nationalities, religions, and minorities in Iraq during the period 1921-1958.	
4. A statement of social customs and traditions in the history of contemporary Iraq in the Bedouin, rural and urban areas.	
5. A statement of the most important reasons for migration from rural areas to cities and the factors that attract people to cities.	
6. A statement of the reality of education and its development up to the year 1958, and the reality of workers and farmers.	
7. A statement of the health situation in Iraq and the efforts of Iraqi governments to improve it up to 1958	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the general framework of contemporary Iraqi social history. A-2 To enable students to acquire knowledge and understanding of the most important national, ethnic, and religious components in Iraq. A-3 To enable students to acquire knowledge and understanding of the nature and characteristics of Iraqi society in the Bedouin, rural, and urban areas. A-4 To enable students to acquire knowledge and understanding of the driving and attracting factors of migration from rural to urban areas. A-5 To enable students to acquire knowledge and understanding of the reality of education in Iraq and its development up to 1958. A-6 To enable students to acquire knowledge and understanding of the health situation and the conditions of workers and farmers up to 1958.
B - The skills-based objectives of the course. B1 - Writes a research paper, and writes specialized research and studies in the contemporary social history of Iraq. B2 - Memorizes the names of prominent historical figures, places, and events in the contemporary social history of Iraq. B3 - Learning methods of teaching the subject of contemporary Iraqi social history. B-4 The practical aspects of the curriculum, such as drawing maps, diagrams, and charts related to the history of contemporary Iraqi society.
Teaching and learning methods
1. The meeting or lecture. 2. Interrogation. 3. Discussion. 4. Students are required to visit the library and the international information network (the Internet) to obtain additional knowledge for the study materials.
Assessment methods
1. Daily tests with multiple and varied questions for the study materials. 2. Submitting research papers. 3. The written test to measure students' ability to understand and memorize names, places, and historical events. 4. Practical application (in schools) for the fourth stage. 5. Practical Education (Observation) for the Third Stage:
Affective and Value-Based Objectives C.
C-1 Analysis of some historical events in the social aspect in Iraq to determine the extent of their truth. C-2 compares the historical events in the contemporary social history of Iraq during the monarchical and republican eras. C-3 Some famous historical figures in the contemporary social history of Iraq are evaluated. C-4 explains the reasons for migration from rural to urban areas.
Teaching and learning methods

1. Giving students homework that requires subjective explanations using • causal methods. 2. Questioning students using a set of thinking questions such as (how, what, when, why, where, which) on specific topics. 3. Forming discussion groups during lectures to discuss historical topics that require thinking and analysis. 4. Teaching students how to develop their own thinking
and analytical
skills. Assessment Methods: 1. Daily quizzes with homework questions related to the course material. 2. Submission of research papers with a well-structured scientific plan. 3. Students delivering high-quality lectures to assess their understanding of the thought-provoking course material. 4. Conducting monthly or end-of-semester tests to
measure students' acquisition of thinking and analytical skills. D. General and Transferable Skills (Other Skills Related to Employability and Personal Development): 1. Enabling the student to write a research paper on a historical figure in Iraq. 2. Enabling the student to summarize a reference or source to one-tenth of its length. 3. Developing the student's ability to analyze information and interpret social events in contemporary Iraq. 4. Enabling students to use maps, diagrams, and tables. The graphical representations related to statistical information are useful in analyzing historical topics, especially in the fields of social history of contemporary

11. Course Structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	The social structure of Iraq from the late 19th century until the end of the monarchy. First: Population distribution. -1 Bedouin (desert dwellers).	To enable students to know and understand the nature of the social structure in Iraq and the population distribution (desert population).	2	First
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	-2 The countryside (village inhabitants).	To enable students to know and understand the characteristics and features of rural populations (villages) during the monarchy.	2	the second
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	-3 Urban (city dwellers).	To enable students to know and understand the nature and characteristics of urban society in Iraq during the monarchy.	2	the third
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Second: Distribution according to religious belief. 1. Islam 2. Christianity 3. Judaism. -4 The Sabians. -5 The Yazidis.	To enable students to know and understand the nature of religious beliefs and their geographical distribution in different regions of Iraq.	2	Fourth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	(2) Social conditions in Iraq during the First World War 1914-1918	To enable students to know and understand the social conditions of Iraq during the First World War 1918-1914	2	Fifth
		First monthly exam		2	Sixth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	First: The British occupation of Iraq.	To enable students to know, understand and analyze the background and causes of the British occupation of Iraq and its impact on Iraqi society.	2	Seventh
1. Daily tests with specific questions. 2. Class participation in preparation	1. Meeting or lecture. 2. Questioning. 3. Solution	Second: Social conditions in Iraq during the World War The first 1914-1918	To enable students to know and understand the social conditions in Iraq during the period of World War I	2	Eighth

The lecture... Writing a paper on ³ the topic.	Problems		1918 - First - 1914		
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	(Iraq's Social Conditions 3) From the establishment of the Iraqi state until the end of the monarchy 1921-1958	To enable students to know and understand the nature of the social conditions in Iraq from the establishment of the Iraqi state until the end of the monarchy in general.	2	Ninth
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	First: Health institutions.	To enable students to learn about and understand health developments in Iraq from 1921 to the present year 1958	2	tenth
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	Second: Education issues	To enable students to know and understand the state of education in Iraq and its development during the monarchy	2	eleventh
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.		Third: Social issues of farmers and workers.	To enable students to know and understand the most important issues of farmers and workers, their problems, and their role in public life in Iraq during the monarchy.	2	twelfth
		Second month exam		2	thirteenth
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	Fourth: Social services.	To enable students to learn about and understand the most important social services and their development from 1921 until July 14, 1958.	2	fourteenth
Daily exams 1 With specific questions. Classroom participation 2 In preparing the lecture, write a paper on the ³ topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	July 14, 1958: Its achievements on both the national and international levels	To enable students to know and understand the background and causes of the 1958 revolution, its results, and its national and international achievements.	2	fifteenth

12. Infrastructure	
1. Dr. Ali Al-Wardi, Social Glimpses from the History of Modern Iraq. 2. Hashim Jawad, Introduction to the Social Entity of Iraq. 1.	1. Required textbooks
Book: Histories of Iraqi Ministries during the Royal Era, Volume 10, Parts (Al-Sareed Abdul-Razzaq Al-Hassani).	2. Main References (Sources)
1. Abbas Farhan Thahir Al-Zamili, Social Life in the City of Baghdad - 1939 1958 PhD dissertation, Ibn Rushd College of Education, University of Baghdad, 2003	) The books and references that are based on scientific journal reports...
Research papers, studies, and academic theses published on the official websites of Iraqi universities and colleges, addressing most of the social events and developments in Iraq during the study period. Among them is the website of the College of Basic Education, University of Diyala: Baghdad University and its website: http://www.basicedu.uodiyala.edu.iq Al-Mustansiriya University and its website: www.uobaghdad.edu.iq www.uomustansiriyah.edu.iq	B. Electronic references, websites

13. Curriculum Development Plan
-1. To benefit from the services of electronic libraries and the international information network. 2. Conducting professional development courses for students and faculty. 3. Organizing scientific trips. -4 Delivering specialized scientific lectures on history by hosting distinguished professors from other Iraqi universities or from the university's colleges The other. 5. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. -6 Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that show Characteristics and features of Iraqi society.

Course description template

History of Türkiye	-1 Course Name
3332 Hist	-2 Course Code
Seventh/Fourth	-3 Semester / Year
2024/10/1	-4 Date this description was prepared
mandatory	-5 Available attendance formats
-6 Total Study Hours / Total Units: 30 hours, Prof. Dr. Hanan Talal Jassim -7 Name of	
Course Coordinator -8 Course Objectives	
1. To enable students to learn about and understand the most prominent political events that Türkiye has experienced. 2. To enable students to understand the reasons behind the uprisings, revolutions, and military coups in Türkiye. -3 Introducing students to the most important sources and references used in teaching the subject -4 Enabling students to analyze and compare events in the Ottoman and secular republican eras	
-9 The teaching and learning strategy is to provide students with the basics and topics related to the contemporary history of Türkiye. Explanation and explanation of the course material by the course instructor. Students are encouraged to visit the library and consult resources for studying contemporary Turkish history. They are also encouraged to enhance their skills by visiting websites to gain further knowledge about contemporary Turkish history. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.	

-11 Assessment Methods -1 Monthly exams + daily quizzes and participation -2 and classroom discussions	
-12 Learning and teaching resources	
Iran and Turkey (Dr. Ibrahim Khalil Ahmed and Dr. Khalil Ali Murad; Contemporary Türkiye) Dr. Ibrahim Khalil Ahmed and others	-1 Required textbooks
Iran and Turkey (Dr. Ibrahim Khalil Ahmed and Dr. Khalil Ali Murad; Contemporary Türkiye) Dr. Ibrahim Khalil Ahmed and others	-2 Main References and Sources
- Türkiye between Islamic Heritage and Secularism (Ahmed Nouri Al-Nuaimi) The Political System in Türkiye (Ahmed Nouri Al-Nuaimi) Türkiye: From Caliphate to Modernity (Mansour Abdel Hakim)	Recommended books and references (scientific journals, reports...)
http://www.alrashead.net http://arabic.irib.ir http://alwelayah.net/	b) Electronic references, websites...

-10 Course Structure					
Evaluation Method	Required learning outcomes: Unit/topic name, teaching method		Hours	Week	
Asking questions to the students and having them answer them is done to determine their level of comprehension and understanding of the material.	2- Meeting or lecture - Questioning	First: The end of World War I and the beginning of the War of Liberation - 1918-1923 -1 Roles of the Turkish War of Independence -2 Erzurum Congress, Sivas Congress,	To enable students to know and understand the nature of the general conditions in Türkiye during the late Ottoman era.	2	First
Asking questions to the students and having them answer them is a way to assess their	2- Meeting or lecture - Questioning	Ankara Government and Formation of the Grand National Assembly, April 1920 The defeat of the Greeks and the end of the War of Liberation	To enable students to know and understand how the Grand National Assembly was formed in Türkiye after the end of World War I	2	the second
comprehension and understanding of the material.	2- Meeting or lecture - Questioning	Treaty of Lausanne Abolition of the Sultanate	To enable students to know and understand the contents of the Treaty of Lausanne and how the Sultanate was abolished	2	the third
	2- Meeting or lecture - Questioning	The establishment of the modern Turkish Republic, the declaration of the republic, 1923	To enable students to know and understand how the Turkish Republic was established and declared	2	Fourth
First month exam					Fifth
Asking questions of the students and having them answer them is done to assess their comprehension	2- Meeting or lecture - Questioning	Tasks of the Grand National Council	Enabling students to understand the tasks and duties of the Grand National Council	2	Sixth
and understanding of the material.	2- Meeting or lecture - Questioning	Turkish political parties (People's Party, Republican Progress Party)	Enabling students to learn about the most important Turkish political parties	2	Seventh
	2- Meeting or lecture - Questioning	Turkish domestic developments 1933-1925 Kurdish armed movement 1925	To enable students to know and understand the nature of internal Turkish developments 1925-1933, and the rise of the Kurdish armed movement in 1925	2	Eighth
	- Meeting or lecture	-Elections of 1927 And the curriculum of the Ministry of Ismat	Enabling students to know and understand general elections	2	Ninth

Questions are posed to the students, and they answer	-2 Interrogation	Inonu	1927 and the program of the Ministry of Ismet Inonu		
them to determine their level of comprehension and understanding of the material.	2- Meeting or lecture - Questioning	The impact of the global economic crisis on the internal situation in Turkey.	To enable students to know and understand the causes of the global economic crisis and its impact on Türkiye	2	tenth
Asking questions to the students and having them answer them is done to determine their level of comprehension and understanding of the material.	2- Meeting or lecture - Questioning	Turkish domestic policy 1933-1939 Turkish nationalism and the Turkification movement, secular politics, and government measures to modernize Türkiye	To enable students to know and understand the nature of Turkish domestic politics, 1933-1939 Learning about the nationalist movement, the Turkification movement, secular politics, and government	2	eleventh
Asking questions to the students and having them answer them is a way to assess their	2- Meeting or lecture - Questioning	Turkish foreign policy 1933-1939 Turkish relations – Bulgarian	measures to modernize Türkiye enabled students to understand the nature of Turkish foreign relations in 1933-1939 and the nature of Turkish-Bulgarian relations.	2	twelfth
comprehension and understanding of the material.	2- Meeting or lecture - Questioning	The Turkish Straits issue and the Montreux Convention of 1936	To enable students to know and understand the issue of the Turkish Straits and the Montreux Convention of 1936	2	thirteenth
	2- Meeting or lecture - Questioning	Saadabad Charter, July 1937	And to familiarize oneself with the provisions of the Saadabad Charter of July 1937	2	fourteenth
Second month exam					fifteenth

Course description template

Course Name:
Professional Ethics
Course Code: 7PROFO
Semester/Year:
First Semester of the Academic Year 2024-2025
This description was
prepared on 2024/10/25
Available attendance
methods:
In-person. Total study hours / Total units. Number of units
(total hours) (2)

Name of course coordinator (if there is more than one, please state).					
iq.edu.uodiyala@te29basicist Course Objectives : The student will			Name: M.M. Hussein Ali City Email:		
be familiar with					
Introducing students to the concept of professional ethics and the meaning of ethics linguistically and technically; instilling in students the importance of ethics, the origins of the science of ethics and its stages of development, the formation of ethics, and the pillars of good character that reinforce ethical values and ethical conduct they will encounter in their work; clarifying methods of acquiring and learning good ethics through the socialization process and the role of social and educational institutions in ethical education; introducing students to theories of acquiring ethics; teaching students ethics in assessment and examinations; teaching students about professional ethics in the university and community setting, and the basic concepts of professional ethics; introducing students to the professional duties of teachers and why we should be concerned with professional ethics			With the following concepts:		
Introducing students to the sources of professional ethics, the objectives of professional ethics, and the reasons for non-compliance with professional ethics; introducing students to the characteristics of professional competence.					
Teaching and learning strategies :					
involves using modern strategies in the teaching and learning processes, which make the student the focus of the educational process.				The strategy	
Course structure					
Assessment method:	Learning method	Unit or topic name: Linguistic	Week Hours Required Learning	Outcomes: To identify the	
Formative assessment	The meeting Interrogation and discussion	and terminological definition of creation	definitions of creation, ethics, and the science of ethics from different perspectives, the basic principles of ethics, and the components of the elements of	2	1
Formative assessment	The importance of ethics and its stages of development; brainstorming; asking questions, writing answers, and discussing		creation. To enable students to grasp the importance of ethics, the origins of the science of	2	2
Formative assessment	them; presentation and questioning; discussion.	The processes of the Creator's formation	To enlighten students about acquiring the processes of character formation and the pillars of good character	2	3
Formative assessment	Presentation, questioning, discussion	Methods of acquiring good morals	To enable them to understand how to acquire good morals and learn ethics through the socialization process, and the role of social and educational institutions in moral education; to introduce students to	2	4
Formative assessment	Presentation, questioning, discussion	Theories of moral acquisition	the most important theories in acquiring ethics, including (the theory and cognitive-behavioral theory, Kohlberg's theory, social learning theory, and psychoanalytic theory).	2	5
Formative assessment	-	Questions from the prescribed material	First month exam	2	6
Formative assessment	Presentation, questioning, discussion	Ethics and professional conduct in university teaching	Introducing students to the importance of the teaching profession, its ethics, and behaviors.	2	7

			University student ethics and the impact of ethical commitment on university students; the university's role in teaching		
Formative assessment	Presentation,	Ethics in assessment and examinations	professional ethics; defining for students the importance of ethics in	2	8
Formative assessment	questioning, discussion	Professional ethics in the university and society	assessment and examinations; introducing students to professional	2	9
Formative assessment	Presentation, questioning, discussion	Basic concepts of professional ethics	ethics within the university and society; enabling students to understand the basic and secondary concepts	2	10
Formative assessment	Presentation, questioning, discussion	Teacher's professional duties and attention to professional ethics	of professional ethics; defining for students the importance of the teacher's role in promoting education and why	2	11
Formative assessment		Questions from the prescribed material	we should pay attention to professional ethics	2	12
Formative assessment	Presentation,	Sources and objectives of professional ethics	Introducing students to the sources and objectives of professional ethics;	2	13
Formative assessment	questioning, discussion	Professionalism	enabling students to understand the characteristics of professional competence and the reasons for non-compliance with professional ethics.	2	14
The course is					
assessed by distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.					
Learning and teaching					
There is			resources: Required textbooks (methodology, if any), main		
no - Ethics and Ethics of the University Teaching Profession, by Dr. Abdul Basit Abbas Muhammad 2019 Dr. Muhammad Al-Hussein 2012 , Professional Ethics - Professional Ethics, Dr. Abdul Karim Mohsen, 2024 Moral and Social Upbringing, Dr. Ali El-Din Hilal, 2000 - Ethics and Conduct of the University Teaching Profession, Dr. Abdul Wahid Hamid Al-Kubaisi and others, 2011 2008 - Ethics in Education, Dr. Henry Jerome - Ethics in Islam, Dr. Muhammad bin Ibrahim, 2010			references, sources.		
Utilize resources relevant to the course.			Recommended supporting books and references (scientific journals, reports, etc.)		
Utilizing the international information network as a known source			Electronic references, websites		

Course description template:

Course name:	
Environmental Health	
and course code	
Envfi2	
Chapter / Year	
Two / 2025	
This description was prepared on	
2/7/2025, the beginning of the second	
semester. Available attendance	
methods: In-person	
Total number of study hours / Total number of units: 28 units	
28 hours	
(Name of course coordinator) (If there is more than one name, please state)	
Email: iq.uodiyolaredu@ate27basichist	Name: M.M. Aws Ali Kadhim Course
Objectives	
environment and its preservation. 2. Knowledge of diseases and methods of prevention. 3. Definition of addiction, its types, and methods of prevention.	Course objectives: The student should be able to at the end of the academic year
Teaching and learning strategies	
It aims to define the environment, its importance, and its types (soil, air, water), the problems it faces, how to solve these problems, and how to maintain a disease-free environment and control pollution levels. Pollution, disease control and prevention, reducing environmental damage to organisms, and maintaining an environment as free from pollution as possible through pollution reduction measures. Using modern methods and techniques to maintain a clean and pollution-free environment and reduce pollution. Diseases and their prevention as much as possible, raising awareness of the dangers of addiction, alcohol, and internet addiction, and protecting individuals and avoiding everything that is harmful to human health and society.	strategic y

Weekly course					
Learning method, assessment method	Unit or topic name	Hours required	learning outcomes	structure	
	Pollution: Definition of pollution, Types of pollution Air pollution and its harmful effects on humans and the environment Noise pollution and its harmful effects on humans and the environment		2 hours	First	
	Water pollution: its causes and effects on humans and the environment; food pollution: its causes and effects on humans and the environment; methods of prevention and reducing the risks of pollution.		2 hours	the second	
	Immunity: its definition, natural types, improvement, and importance. It protects humans against diseases and the necessary vaccinations for children before starting		2 hours	the third	
	school. Nutrition: its importance to humans and the most important diseases resulting from malnutrition, including anemia and obesity, their symptoms, prevention methods, and causes. Vitamins: their definition and types.		2 hours	Fourth	
	Vitamin A: its sources, benefits for humans, and where it is found. Vitamin B: its sources, benefits, and locations; Vitamin C: its sources and the diseases caused by its deficiency; Vitamin D: its sources, locations, and the diseases caused by its deficiency in the body; Vitamin K The sources of its presence are the diseases caused by its deficiency in the body.		2 hours	Fifth	
	Human diseases: Coronavirus - its symptoms, causes, and treatment methods; Measles - its symptoms and treatment methods		2 hours	Sixth	
	Polio: its causes, treatment methods, and symptoms - German measles and its symptoms - Tetanus: its symptoms and treatment methods - Epilepsy: its symptoms and treatment		2 hours	Seventh	
	methods - Diarrhea: its symptoms, causes, types, and methods of prevention - Oral rehydration - Zoonotic diseases - War exposure: its causes, treatment methods, and prevention - Diseases transmitted by lice and		2 hours	Eighth	
	mosquitoes that are widespread among school students and methods of prevention and treatment.		2 hours	Ninth	
	Addiction and its harms to humans, smoking, depression – electronic cigarettes, hookahs and passive smoking.		2 hours	tenth	
	Drugs, khat, morphine, methods of addiction treatment and prevention		2 hours	eleventh	
	Types of modern addiction, mobile phone addiction, and its effects on children's health, including its impact on the child's personality and vision.		2 hours	twelfth	
	Electronic addiction and its risks to humans and infrastructure; digital addiction and its impact on humans and the environment.		2 hours	thirteenth	
	Waste recycling and its future economic and environmental impacts		2 hours	fourteenth	

	the date	62. Scientific Department / Center	
	computer	63 Course Name/Code	
	mandatory	64. Available attendance formats	
	First/First	65 Chapter/Year	
	2 x 15 = 30 hours	66. Total number of study hours	
	1/10/2024	Date this description was prepared	67
	Course Objectives		68
	-24 Teaching the student to be familiar with the basic rules of the computer, including the components and types of computers and how to manage them (working on the operating system and Nados and teaching him the commands of the desktop and the control panel) to help him in completing projects, printing tasks, preparing statistics and graphs, creating presentations, designing engineering plans, and others.		
	-25 The student should learn to use a computer due to the role of the internet in many fields, including education, scientific research, and commerce. Marketing through email correspondence, web pages and online communication.		
	-1 Introducing students to the most important sources and references used in teaching the subject		

Course evaluation	
The course assessment consists of a monthly exam (15 marks per month, totaling 30 marks), a report (5 marks), and attendance (5 marks).	
Daily, oral, and monthly exams, with a grade out of 100, are administered according to the tasks assigned to the students, such as daily lesson plans, written assignments, reports, etc.	
Learning and teaching resources	
The Environment and Pollution book, authored by: Munther Mubdir Abdulkarim Wasfi Muhammad Kazim	Required textbooks (methodology, if applicable)
	Main References (Sources)
Health and Environmental Education Textbook, Tikrit University - Al-Sharqat	Electronic references, websites