



Republic of Iraq  
Ministry of Higher Education and Scientific  
Research  
Scientific Supervision and Evaluation  
Authority  
Quality Assurance and Academic  
Accreditation Department

# Guide Academic Program and Course Description

Imam Al-Azam University College  
Department of Islamic History and Civilization

**For the academic year  
2025-2026**

# Academic Program Description

University Name: Imam Al-Azam College the university

College: The Great Imam University

Academic Department: Islamic History and Civilization


Academic or professional program name: Bachelor's / History

Final Certificate Name: Bachelor of History Islamic civilization.

Study system: annual system

Date the description was prepared: 1/10/2025

Date the file was filled out: 8 /10/2025



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Dean's approval

Prof. Dr. Salah El-Din Faleh Hassan

## 1. Program Vision

- 1- The department seeks to provide local, regional and global scientific institutions with educational outputs in the field of Islamic history and civilization who have sufficient knowledge in this field.
- 2- Equipping the student with cognitive and applied skills by establishing the methodology of historical research, verifying heritage and presenting it to the service recipients in a manner that is appropriate to scientific and cognitive requirements.
- 3- Focusing on research and exploration skills in line with the scientific method of thinking.
- 4- Supporting the Ministry of Education with qualified teaching staff to teach history at all educational levels.

## 2. Program message

It revolves around working to fulfill the goals upon which the college was founded, the most important of which is to provide students with academic and scientific training in a manner that is fully consistent with the requirements of our contemporary reality, and to contribute to the scientific, cultural, and social development of students and faculty members to participate in the human development of society in order to raise national awareness within a single social fabric that takes pride in its diversity.

## 3. Program Objectives

- 1- Students should be familiar with their scientific sources for the material they are assigned.
- 2- Informing students of the vocabulary they will study in detail and with precision.
- 3 - Students should seek help from their professors on how to extract scientific material from its sources.
- 4 - Students will analyze and deduce the educational program they will study
- 5- To identify and demonstrate students' abilities and academic standing from the beginning
- 6 - Ensuring the program is linked to other relevant sciences that are closely related to it.
- 7- Expanding students' knowledge in the program's subjects and other programs to create a model of students of the type that will be relied upon in the future to qualify for higher academic degrees and to create good researchers from among them, which is the desired goal.

4. Program accreditation

**Work is underway on it**

5. Other external influences

**Is there a sponsor for the program?**

**Yes**

**Sunni Endowment Office, Ministry of Higher Education and Scientific Research,  
Ministry of Education**

6. Program structure

<b>comments</b>	<b>Percentage</b>	<b>Study unit</b>	<b>Number of courses</b>	<b>Program structure</b>
	<b>21.15%</b>	<b>32</b>	<b>11</b>	<b>Institutional requirements</b>
	<b>17.3%</b>	<b>21</b>	<b>9</b>	<b>College requirements</b>
	<b>61.53%</b>	<b>98</b>	<b>32</b>	<b>Department requirements</b>
			<b>A collaborative application with the Ministry of Education and the Department of Religious Education in schools</b>	<b>practical application</b>

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

Certificates and Accredited Hours	7-Program Description Curriculum for the primary stages, section Islamic history and civilization For the year 2025-2026				
	Credit hours and units		Course name	Course code	Academic stage
Bachelor's degree (140) credit hours are required	<b>practical</b>	<b>theoretical</b>	First stage Course code		
		2	Ancient Iraqi history	HIAH 109	First
		3	Prophetic Biography	HPB 111	First
		2	History of the Arabs before Islam	HABI 111	First
		2	History of Medieval Europe	HPB 113	First
		1	Quranic Sciences	HQS 116	First
		1	Arabic language	HAL 115	First
	1	1	Computer Science	EACS 105	First
		2	Educational Psychology	EAEP 108	First
		2	Jurisprudence	HJU 111	First
		1	History of the Rashidun Caliphate	HRC 111	First
		1	Rights and democracy	EARD 107	First
		1	Quran memorization and Recitation	EAQM 101	First
	1	1	English language	EAEL 103	First
	2	20	the total		

**Phase Two Course Code**

	<b>2</b>	<b>History of the Umayyad State</b>	<b>HUS 210</b>	<b>Second</b>
	<b>2</b>	<b>Ancient History of the Arab Countries</b>	<b>HAC 211</b>	<b>Second</b>
	<b>2</b>	<b>Modern European History</b>	<b>HEHR 213</b>	<b>Second</b>
	<b>2</b>	<b>History of the Rashidun Caliphate</b>	<b>HRC 211</b>	<b>Second</b>
	<b>1</b>	<b>Quran memorization</b>	<b>EAQM 201</b>	<b>Second</b>
	<b>2</b>	<b>Science of Hadith and Its History</b>	<b>HHS 220</b>	<b>Second</b>
	<b>2</b>	<b>Historical research methodology</b>	<b>EARM340</b>	<b>Second</b>
	<b>2</b>	<b>Arabic language</b>	<b>HAL 215</b>	<b>Second</b>
	<b>1</b>	<b>Geography of Iraq</b>	<b>HGE211</b>	<b>Second</b>
	<b>1</b>	<b>Jurisprudence</b>	<b>EACB 211</b>	<b>Second</b>
	<b>1</b>	<b>English language</b>	<b>EAEL 205</b>	<b>Second</b>
	<b>2</b>	<b>Measurement and evaluation</b>	<b>EAME 305</b>	<b>Second</b>
	<b>1</b>	<b>History of the Civilizations of the Ancient World</b>	<b>HCA117</b>	<b>Second</b>
	<b>1</b>	<b>Computer Science</b>	<b>EACS 207</b>	<b>Second</b>
	<b>22</b>	<b>the total</b>		

**Phase Three Course Code**

<b>Phase Three Course Code</b>					
		<b>2</b>	History of the Arab-Islamic State in the Abbasid Era (132–334 AH)	<b>HABB 311</b>	<b>Third</b>
		<b>2</b>	<b>History of Asia</b>	<b>HAS311</b>	<b>Third</b>
		<b>2</b>	<b>Philosophy of History</b>	<b>HASA311</b>	<b>Third</b>
		<b>2</b>	History of Arab-Islamic Civilization	<b>HAIC311</b>	<b>Third</b>
		<b>2</b>	<b>Modern and contemporary history of the Arabian Gulf</b>	<b>HMCG 417</b>	<b>Third</b>
		<b>2</b>	<b>Modern European History</b>	<b>HMEH313</b>	<b>Third</b>
		<b>1</b>	<b>Islamic doctrine</b>	<b>EAID 214</b>	<b>Third</b>
		<b>1</b>	<b>Quran memorization</b>	<b>EAQM 301</b>	<b>Third</b>
		<b>2</b>	<b>Methods of Teaching</b>	<b>EAMT 306</b>	<b>Third</b>
		<b>1</b>	<b>Islamic ethics</b>	<b>EAIE 205</b>	<b>Third</b>
		<b>2</b>	Modern History of the Arab Homeland	<b>HMHA 212</b>	<b>Third</b>
		<b>1</b>	<b>History of the Ayyubids and the Mamluks</b>	<b>HAM 311</b>	<b>Third</b>
		<b>1</b>	<b>Modern History of Iraq</b>	<b>HIMH 315</b>	<b>Third</b>
		<b>22</b>	<b>the total</b>		

<b>Phase Four Course Code</b>					
		2	History of the Arab Islamic State in the Abbasid Era(334-656 AH)	<b>HABB 411</b>	<b>Fourth</b>
		2	<b>History of Muslims in Andalusia</b>	<b>HHA 215</b>	<b>Fourth</b>
		2	<b>Contemporary History of Iraq</b>	<b>HCHI 411</b>	<b>Fourth</b>
		2	Contemporary History of the Arab Homeland	<b>HASA 312</b>	<b>Fourth</b>
		1	<b>Ottoman Empire</b>	<b>HOH 314</b>	<b>Fourth</b>
		2	<b>History of Islamic sects</b>	<b>HIS 419</b>	<b>Fourth</b>
		2	<b>International Powers in the Twentieth Century</b>	<b>HIP 411</b>	<b>Fourth</b>
	1 (extracurricular hour)		<b>Graduation project</b>	<b>EARP 406</b>	<b>Fourth</b>
		1	<b>Quran memorization</b>	<b>EAQM 401</b>	<b>Fourth</b>
	2	2	<b>Observation and Practicum</b>	<b>EAOP 407</b>	<b>Fourth</b>
<b>=21</b>	<b>3</b>	<b>18</b>	<b>The total</b>		

## 8. Expected learning outcomes of the program

### Knowledge

#### Learning Outcomes Statement 1

1. Understanding the basic concepts in Islamic history and civilization.
2. Analyzing historical events within their temporal and spatial context.
3. Distinguishing between different historical schools and curricula.
4. Understanding the original sources of Islamic history (biographies, biographical dictionaries, translations, documents).
5. Understanding the relationship between Islamic history and contemporary reality.

- A1- Remembering
- A2- Understanding and comprehension
- A3- Application
- A4- Analysis
- A5- Composition
- A6- Calendar

### Skills

#### Statement of Learning Outcomes 2

##### A- Mental and analytical skills

1. Analyzing and critically analyzing historical texts scientifically.
2. Comparing historical accounts and determining which is more accurate.
3. Employing modern research methods in the study of historical facts.
4. Linking causes and effects in cultural phenomena.

##### b) Research skills

1. Preparing scientific research according to an approved academic methodology.
2. Use paper and digital sources and references efficiently.
3. Documenting information according to an approved scientific method. It is the methodology of historical research.
4. Presenting research findings in a scientifically organized manner.

- B1 - The student draws a plan for learning the teaching methods specific to the period
- B2 - The student must submit a research paper.
- B3 - The student should use a data projector to display the types of objective tests.

## Values

### Statement of Learning Outcomes 3

1. **Strengthening the Islamic cultural identity based on moderation.**
2. **Commitment to scientific honesty and academic integrity.**
3. **Respect for cultural and intellectual diversity.**
4. **Developing a sense of responsibility towards Islamic heritage.**

### Learning Outcomes 3

- A1. The student should be able to deduce the importance of essay questions.**  
**Part 2 - The student should analyze the types of objective questions.**  
**Q3- The student should understand the relationship between historical periods**  
**Q4 - The student should explain the causes of historical events**

## 9. Teaching and learning strategies

**The academic program adopts a set of teaching and learning strategies aimed at achieving cognitive, skill-based, and value-based learning outcomes, the most prominent of which are::**

### **First: Direct teaching strategies**

1. **Interactive lecture**Presenting the basic concepts while opening the floor for discussion and questions.
2. **Analytical explanation of texts**Reading and analyzing original historical texts within the hall.
3. **Example-based learning**Linking theories to real historical events.

### **Second: Active learning strategies**

1. **Guided group discussion**Developing dialogue and analytical skills.
2. **brainstorming**Addressing problematic historical issues.
3. **Cooperative learning**Dividing students into groups to prepare presentations or reports.

### **Third: Strategies for developing research skills**

1. **Research-based learning(Research-Based Learning)**Students are assigned the task of preparing scientific research papers.
2. **Primary source analysis**Training students to deal with heritage books and documents.
3. **Scientific presentations**Presenting research findings to colleagues.
4. **Using digital databases and electronic libraries.**

### **Fourth: E-learning strategies**

1. **Using educational platforms to manage course content.**
2. **Utilizing multimedia (maps, manuscripts, illustrated documents).**
3. **Synchronous and asynchronous lectures as needed.**

### **Fifth: Strategies for developing values and attitudes**

1. **Linking historical topics to cultural identity.**
2. **Promoting scientific integrity and research ethics.**
3. **Encouraging disciplined critical thinking.**

## 10. Assessment Methods

Assessment methods using achievement tests are as follows:

- 40% semester exams
- 60% end-of-year exams
- It includes oral tests, daily student activities, and assignments to write reports on course topics.

## 11 Faculty

### Faculty members

Faculty preparation		Requirements		Specialization		Scientific rank	Teaching name
lecturer	angel			private	general		
	Permanent Staff			The Noble Prophetic Hadith	Fundamentals of Religion	Assistant Professor	Prof. Dr. Suhaib Daa El-Din Abdullah
	Permanent Staff			Andalusian	Etiquette	Assistant Professor	A.M. Habib Abdul Sattar Jabbar
	Permanent Staff			Islamic history	History	Assistant professor	Dr. Najla Abdul Karim Khalifa
	Permanent Staff			Islamic economics	Jurisprudence	Assistant professor	Prof. Dr. Zain Al-Abidin Hamed Abdel Aziz
	Permanent Staff			The Noble Prophetic Hadith	Fundamentals of Religion	professor	Prof. Dr. Ayman Farouk Muhammad
	Permanent Staff			biography	Islamic history	Professor	Prof. Dr. Omar Ali Hussein
	Permanent Staff			The Noble Prophetic Hadith	Fundamentals of Religion	Assistant professor	Prof. Dr. Baraq Shaker Abdul
	Permanent Staff			Doctrine	Fundamentals of Religion	Assistant professor	Dr. Muhammad Yassin Hussein
	Permanent Staff			Artificial intelligence	Computer Sciences	Assistant professor	Dr. Ahmed Mahdi Obeid
	Permanent Staff			Modern and contemporary history	History	Teacher	D. Arwa Yahya Dhanoun
	Permanent Staff			Modern and contemporary	History	Teacher	M. Shaimaa Fakhri Jassim

			<b>history</b>			
	Perm anent Staff		<b>Islamic economics</b>	Islamic history	Teacher ass istant	<b>M. Shaimaa Abdullah</b>
	Perm anent Staff		<b>Islamic history</b>	<b>History</b>	<b>Assistant teacher</b>	<b>M.M. Basma Sinan Mohi</b>
	Perm anent Staff		<b>Modern and contemporary history</b>	<b>History</b>	<b>teacher</b>	<b>Dr. Jassim Mohammed Abdul</b>
	Perm anent Staff		<b>Islamic history</b>	<b>History</b>	<b>teacher</b>	<b>M.Ibrahim Ahmed Dhiab</b>
	Perm anent Staff		<b>Computer Science Engineering</b>	Computer Engineer	<b>Assistant teacher</b>	<b>M.M Nour Emad Mohamed</b>
	Perm anent Staff		<b>Abbasi</b>	Islamic history	<b>Assistant teacher</b>	<b>M.M. Khalil Ibrahim Muhammad</b>
	Perm anent Staff		<b>The Noble Prophetic Hadith</b>	Religious principles	<b>assistant professor</b>	<b>Dr. Ahmed Shaker Rashid</b>
	Perm anent Staff			Islamic history	<b>Assistant teacher</b>	<b>M.M. Razzaq Saleh Ahmed</b>
lecturer			<b>Islamic history</b>	<b>History</b>	<b>Assistant teacher</b>	<b>millimeterThamer Mohammed Jassim</b>
lecturer			<b>Modern and contemporary history</b>	<b>History</b>	<b>Assistant teacher</b>	<b>millimeterElaf Thamer Abdullah</b>
lecturer			<b>Islamic history</b>	<b>History</b>	<b>Assistant teacher</b>	<b>millimeterEmad Mohamed Moteab</b>
lecturer				<b>Recent history</b>	<b>Assistant teacher</b>	<b>M.M. Saadoun Shaker Mahmoud</b>
lecturer			<b>language</b>	Arabic language	<b>Assistant teacher</b>	<b>M.M. Yasmin Anas Ismail</b>
	Perm anent Staff		<b>literature</b>	Arabic language	<b>Assistant teacher</b>	<b>M.M. Muhannad Abdulahdi</b>
lecturer			<b>The Noble Prophetic Hadith</b>	Religious principles	<b>Assistant teacher</b>	<b>M.M. Majid Khalaf Salem</b>

## Professional Development

### Orienting new faculty members

#### First: Academic Preparation Program

1. Introducing the new member to the department's mission, goals, and learning outcomes.
2. Providing him with a description of the approved courses and study plans.
3. Explanation of the university's systems and academic and administrative regulations.
4. Clarifying the mechanisms of assessment, examinations, and quality control..

#### Second: Academic Advising

1. Assigning an experienced faculty member as an academic advisor.
2. Providing support in preparing lesson plans and dividing vocabulary.
3. Monitoring performance during the first semester and providing feedback.

## Professional development of faculty members

#### First: Developing teaching skills

1. Participating in training courses on modern teaching methods.
2. Attending workshops related to quality assurance and academic accreditation.
3. Training on the use of educational technologies and electronic platforms.
4. Exchange of academic experiences through internal discussion panels

#### Second: Developing research capabilities

1. Encouraging the publication of research in peer-reviewed scientific journals.
2. Supporting participation in local and international scientific conferences and seminars.
3. Holding training workshops in research methodology and manuscript verification.
4. Enhancing collaborative research among department members

## 12. Admission Criteria

- 1- Adopting admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research.
- 2- Passing the personal interview through the department according to the established terms and conditions.
- 3- To be well-suited for the specialization he/she is applying for.
- 4- The learner must have obtained a preparatory school certificate (scientific,

- literary, Islamic or vocational).
- 5- The capacity of the scientific department.

### 13. Key sources of information about the program

**The academic program relies on a range of information sources that contribute to supporting the educational and research process, and providing a sound scientific environment for students and faculty members, the most prominent of which are:**

#### **First: Paper sources**

- 1. Approved textbooks Within the course syllabus.**
- 2. Islamic heritage books on history, biography, biographical dictionaries, and social classes.**
- 3. Modern references in historical and cultural research methodologies.**
- 4. Specialized peer-reviewed scientific journals and periodicals.**

#### **Second: Electronic sources**

- 1. University Electronic Library.**
- 2. Academic databases(For example: Scopus, Google Scholar).**
- 3. Digital repositories of university theses.**
- 4. University-approved educational platforms.**

#### **Third: Field research sources**

- 1. Documents and manuscripts preserved in libraries.**
- 2. Official Archives.**
- 3. Scientific interviews when needed in contemporary studies.**

#### **Fourth: Sources of quality support**

- 1. Description of the accredited academic program.**
- 2. Course descriptions.**
- 3. Quality Assurance Reports and Annual Calendar.**
- 4. National Academic Accreditation Standards.**

## **14. Program Development Plan**

### **Program development plan**

**The program is committed to adopting a continuous development plan based on quality standards and academic accreditation, and aims to improve learning outcomes and align the program with scientific advancements and societal needs..**

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#### **First: Developing the curriculum**

- 1. Review course syllabus at least every two years.**
- 2. Updating the content to keep pace with contemporary historical studies.**
- 3. Enhancing the practical and research aspects of the curriculum.**

#### **Second: Developing teaching and learning methods**

- 1. Expanding the application of active learning and research-based learning.**
- 2. Integrating digital technologies and databases into teaching.**
- 3. Training teachers on modern teaching strategies.**

#### **Third: Promoting scientific research**

- 1. Encouraging collaborative research among department members.**
- 2. Supporting the publication of research in reputable journals.**
- 3. Holding regular seminars to discuss research projects.**
- 4. Linking student projects to contemporary cultural issues.**

#### **Fourth: Developing the learning environment**

- 1. Updating the library's print and electronic resources.**
- 2. Providing access to specialized scientific databases.**
- 3. Improving the technical infrastructure in classrooms.**

## Program Skills Plan

Learning outcomes required from the program												Essential or optional	Course Name	Course code	Year / Level
Values				Skills				Knowledge							
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√						√				√	√	Primary	Ancient Iraqi history	HIAH 109	First
√		√				√		√		√		Primary	History of the Arabs before Islam	HABI 111	First
√		√		√		√		√		√		Primary	History of Europe in the Middle Ages	HPB 113	First
		√		√				√		√	√	Primary	History of the Rightly Guided Caliphate	HRC 111	First
				√					√	√	√	Primary	History of the Umayyad State	HUS 210	Second
			√		√				√	√	√	Primary	Ancient Arab history	HAC 211	Second
√			√		√	√				√		Primary	Modern European History	HEHR 213	Second
√		√	√		√	√				√	√	Primary	Historical research methodology	EARM340	Second
√	√	√		√		√	√		√	√	√	Primary	Geography of Iraq	HGE 211	Second
	√	√		√			√		√	√	√	Primary	Measurement and Evaluation	EAME 305	Second
	√			√			√		√	√		Primary	History of ancient world civilizations	HCA 117	Second

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	History of the Arab Islamic State during the Abbasid	HABB 311	Third
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	History of Asia	HAS 311	Third
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	Philosophy of History	HASA311	Third
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	Modern and contemporary history of the Arabian Gulf	HMCG 417	Third
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	Modern European History	HMEH313	Third
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Primary	Curricula and teaching methods	EAMT 306	Third
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	History of the Ayyubids and Mamluks	HAM 311	Third
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	Modern History of Iraq	HIMH 315	Third
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	History of the Arab Islamic State in the Abbasid Era	HABB 411	Fourth
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	History of Muslims in Andalusia	HHA 215	Fourth
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	Contemporary History of Iraq	HCHI 411	Fourth
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Primary	Ottoman Empire	HOH 314	Fourth
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Primary	International powers in the twentieth century	HIP 411	Fourth
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Primary	Viewing and applying	EAOP 407	Fourth

- Please check the boxes corresponding to the individual learning outcomes of the program. For evaluation

## Course description template

1. Course Name	
Ancient Iraqi history– StageFirst	
2. Course code	
HIAH 109	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M. Ibrahim Ahmed Dhiab</b> Email:Ibrahim.ahmed@imamaladham.edu.iq	
8. Course objectives	
<b>Studying the history and civilization of the states that existed in ancient Iraq (Babylonian, Assyrian, Akkadian). The most important historical eras.....</b>	<b>Course objectives</b>
9. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts To arrive at the true information through analysis and deductio	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	outputs	Hours	Week
Classroom performance and exams	Standard method	Sources for the study of ancient Iraqi history		2	November 3
Classroom performance and exams	Standard method	The natural geography of Iraq Names given to ancient Iraq		2	November 4
Classroom performance and exams	Standard method	Ancient historical eras		2	December 1
Classroom performance and exams	Standard method	The writing-like era Dawn of the Dynasties		2	December 2
Classroom performance and exams	Standard method	Sumerian city Sumerians		2	December 3
Classroom performance and exams	Standard method	Akkadians The end of the Akkadian Empire		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	The cotyune Third Dynasty of Ur		2	January 2
Classroom performance and exams	Standard method	Old Babylonian period Amorites		2	January 3
Classroom performance and exams	Standard method	The Kassite period in Iraq Assyrian eras		2	January 4
Classroom performance and exams	Standard method	Assyrian civilization King Sargon of Assyria		2	February 1
Classroom performance and exams	Standard method	Reasons for the fall of the Assyrian Empire		2	February 2
Classroom performance and exams	Standard method	Neo-Babylonian period		2	February 3
			<b>Test of the monththe second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	King Nebuchadnezzar		2	March 2
Classroom performance and exams	Standard method	The end of the Neo-Babylonian period and the fall of Babylon		2	March 3
Classroom performance and exams	Standard method	Ages of occupationforeign		2	March 4

Classroom performance and exams	Standard method	The Achaemenid occupation era		2	April 1
			<b>Third month test</b>		April 2
Classroom performance and exams	Standard method	Seleucid occupation era		2	April 3
Classroom performance and exams	Standard method	The Parthian occupation era		2	April 4
Classroom performance and exams	Standard method	Key cultural characteristics of the Parthian era		2	May 1
Classroom performance and exams	Standard method	Hatra City		2	May 2
Classroom performance and exams	Standard method	The Sasanian occupation era and the liberation of Iraq		2	May 3
			<b>Fourth month test</b>		May 4

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

Selected lectures in ancient history / Dr. Amer Suleiman - Dr. Ahmed Malek Al-Fityan	Required textbooks (methodology, applicable)
	Main references (sources)
The History of Ancient Iraq, by Dr. Muhammad Abdul Latif Ali	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course description template

1. Course Name	
The Prophet's Biography – StageFirst	
2. Course code	
HPB 111	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Mr. Dr Omar Ali Hussein</b> Email: <a href="mailto:Omar_Ali @imamaladham.edu.iq">Omar_Ali @imamaladham.edu.iq</a>	
8. Course objectives	
<b>To understand the efforts of the Prophet (peace and blessings be upon him) and his companions and the struggle to spread Islam</b>	<b>Course objective</b>
<b>Knowing the characteristics and morals of the Prophet, may God bless him and grant him peace</b>	
9. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts	<b>strategy</b>
To arrive at the true information through analysis and deduction.	

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	The life of the Prophet, peace and blessings be upon him, his lineage until the revelation began		2	November 3
Classroom performance and exams	Standard method	From the descent of revelation to the stage of public preaching		2	November 4
Classroom performance and exams	Standard method	From the stage of public invitation		2	December 1
Classroom performance and exams	Standard method	Migration to Abyssinia		2	December 2
Classroom performance and exams	Standard method	From the migration to Abyssinia to the Pledge of AqabaFirst		2	December 3
Classroom performance and exams	Standard method	From the first obstacle to the migration to the city	2		December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Migration to the city		2	January 2
Classroom performance and exams	Standard method	Brigades and Missions		2	January 3
Classroom performance and exams	Standard method	The Battle of Badr		2	January 4
Classroom performance and exams	Standard method	The Battle of Badr		2	February 1
Classroom performance and exams	Standard method	Battle of Uhud	2		February 2
Classroom performance and exams	Standard method	Battle of the Trench	2		February 3
		Test of the monththe second			February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Treaty of Hudaibiyah		2	March 2
Classroom performance and exams	Standard method	Treaty of Hudaibiyah		2	March 3

Classroom performance and exams	Standard method	Conquest of Mecca		2	March 4
Classroom performance and exams	Standard method	Year of Delegations	2		April 1
			<b>Third month test</b>		April 2
Classroom performance and exams	Standard method	Farewell Pilgrimage		2	April 3
Classroom performance and exams	Standard method	Farewell Pilgrimage		2	April 4
Classroom performance and exams	Standard method	Relations between Islam and the Byzantine Front	2		May 1
Classroom performance and exams	Standard method	Relations between Islam and the Byzantine Front	2		May 2
Classroom performance and exams	Standard method	The hypocrisy movement in the civilized era	2		May 3
			<b>Fourth month test</b>		May 4

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

<b>The mediator in the biography and the Rightly Guided Caliphate (Hashem Yahya Al-Mallah)</b>	Required textbooks (methodology, applicable)
	Main references (sources)
<b>Biography of Ibn Ishaq Jurisprudence of the Prophet's Biography, Muhammad Saeed Ramadan Al-Buti.</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, websites

## Course description template

1. Course Name	
History of the Arabs before Islam – The Pre-Islamic EraFirst	
2. Course code	
HABI 111	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M.M. Khalil Ibrahim</b> Email: <a href="mailto:Khalil_Ibrahim@imamaladham.edu.iq">Khalil Ibrahim @imamaladham.edu.iq</a>	
8. Course objectives	
<b>A study of the political, social, and economic conditions of the Arabs before the emergenceIslam</b>	<b>Course objective</b>
9. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts To arrive at the true information through analysis a deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Sources of pre-Islamic history		2	November 3
Classroom performance and exams	Standard method	Arabs Arab classes		2	November 4
Classroom performance and exams	Standard method	Geography of the Arabian Peninsula		2	December 1
Classroom performance and exams	Standard method	Political life in the Arabian Peninsula		2	December 2
Classroom performance and exams	Standard method	pre-Islamic era		2	December 3
Classroom performance and exams	Standard method	Yemen: Political Life Economic life	2		December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	The Ma'in State		2	January 2
Classroom performance and exams	Standard method	A State of the Captives		2	January 3
Classroom performance and exams	Standard method	Kings of the Captive State		2	January 4
Classroom performance and exams	Standard method	The Himyarite State First		2	February 1
Classroom performance and exams	Standard method	The Second Himyarite State	2		February 2
Classroom performance and exams	Standard method	The first Abyssinian invasion of Yemen The second Abyssinian occupation of Yemen	2		February 3
			<b>Test of the month the second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Abraha's campaign against Mecca		2	March 2
Classroom	Standard	The Arab states that arose		2	March 3

performance and exams	method	in the Syrian and Iraqi deserts (the Nabataeans)			
Classroom performance and exams	Standard method	Palmyra State		2	March 4
Classroom performance and exams	Standard method	The Lakhmids	2		April 1
			<b>Third month test</b>		April 2
Classroom performance and exams	Standard method	Hejaz region		2	April 3
Classroom performance and exams	Standard method	Mecca		2	April 4
Classroom performance and exams	Standard method	Taif	2		May 1
Classroom performance and exams	Standard method	Religious life among the Arabs	2		May 3
Classroom performance and exams	Standard method	Social life in pre-Islamic society	2		May 3
			<b>Fourth month test</b>		May 4

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

**Selected excerpts from lectures on ancient history**

**Dr. Amer Suleiman**  
**Dr. Ahmed Malek Al-Fityan**

Required textbooks

(Methodology, if any)

Main references (sources)

**History of Ancient Iraq, author**  
**Dr. Muhammad Abdul Latif Ali**

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references, websites

## Course description template

1. Course Name	
History of medieval Europe – The PeriodFirst	
2. Course code	
HPB 113	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>millimeter.Saadoun Shaker</b> Email:Saadoon_shaker81@imamaladham.edu.iq	
8. Course objectives	
<b>Learn about the most important emperors of the Middle Ages, the battles that took place, the decline of the Roman Empire, and the spread of Christianity in the West...</b>	<b>Course objective</b>
9. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts To arrive at the true information through analysis a deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Religious interpretation and economic interpretation		2	November 3
Classroom performance and exams	Standard method	The racial theory: the biological theory		2	October 2nd 4
Classroom performance and exams	Standard method	Administrative factors		2	December 1
Classroom performance and exams	Standard method	Henry's Theory Kibon's theory		2	December 2
Classroom performance and exams	Standard method	Western Ghouta The Vandals		2	December 3
Classroom performance and exams	Standard method	The English: The Saxons	2		December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	AEastern Ghouta Lombard		2	January 2
Classroom performance and exams	Standard method	The Brokendiyun: The Huns		2	January 3
Classroom performance and exams	Standard method	Christianity and its spread in the West		2	January 4
Classroom performance and exams	Standard method	Definition of heresy and movements outside of heresy		2	February 1
		Its definition and its religious and secular causes	2		February 2
Classroom performance and exams	Standard method	religious figures	2		February 3
			<b>Test of the monththe second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	EmpireRoman		2	March 2
Classroom performance and exams	Standard method	the reign of Constantine		2	March 3
Classroom performance and exams	Standard method	Theodosiusthe first		2	March 4
Classroom	Standard	Its definition and main	2		April 1

performance and exams	method	principles		
			<b>Third month test</b>	<b>April 2</b>
Classroom performance and exams	Standard method	Pledges, inheritance, and feudal chivalry		2 <b>April 3</b>
Classroom performance and exams	Standard method	Holy Roman Empire 962-1500		2 <b>April 4</b>
Classroom performance and exams	Standard method	Holy Roman Empire 962-1500	2	<b>May 1</b>
Classroom performance and exams	Standard method	Results of the conflict between religious and secular authorities	2	<b>May 3</b>
Classroom performance and exams	Standard method	Results of the conflict between religious and secular authorities	2	<b>May 3</b>
			<b>Fourth month test</b>	<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>Medieval History</b> <b>Dr. Abdul Qader Yousef</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
	Recommended supporting books and references  (Scientific journals, reports...)
	Electronic references, websites

## Course description template

1. Course Name	
Quranic Sciences– StageFirst	
2. Course code	
HQS 116	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>A.M.D.Ahmed Shaker</b> Email: <a href="mailto:ahmed_shker@imamaladham.edu.iq">ahmed_shker@imamaladham.edu.iq</a>	
8. Course objectives	
<b>Studying the sciences of the Holy Quran and understanding them correctly, and the student becoming aware of the status of the Holy Quran in Islamic sciences. Developing love for the Holy Quran in the student's heart.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The student is tasked with memorizing the definition of the Qur'an in both its linguistic and technical senses, as well as the Hadith Qudsi and Prophetic traditions, and with distinguishing between them.	<b>strategy</b>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	November 3
Classroom performance and exams	Standard method	Definition of the Qur'an linguistically and technically		2	October 2nd 4
Classroom performance and exams	Standard method	Names of the Holy Quran		2	December 1
Classroom performance and exams	Standard method	Characteristics of the Holy Quran		2	December 2
Classroom performance and exams	Standard method	Study of the Hadith Qudsi The difference between the Quran and Hadith		2	December 3
Classroom performance and exams	Standard method	Revelation	2		December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Meccan and Medinan Reasons for revelation		2	January 2
Classroom performance and exams	Standard method	Revelation of the Holy Quran		2	January 3
Classroom performance and exams	Standard method	Reasons for revelation		2	January 4
Classroom performance and exams	Standard method	Compilation and arrangement of the Quran		2	February 1
Classroom performance and exams	Standard method	The Quran was revealed in seven modes of recitation.	2		February 2
Classroom performance and exams	Standard method	Surah Al-Baqarah	2		February 3
			<b>Test of the month the second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Quranic Sciences		2	March 2
Classroom performance and exams	Standard method	Abrogating and abrogated verses		2	March 3
Classroom	Standard	The miraculous nature of		2	March 4

<b>performance and exams</b>	<b>method</b>	the Holy Quran			
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The possibility and occurrence of revelation</b>	2		<b>April 1</b>
			<b>Third month test</b>		<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	innate inspirationhuman		2	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>How did God reveal His message to His messengers?</b>		2	<b>April 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Quranic Sciences</b>	2		<b>May 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>How the angel revealed the message to the Prophet</b>	2		<b>May 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The oral-traditional approach</b>	2		<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>Studies in Quranic Sciences</b> <b>Dr. Manna Al-Qattan</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
<b>Quranic Sciences in Language and Terminology</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, websites

## Course description template

1. Course Name	
Arabic– StageFirst	
2. Course code	
HAL 115	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours /60onliness	
7. Name of the course coordinator (if there is more than one, please mention it).	
<b>the name:Dr. Muhannad Abdulhadi</b> <b>Email:<a href="mailto:Mohanad_Abedhadi@imamaladham.edu.iq">Mohanad_Abedhadi@imamaladham.edu.iq</a></b>	
8. Course objectives	
<ul style="list-style-type: none"> <li>• <b>Knowledge of Arabic grammar rules</b></li> <li>• <b>Understanding the fundamentals of speech is essential for correcting speech and logic.</b></li> <li>• <b>Reviewing sufficient examples that reinforce the science.</b></li> <li>• <b>Understanding the importance of the Arabic language for the historian.</b></li> </ul>	<b>Course objective</b>
9. Teaching and learning strategies	
1- Using traditional teaching aids such as the blackboard and maps 2- Using the method of daily preparation, discussion, a dialogue in addressing the topics raised.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Reasons for the development of grammar and its history		2	November 3
Classroom performance and exams	Standard method	Speech and what it is composed of		2	October 2nd 4
Classroom performance and exams	Standard method	And its division into noun, verb, and particle		2	December 1
Classroom performance and exams	Standard method	Definition of the name and its signs		2	December 2
Classroom performance and exams	Standard method	Definition of the verb, its classification, and its signs		2	December 3
Classroom performance and exams	Standard method	Definition of the letter, its types and signs Grammar and construction	2		December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	The division of nouns into intransitive constructions and accidental constructions		2	January 2
Classroom performance and exams	Standard method	Grammatical markers		2	January 3
Classroom performance and exams	Standard method	The first sign (the damma)		2	January 4
Classroom performance and exams	Standard method	The second (opening)		2	February 1
Classroom performance and exams	Standard method	Third (the kasra)	2		February 2
Classroom performance and exams	Standard method	Fourth (Silence)	2		February 3
			<b>Test of the month the second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	namesignal Demonstrative pronouns for masculine and feminine		2	March 2
Classroom	Standard method	Relative pronouns		2	March 3

<b>performance and exams</b>					
<b>Classroom performance and exams</b>	Standard method	<b>The definite article "al-" indicates nationality and terminology.</b>		2	<b>March 4</b>
<b>Classroom performance and exams</b>	Standard method	<b>The ten nominative nouns</b>	2		<b>April 1</b>
			<b>Third month test</b>		<b>April 2</b>
<b>Classroom performance and exams</b>	Standard method	<b>Completion of the Ten Nominative Cases</b>		2	<b>April 3</b>
<b>Classroom performance and exams</b>	Standard method	The verbal sentence		2	<b>April 4</b>
<b>Classroom performance and exams</b>	Standard method	<b>The subject and the states of the subject</b>		2	<b>May 1</b>
<b>Classroom performance and exams</b>	Standard method	<b>The subject of the passive verb</b>		2	<b>May 3</b>
<b>Classroom performance and exams</b>	Standard method	<b>The circumstances of the subject's agent</b>		2	<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>Basic rules of the Arabic language For Mr. Ahmed Al-Hashemi</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
<b>Alfiyya of Ibn Malik with the commentary of Ibn Aqil Qatr al-Nada by Ibn Hisham</b>	Recommended supporting books and references  (Scientific journals, reports...)
<b>Al-Faseeh Arabic Language Network</b>	<b>Electronic references, Internet sites</b>

## Course description template

<b>1. Course Name</b>	
computer– StageFirst	
<b>2. Course code</b>	
<b>EACS 105</b>	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available forms of attendance</b>	
My presence	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 60 units	
<b>7. Name of the course coordinator (if there is more than one, please mention it).</b>	
the name: <b>M.M. Nour Emad</b> Email: <a href="mailto:noor.emad@imamaladham.edu.iq">noor.emad@imamaladham.edu.iq</a>	
<b>8. Course objectives</b>	
<b>Introducing the student to the computer, components, and how it works.</b>	<b>Course objective</b>
<b>Studying the historical development of computer generations</b>	
<b>Learn how to install computer programs, learn how to manage these programs, and learn how to utilize the functions of each program.</b>	
<b>In the field of work related to specialization</b>	
<b>9. Teaching and learning strategies</b>	
1- Theoretical lectures	<b>strategy</b>
2- Practical lectures	

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Computer Overview		2	November 3
Classroom performance and exams	Standard method	Definition of a computer and its components		2	October 2nd 4
Classroom performance and exams	Standard method	Advantages and disadvantages of use		2	December 1
Classroom performance and exams	Standard method	physical components		2	December 2
Classroom performance and exams	Standard method	non-physical components		2	December 3
Classroom performance and exams	Standard method	non-physical components	2		December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Types of operating systems		2	January 2
Classroom performance and exams	Standard method	Systems uses and definitions		2	January 3
Classroom performance and exams	Standard method	Definition and use of an operating system		2	January 4
Classroom performance and exams	Standard method	Operating system setup		2	February 1
Classroom performance and exams	Standard method	Installing the operating system	2		February 2
Classroom performance and exams	Standard method	Installing the operating system	2		February 3
		Test of the monththe second			February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Windows 10 operating system interface Start menu and its components		2	March 2
Classroom performance and exams	Standard method	Windows 10 operating system windows		2	March 3
Classroom	Standard	Files		2	March 4

<b>performance and exams</b>	<b>method</b>				
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Volumes</b>	2		<b>April 1</b>
			<b>Third month test</b>		<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Programs within Windows 10</b>		2	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Programs and software</b>		2	<b>April 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Definition of programming languages</b>	2		<b>May 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Software installation</b>	2		<b>May 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Top Programs</b>	2		<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

A document prepared by a committee of college professors	Required textbooks (Methodology, if any)
	Main References (Sources)
	Recommended supporting books and references  (Scientific journals, reports...)
	Electronic references, websites

## Course description template

1. Course Name	
Educational Psychology– StageFirst	
2. Course code	
EAEP 108	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name:M.M. Yasmin Anas Email:yasmeen_anas@imamaladham.edu.iq	
8. Course objectives	
<p><b>1- To provide students with the following concepts: educational psychology, educational goals, memory, forgetting, and transfer. Impact, motivation, feedback, individual differences, skills and habits</b></p> <p><b>2- To provide students with information about: the development of educational psychology and its fields, the classification of educational goals, theories and nature</b></p> <p><b>Memory and forgetting, learning concepts, educational theories and their educational applications, factors affecting learning, the impact of individual differences on learning, how to acquire and benefit from skills, habits and types of learning.</b></p>	<b>Course objective</b>
9. Teaching and learning strategies	
Project and discussion methodology.	<b>strategy</b>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome + Introduction to Science		2	November 3
Classroom performance and exams	Standard method	Introduction to Psychology		2	October 2nd 4
Classroom performance and exams	Standard method	Educational psychology in service of the educational process		2	December 1
Classroom performance and exams	Standard method	Research methods in educational psychology		2	December 2
Classroom performance and exams	Standard method	First month review and test		2	December 3
Classroom performance and exams	Standard method	The beginning teacher and psychology		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Objectives and Curriculum Development		2	January 2
Classroom performance and exams	Standard method	What are the educational objectives?		2	January 3
Classroom performance and exams	Standard method	Learning goals and planning		2	January 4
Classroom performance and exams	Standard method	Second month review and test		2	February 1
Classroom performance and exams	Standard method	Meaning of growth		2	February 2
Classroom performance and exams	Standard method	Maturity and readiness to learn Developmental characteristics of the learner		2	February 3
		Test of the monththe second			February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Characteristics of emotional development		2	March 2
Classroom performance and exams	Standard method	Practical applications for students		2	March 3
Classroom	Standard	Cognitive learning		2	March 4

<b>performance and exams</b>	<b>method</b>				
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The role of imitation in learning Organizing knowledge and cultural influences</b>		2	<b>April 1</b>
			<b>Third month test</b>		<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Continuity of education</b>		2	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Original learning level</b>		2	<b>April 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Qualitative changes and dynamic factors</b>		2	<b>May 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Retention measurement The meaning of attention</b>		2	<b>May 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>sensory perception meaning The feeling</b>		2	<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

<b>Fundamentals of Educational Psychology, Dr. Abdul Rahman Adas</b>	Required textbooks (Methodology, if any)
Workshops, use of periodicals and the internet	Main References (Sources)
	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
Jurisprudence– StageFirst	
2. Course code	
HJU 111	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 90 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>A.M.D.Ahmed Shaker Rashid</b> Email: <a href="mailto:ahmed_shker@imamaladham.edu.iq">ahmed_shker@imamaladham.edu.iq</a>	
8. Course objectives	
<p>The student's knowledge of jurisprudenceIslamic</p> <p>The student should know his duty towards his Lord and his Prophet, peace and blessings be upon him.</p> <p>The student should be able to distinguish between matters of jurisprudence and matters of doctrine.</p> <p>The student should apply Islamic jurisprudence to his acts of worship and his dealings.</p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
Project and discussion methodology.	<p><b>strategy</b></p>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Definition of Islamic jurisprudence and its importance		2	November 3
Classroom performance and exams	Standard method	The Book of Purification / Definition of Purification		2	October 2nd 4
Classroom performance and exams	Standard method	Types of water		2	December 1
Classroom performance and exams	Standard method	Impurities and their rulings		2	December 2
Classroom performance and exams	Standard method	Pots and their rules		2	December 3
Classroom performance and exams	Standard method	Leftovers and their rulings		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Ablution: Definition and Importance <b>Sunnahs and pillars of ablution</b>		2	January 2
Classroom performance and exams	Standard method	Completing the pillars of ablution		2	January 3
Classroom performance and exams	Standard method	<b>Things that invalidate ablution</b>		2	January 4
Classroom performance and exams	Standard method	Tayammum and its rulings <b>Wiping over the socks</b>		2	February 1
Classroom performance and exams	Standard method	<b>ritual bath after sexual intercourse</b>		2	February 2
Classroom performance and exams	Standard method	Other matters related to purity		2	February 3
		<b>Test of the monththe second</b>			February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	The Book of Prayer / Definition of Prayer and its Importance		2	March 2
Classroom performance and exams	Standard method	Prayer times <b>Conditions of prayer</b>		2	March 3
Classroom	Standard	Pillars of Prayer		2	March 4

<b>performance and exams</b>	<b>method</b>				
<b>Classroom performance and exams</b>	<b>Standard method</b>	Things that invalidate prayer		2	<b>April 1</b>
			<b>Third month test</b>		<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Prostration of forgetfulness		2	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Rulings related to prayer, such as making up missed prayers and praying late.		2	<b>April 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Friday prayer		2	<b>May 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Funeral prayer		2	<b>May 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Review of the material		2	<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

The Choice with its Explanation by Ibn Abidin	Required textbooks (Methodology, if any)
Hanafi jurisprudence books	Main References (Sources)
The Book of the Essence in Explaining the Book	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
History of the Rightly Guided Caliphate - First Phase	
2. Course code	
HRC 111	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M.M. Emad Mohamed Mutab</b> Email: Emad_mohamed@imamaladham.edu.iq	
8. Course objectives	
<b>A study of the era of the Rightly Guided Caliphs terms of the establishment and organization of the state and the achievements made during that era.</b>	<b>Course objective</b>
<b>A study of the Islamic conquests during the Rashidun Caliphate</b>	
<b>Study of the administrative system in the Rashidun era</b>	
9. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts To arrive at the true information through analysis and deduction.	<b>strategy</b>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	The Caliphate system and its development		2	November 3
Classroom performance and exams	Standard method	The Caliphate of Abu Bakr al-Siddiq (11-13)		2	October 2nd 4
Classroom performance and exams	Standard method	The Caliphate of Abu Bakr al-Siddiq (11-13)		2	December 1
Classroom performance and exams	Standard method	Apostasy: Its Causes and How to Eliminate It		2	December 2
Classroom performance and exams	Standard method	Eliminating the apostasy movement and its consequences		2	December 3
Classroom performance and exams	Standard method	Islamic wars of liberation and conquests		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Factors contributing to the success of wars of conquest and liberation		2	January 2
Classroom performance and exams	Standard method	Liberation of Iraq Nahawand		2	January 3
Classroom performance and exams	Standard method	Liberation of the island Hayat Tahrir al-Sham		2	January 4
Classroom performance and exams	Standard method	Yarmouk Liberation of Egypt		2	February 1
Classroom performance and exams	Standard method	Liberation of Cyrenaica and Tripoli		2	February 2
Classroom performance and exams	Standard method	Nubian peace		2	February 3
			<b>Test of the monththe second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Caliphate of Umar ibn al-Khattab (13-23) Recording the records and imposing the grant		2	March 2
Classroom performance and exams	Standard method	Financial system organizationAdministrative		2	March 3

Classroom performance and exams	Standard method	Modern mobilization of Islamic armies		2	March 4
Classroom performance and exams	Standard method	The Caliphate of Uthman ibn Affan (23-35)		2	April 1
Classroom performance and exams	Standard method	Collecting and recording the Qur'anic text rebellion against Uthman	2		April 2
			<b>Third month test</b>		April 3
Classroom performance and exams	Standard method	succession AAli ibn Abi Talib (35-40)		2	April 4
Classroom performance and exams	Standard method	The center of the caliphate has shifted		2	May 1
Classroom performance and exams	Standard method	Muawiyah's rebellion against the authority of the Caliph		2	May 3
Classroom performance and exams	Standard method	The Kharijites and the allegiance to Al-Hasan ibn Ali		2	May 3
			<b>Fourth month test</b>		May 4

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>The Rightly Guided Caliphate (author) Dr. Labid Ibrahim</b>	Required textbooks (Methodology, if any)
History of the Prophets and Kings by al-Tabari 2- Futuh al-Buldan by al-Baladhuri 3- Al-Bidaya wa Al-Nihaya by Ibn Kathir.	Main References (Sources)
<b>The Rightly Guided Caliphate (author) Dr. Labid Ibrahim/Fawaz Ali</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
theRights and Democracy – PhaseFirst	
2. Course code	
EARD 107	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the nameM.M. Yasmin Anas Email:yasamen_anas@imamaladham.edu.iq	
8. Course objectives	
<p><b>A. The student should learn about the history of human rights and democracy, its most prominent figures, and its sources.</b></p> <p><b>B. The student should become familiar with human rights in the Abrahamic religions and ancient civilizations.</b></p> <p><b>C. Knowledge of human rights in ancient civilizations and monotheistic religions.</b></p> <p><b>Dr. The student should develop the ability to uncover the human rights principles in the Abrahamic religions.</b></p> <p><b>e. The student's understanding of what is meant by human rights and democracy.</b></p> <p><b>And. The student's understanding of the required qualifications in human rights and democracy</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>1. Daily tests.</p> <p>2. Monthly tests.</p> <p>3. Discussion panels.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Definition of human rights		2	November 3
Classroom performance and exams	Standard method	Human rights in Greek civilization		2	October 2nd 4
Classroom performance and exams	Standard method	Human rights in Greek civilization		2	December 1
Classroom performance and exams	Standard method	Human rights in ancient Egyptian civilization.		2	December 2
Classroom performance and exams	Standard method	Human rights in civilization: Ancient Iraqi civilizations.		2	December 3
Classroom performance and exams	Standard method	Human rights in civilization: Ancient Iraqi civilizations		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Human rights in the Abrahamic religions		2	January 2
Classroom performance and exams	Standard method	Human rights in Judaism.		2	January 3
Classroom performance and exams	Standard method	Human rights in Christianity.		2	January 4
Classroom performance and exams	Standard method	Human rights in Islam.		2	February 1
Classroom performance and exams	Standard method	Human rights in Islam.		2	February 2
Classroom performance and exams	Standard method	Human rights sources <b>International sources</b>		2	February 3
		<b>Test of the monththe second</b>			February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Universal Declaration of Human Rights		2	March 2
Classroom performance and exams	Standard method	Human rights guarantees at the domestic level		2	March 3
Classroom performance and exams	Standard method	Human rights guarantees in Islam		2	March 4

<b>Classroom performance and exams</b>	<b>Standard method</b>	The historical development of human rights in the modern era		2	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Human rights in Britain		2	<b>April 2</b>
			<b>Third month test</b>		<b>April 3</b>
		Human rights in America		2	<b>April 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Human rights in France		2	<b>May 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	International Human Rights Document		2	<b>May 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Human rights in Iraqi law		2	<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

Human rights, children's rights, and democracy By Dr. Maher Saleh and others	Required textbooks (Methodology, if any)
Democracy and human rights national constitutions	Main References (Sources)
Master's theses and dissertations PhD In the subject of human rights	Recommended supporting books and references (Scientific journals, reports...)
Scientific research: Google, Wikipedia	Electronic references, Internet sites

## Course description template

1. Course Name	
Memorizing the Holy Quran - StageFirst	
2. Course code	
EAQM 101	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 30 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Baraq Shaker Abdul</b> Email:borakshaker@imamaladham.edu.iq	
8. Course objectives	
<p><b>1. The student should reflect upon and understand the Holy Quran correctly.</b></p> <p><b>2. The student should memorize the first part of the Holy Quran.</b></p> <p><b>3. The student should pronounce the Quranic verses correctly.</b></p> <p><b>4. Developing love for the Holy Quran in the student's heart</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>The student is tasked with writing the Quran and some of the meanings of Quranic vocabulary.</p> <p>Listening to Quran reciters in the sound hall to learn the rules of Tajweed and how to recite correctly.</p>	<p><b>strategy</b></p>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	November 3
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	October 2nd 4
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	December 1
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	December 2
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	December 3
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	January 2
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	January 3
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	January 4
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	February 1
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	February 2
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	February 3
Classroom performance and exams	Standard method		<b>Test of the month the second</b>		February 4
Classroom performance and exams	Standard method		<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	March 2
Classroom performance and exams	Standard method	Surah Al-Baqarah - Part the first		2	March 3

Classroom performance and exams	Standard method	Surah Al-Baqarah - Partthe first		2	March 4
Classroom performance and exams	Standard method	Surah Al-Baqarah - Partthe first		2	April 1
		Surah Al-Baqarah - Partthe first		2	April 2
			<b>Third month test</b>		April 3
		Surah Al-Baqarah - Partthe first		2	April 4
Classroom performance and exams	Standard method	Surah Al-Baqarah - Partthe first		2	May 1
Classroom performance and exams	Standard method	Surah Al-Baqarah - Partthe first		2	May 3
				2	May 3
			<b>Fourth month test</b>		May 4

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>The first part of the Holy Quran</b>	Required textbooks (Methodology, if any)
Koran	Main References (Sources)
	Recommended supporting books and references (Scientific journals, reports...)
Audio recordings of famous Quran reciters	Electronic references, Internet sites

## Course description template

1. Course Name	
English Language – StageFirst	
2. Course code	
EAEL 103	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M.M. Nour Emad</b> Email: noor.emad@imamaladham.edu.iq	
8. Course objectives	
<b>Introducing the student to the basics of the English language</b> <b>Introducing the student to basic English terminology</b> <b>Introducing the student to general historical terms</b> <b>The student should be able to identify themselves English.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
Oral discussion during lectures Asking external questions as homework Using the sound hall to learn the correct pronunciation language wordsEnglish	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Introductory lectures on English language vocabulary, an overview of the course content, and the scientific principles for correctly employing linguistic information in the textbook.		2	November 3
Classroom performance and exams	Standard method	Unit 2 Your world		2	October 2nd 4
Classroom performance and exams	Standard method	Unit 2 Your world		2	December 1
Classroom performance and exams	Standard method	Unit 4 Family and friends		2	December 2
Classroom performance and exams	Standard method	Unit 4 Family and friends		2	December 3
Classroom performance and exams	Standard method	This is Islam book 1 Unit 1		2	December 4
			<b>First month test</b>		January 1
Classroom performance and exams	Standard method	Unit 6 – Every day		2	January 2
Classroom performance and exams	Standard method	Unit 6 – Every day		2	January 3
Classroom performance and exams	Standard method	This is Islam book 1 Unit 2		2	January 4
Classroom performance and exams	Standard method	This is Islam book 1 Unit 2		2	February 1
Classroom performance and exams	Standard method	Unit 7 My favorite		2	February 2
Classroom performance and exams	Standard method	Unit 7 My favorite		2	February 3
			<b>Test of the monththe second</b>		February 4
			<b>holiday Spring</b>		March 1
Classroom performance and exams	Standard method	Unit 8 – Where I live		2	March 2
Classroom performance and exams	Standard method	Unit 8 – Where I live		2	March 3
Classroom	Standard	This is Islam book 1 Unit 3		2	March 4

<b>performance and exams</b>	<b>method</b>				
<b>Classroom performance and exams</b>	<b>Standard method</b>	Unit 10 - We had a great time		2	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Unit 10 - We had a great time		2	<b>April 2</b>
			<b>Third month test</b>		<b>April 3</b>
				2	<b>April 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Unit 14 – It's time to go		2	<b>May 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Unit 14 – It's time to go		2	<b>May 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Unit 14 – It's time to go		2	<b>May 3</b>
			<b>Fourth month test</b>		<b>May 4</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

New Headway Plus for beginners This is Islam book 1	Required textbooks  (Methodology, if any)
	Main References (Sources)
	Recommended supporting books and references  (Scientific journals, reports...)
<b>Using some websites to learn English And its practical application in the sound hall</b>	Electronic references, Internet sites

## Course description template

1. Course Name	
History of the Umayyad State– Second stage	
2. Course code	
HUS 210	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M. Ibrahim Ahmed Dhiab</b> Email: Ibrahim.ahmed@imamaladham.edu.iq	
8. Course objectives	
<p><b>1- The student should mention the years of rule of each Umayyad caliph.</b></p> <p><b>2- The student should know each of the Umayyad caliphs.</b></p> <p><b>3- The student should list the Umayyad caliphs.</b></p> <p><b>4- The student should understand the reasons for the occurrence of historical battles in the Umayyad era.</b></p> <p><b>5- The student should analyze the historical events and how they occurred.</b></p> <p><b>6- The student should mention the deeds of each of the caliphs of the Umayyad era.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>Project methodology and discussion, and knowledge of how to process historical texts</p> <p>To arrive at the true information through analysis and deduction.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Chapter One/Political Life/Section One/ The establishment of the Umayyad state and the Umayyad system of government		2	September 2
Classroom performance and exams	Standard method	Chapter Two/Religious Political Movements/ The Kharijite movements (the Kharijites during the reign of Mu'awiya ibn Abi Sufyan and his son Yazid, the Kharijites after the death of Yazid, and the Kharijites during the reign of Abd al-Malik ibn Marwan)		2	September 3
Classroom performance and exams	Standard method	The Kharijites in the late period of the Umayyad state, the revolution of Hussein bin Ali, and the Tawwabin movement.		2	September 4
Classroom performance and exams	Standard method	The movement of Mukhtar ibn Abi Ubayd al-Thaqafi, the movement of Zayd ibn Ali ibn al-Husayn, and the movement of Abdullah ibn Muawiyah.		2	October 1
Classroom performance and exams	Standard method	The Zirid movement, the movement of Ibn al-Ash'ath, and the movement of al-Harith ibn Surayj.		2	October 2
Classroom performance and exams	Standard method	Chapter Two/ Administrative Organizations/ Chapter One / The Chamberlainship, and the Emirate over the Cities.		2	October 3
			<b>First month test</b>		<b>October 4</b>
Classroom performance and exams	Standard method	The Diwans (Central Diwans, Diwans responsible for state resources, and Diwans responsible for expenditures).		2	November 1
Classroom performance and exams	Standard method	Chapter Two/ Judiciary, Public Accountability, and Review of Grievances.		2	November 2
Classroom performance and exams	Standard method	Chapter One/ Army Organizations/First: Army Elements.		2	November 3
Classroom performance and exams	Standard method	Second: The conscription system in the Umayyad era.		2	November 4
Classroom performance and exams	Standard method	Third: Army branches		2	December 1
Classroom performance and exams	Standard method	Fourth: The Army Bureau.		2	December 2

<b>exams</b>					
<b>Classroom performance and exams</b>	<b>Standard method</b>	Fifth: Giving, provisions, and spoils.		<b>2</b>	<b>December 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Sixth: Mobilization and combat methods. Summer and winter		<b>2</b>	<b>December 4</b>
			<b>Second month test</b>		<b>January 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Seventh: Weapons Eighth: Leadership.		<b>2</b>	<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Ninth: The Arab Navy and Fleet.		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Chapter Two / Liberation Movements / First: The Northern Front.		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Second: The Eastern Front			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The first military efforts in the Levant.		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Military achievements during the reign of Al-Hajjaj ibn Yusuf Al-Thaqafi.		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The appointment of Musa ibn Nusayr over Africa and the completion of the liberation of Morocco, and the conquest of Andalusia.	<b>2</b>		<b>March 2</b>
			<b>Third month test</b>		<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Tariq ibn Ziyad's campaign.		<b>2</b>	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Musa ibn Nusayr's campaign to complete the conquest of Andalusia.		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Chapter Seven / The End of the Arab State in the Umayyad Era		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Crown Prince		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Umayyads and political problems.		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

<b>Labid Ibrahim Ahmed / The Arab Islamic State in the Umayyad Era.</b>	Required textbooks (methodology, applicable)
Muhammad Suhail Taqoush / History of the Umayyad State.	Main references (sources)
<b>The History of Ancient Iraq, by Dr. Muhammad Abdul Latif Ali</b>	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course description template

1. Course Name	
Ancient Arab history– Second stage	
2. Course code	
HAC 211	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name:M.M. Saadoun Saker Mahmoud Email:Saadoun_shaker81@imamaladham.edu.iq	
8. Course objectives	
<b>Studying the history of the Arab world in the previous era and the accompanying political, economic, and social developments in the Arab countries.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts To arrive at the true information through analysis a deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Egyptian civilization, the environment in Egypt		2	September 2
Classroom performance and exams	Standard method	Sources for studying the history of ancient Egypt		2	September 3
Classroom performance and exams	Standard method	The Founding Era or Early Dynastic Period (3000-3686 BC)		2	September 4
Classroom performance and exams	Standard method	The Fifth Dynasty (2494-2345 BC)		2	October 1
Classroom performance and exams	Standard method	The Middle Kingdom period (2055-1773 BC)		2	October 2
Classroom performance and exams	Standard method	The Twelfth Dynasty (1985-1773 BC)		2	October 3
			<b>First month test</b>		<b>October 4</b>
Classroom performance and exams	Standard method	The New Kingdom period (Dynasties 18-30)		2	November 1
Classroom performance and exams	Standard method	The Twentieth Dynasty (1069-1186 AD)		2	November 2
Classroom performance and exams	Standard method	Late Period Dynasties (26-31)		2	November 3
Classroom performance and exams	Standard method	The doctrine of the afterlife and the afterlife		2	November 4
Classroom performance and exams	Standard method	Pyramids		2	December 1
Classroom performance and exams	Standard method	mummification		2	December 2
			<b>Second month test</b>		<b>December 3</b>
Classroom performance and exams	Standard method	Ancient Arab homeland, the Levant		2	December 4
Classroom performance and exams	Standard method	The name of the Levant and its religious significance		2	January 1
Classroom performance and exams	Standard method	Geographical divisions of the Levant		2	January 2
Classroom	Standard	Syrian Desert		2	January 3

<b>performance and exams</b>	<b>method</b>				
<b>Classroom performance and exams</b>	<b>Standard method</b>	Environment and climate in the Levant		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
		Island tribes - the Amorites	<b>2</b>		<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Canaanites	<b>2</b>		<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Maritime trade among the Canaanites		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Phoenician migration		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The end of the Phoenician state		<b>2</b>	<b>March 3</b>
			<b>Test of the monththe third</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Arameans		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The most important Aramean kingdoms		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The relationship between the Levant and Mesopotamia		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Ancient Greek History		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Selected excerpts from lectures on ancient history/Part 2**  
**Dr. Omar Suleiman, Dr. Ahmed Malek Al-Fityan**

Required textbooks (methodology, applicable)

Main References  
(Sources)

Recommended supporting books and references

(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
Modern European History– Second stage	
2. Course code	
HEHR 213	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M.M. Shaimaa Fakhri Jassim</b> Email: Shaymaa.fakhrey@imamaladham.edu.iq	
8. Course objectives	
<p><b>The course aims to clarify the factors behind the emergence of the Renaissance and to review the intellectual output.</b></p> <p><b>For the pioneers of the Renaissance and the artistic contributions of Renaissance artists, the motives that led to its emergence</b></p> <p><b>The movement of geographical discoveries and reference to the efforts of explorers and the route of their journeys.</b></p> <p><b>The Italian Wars (Spain and the stages it went through), the position of European countries on these wars.</b></p> <p><b>The Thirty Years' Wars (their motives, stages, and consequences)</b></p> <p><b>England under the Stuart dynasty; France under Louis XIV.</b></p>	<p><b>Course objectives</b></p>
9. Teaching and learning strategies	
<p>Project methodology and discussion, and knowledge of how to process historical texts</p> <p>To arrive at the true information through analysis and deduction.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	European Renaissance		2	September 2
Classroom performance and exams	Standard method	Renaissance in Italy		2	September 3
Classroom performance and exams	Standard method	Renaissance in France		2	September 4
Classroom performance and exams	Standard method	Renaissance in England		2	October 1
Classroom performance and exams	Standard method	Renaissance in Spain		2	October 2
			First month test		October 3
Classroom performance and exams	Standard method	Geographical Exploration Movement		2	October 4
Classroom performance and exams	Standard method	Spanish explorations		2	November 1
Classroom performance and exams	Standard method	English and French explorations		2	November 2
Classroom performance and exams	Standard method	Religious Reformation		2	November 3
Classroom performance and exams	Standard method	Religious reform in Germany		2	November 4
Classroom performance and exams	Standard method	Religious reform in Switzerland		2	December 1
Classroom performance and exams	Standard method	Religious reform in England		2	December 2
Classroom performance and exams	Standard method	Religious reform in France		2	December 3
Classroom performance and exams	Standard method	capitalist system		2	December 4
			Second month test		January 1
Classroom performance and exams	Standard method	modern nation-states		2	January 2
Classroom performance and	Standard method	Scientific progress in Spain during the 16th and		2	January 3

exams		17th centuries			
Classroom performance and exams	Standard method	Thirty Years' War generall1618-1648		2	January 4
			holiday Spring		February 1
			holiday Spring		February 2
Classroom performance and exams	Standard method	Britain in the 17th century			February 3
Classroom performance and exams	Standard method	Britain in the 17th century		2	February 4
Classroom performance and exams	Standard method	Britain in the 17th century		2	March 1
			Third month test		March 2
Classroom performance and exams	Standard method	France in the 17th century		2	March 3
Classroom performance and exams	Standard method	Germany after the Thirty Years' War		2	March 4
Classroom performance and exams	Standard method	Germany after the Thirty Years' War		2	April 1
Classroom performance and exams	Standard method	Austria in the second half of the 17th and 18th centuries		2	April 2
Classroom performance and exams	Standard method	Austria in the second half of the 17th and 18th centuries		2	April 3
Classroom performance and exams	Standard method	Russia at the end of the 18th century		2	April 4
			Fourth month test		May 1

### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation

3- Final exam: 60 marks

### 11. Learning and teaching resources

<b>Modern European History</b> <b>Dr. Abdul Hamid Al-Batrik - Dr. Abdul Aziz Nawar</b>	Required textbooks (methodology, if applicable)
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History of the European Renaissance Dr. Nour El-Din Hatoum	Main references (sources)
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	Recommended supporting books and references (Scientific journals, reports...)
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## Course description template

12. Course Name	
The Rightly Guided Caliphate– Second stage	
13. Course code	
HRC 211	
14. Semester/Year	
Annual	
15. Date this description was prepared	
1/10/2025	
16. Available forms of attendance	
My presence	
17. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
18. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Najla Abdul Karim Khalifa</b> Email: najlaakareem@imamaladham.edu.iq	
19. Course objectives	
<b>A study of the era of the Rightly Guided Caliphs in terms of the establishment and organization of the state and the achievements made during that era.</b> <b>A study of the Islamic conquests during the Rashidun Caliphate</b> <b>Study of the administrative system in the Rashidun era</b>	<b>Course objective</b>
20. Teaching and learning strategies	
Project methodology and discussion, and knowledge of how process historical texts To arrive at the true information through analysis a deduction.	<b>strategy</b>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	The Caliphate system and its development		2	September 2
Classroom performance and exams	Standard method	The Caliphate of Abu Bakr Al-Siddiq (may God be pleased with him) 11-13		2	September 3
Classroom performance and exams	Standard method	The Caliphate of Abu Bakr Al-Siddiq (may God be pleased with him) 11-13		2	September 4
Classroom performance and exams	Standard method	Apostasy: Its Causes and How to Eliminate It		2	October 1
Classroom performance and exams	Standard method	Eliminating the apostasy movement and its consequences		2	October 2
Classroom performance and exams	Standard method	Islamic wars of liberation and conquests		2	October 3
Classroom performance and exams	Standard method	Factors contributing to the success of wars of conquest and liberation		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Liberation of Iraq		2	November 2
Classroom performance and exams	Standard method	Nahawand		2	November 3
Classroom performance and exams	Standard method	Liberation of the island		2	November 4
Classroom performance and exams	Standard method	Hayat Tahrir al-Sham		2	December 1
Classroom performance and exams	Standard method	Yarmouk		2	December 2
Classroom performance and exams	Standard method	Liberation of Egypt		2	December 3
Classroom performance and exams	Standard method	Liberation of Cyrenaica and Tripoli		2	December 4
Classroom performance and exams	Standard method	Nubian peace		2	January 1
			Second month test		January 2
Classroom	Standard	The Caliphate of Umar ibn al-		2	January 3

<b>performance and exams</b>	<b>method</b>	Khattab (may God be pleased with him) 13-23: Establishing the Diwans (administrative bureaus) and imposing stipends			
<b>Classroom performance and exams</b>	<b>Standard method</b>	Financial system		2	January 4
			<b>holiday Spring</b>		February 1
			<b>holiday Spring</b>		February 2
<b>Classroom performance and exams</b>	<b>Standard method</b>	organizationAdministrative		2	February 3
<b>Classroom performance and exams</b>	<b>Standard method</b>	Modern mobilization of armiesIslamic		2	February 4
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Caliphate of Uthman ibn Affan (may God be pleased with him) 23-35		2	March 1
		Collecting and recording the Qur'anic text		2	March 2
			<b>Third month test</b>		March 3
<b>Classroom performance and exams</b>	<b>Standard method</b>	rebellion against Uthman		2	March 4
<b>Classroom performance and exams</b>	<b>Standard method</b>	Caliphate of Ali ibn Abi Talib (may God be pleased with him) 35-40		2	April 1
<b>Classroom performance and exams</b>	<b>Standard method</b>	The center of the caliphate has shifted		2	April 2
<b>Classroom performance and exams</b>	<b>Standard method</b>	Muawiyah's rebellion against the authority of the Caliph		2	April 3
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Kharijites and the allegiance to Al-Hasan ibn Ali (may God be pleased with him)		2	April 4
			<b>Fourth month test</b>		May 1

## 21. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 22. Learning and teaching resources

**The Rightly Guided Caliphate (author)  
Dr. Labid Ibrahim**

Required textbooks  
(Methodology, if any)

1-History of the Prophets and Kings by al-Tabari  
2- Futuh al-Buldan by al-Baladhuri  
3- Al-Bidaya wa Al-Nihaya by Ibn Kathir.

Main references (sources)

**The Rightly Guided Caliphate (author)  
Dr. Labid Ibrahim/Fawaz Ali**

Recommended supporting books and references

(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

<b>1. Course Name</b>	
Memorizing the Holy Quran– Second stage	
<b>2. Course code</b>	
EAQM 201	
<b>3. Semester/Year</b>	
annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available forms of attendance</b>	
My presence	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 30 units	
<b>7. Name of the course coordinator (if there is more than one, please mention it).</b>	
the name: <b>A.M.D.Ahmed Shaker Rashid</b> Email: <a href="mailto:@imamaladham.edu.iqahmed_shker">@imamaladham.edu.iqahmed_shker</a>	
<b>8. Course objectives</b>	
<b>1. The student should reflect upon and understand the Holy Quran correctly.</b> <b>2. The student should memorize the first part of the Holy Quran.</b> <b>3. The student should pronounce the Quranic verses correctly.</b> <b>4. Developing love for the Holy Quran in the student's heart</b>	<b>Course objective</b>
<b>9. Teaching and learning strategies</b>	
Daily and monthly tests 40% Final exams make up 60%	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	September 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	September 3
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	September 4
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	October 1
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	October 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	October 3
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	October 4
			First month test		November 1
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	November 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	November 3
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	November 4
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	December 1
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	December 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	December 3
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	December 4
			Second month test		January 1
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	January 2
Classroom	Recitation	Surah Al-Baqarah, Part		1	January 3

performance and exams	n and chanting	Two			
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	January 4
			holiday Spring		February 1
			holiday Spring		February 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two			February 3
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	February 4
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	March 1
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	March 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	March 3
			Third month test		March 4
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	April 1
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	April 2
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	April 3
Classroom performance and exams	Recitation and chanting	Surah Al-Baqarah, Part Two		1	April 4
			Fourth month test		May 1

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>Part Two of the Holy Quran</b>	Required textbooks (methodology, applicable)
Koran	Main references (sources)
	Recommended supporting books and references (scientific journals, reports...)
	Electronic references, websites

## Course description template

<b>1. Course Name</b>	
The science of Hadith and the recording of the Prophet's Sunnah– Seco stage	
<b>2. Course code</b>	
HHS 220	
<b>3. Semester/Year</b>	
annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available forms of attendance</b>	
My presence	
<b>6. Number of study hours (total) / Number of units (total)</b>	
60 hours / 120 units	
<b>7. Name of the course coordinator (if there is more than one, please mention it).</b>	
the name:Dr. Zain Al-Abidin Hamed Email: <a href="mailto:Zain_Alabdeen_hamed@imamaladham.edu.iq">Zain_Alabdeen_hamed@imamaladham.edu.iq</a>	
<b>8. Course objectives</b>	
<ul style="list-style-type: none"> <li>• <b>Knowledge of the history of the Prophet's saying:</b></li> <li>• <b>Understanding the stages that the recording of t Prophet's Sunnah went through</b></li> <li>• <b>Understanding the terminology of Hadith and t methodologies of Hadith scholars</b></li> <li>• <b>Understanding the importance of the Prophe Sunnah and its relationshipWith historical events a facts</b></li> </ul>	<b>Course objective</b>
<b>9. Teaching and learning strategies</b>	
1- Using traditional teaching aids such as the blackboard and maps 2- Using the method of daily preparation, discussion, and dialogue in addressing the topics raised.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	The meaning and definition of Sunnah		2	September 2
Classroom performance and exams	Standard method	The obligation to obey the Messenger during his life and after his death		2	September 3
Classroom performance and exams	Standard method	How did the Companions receive the Sunnah of the Messenger?		2	September 4
Classroom performance and exams	Standard method	Why wasn't the Sunnah recorded during the time of the Prophet?		2	October 1
Classroom performance and exams	Standard method	The Companions' stance on Hadith after the death of the Prophet:		2	October 2
Classroom performance and exams	Standard method	Did the Companions stipulate any conditions for accepting a hadith?:		2	October 3
Classroom performance and exams	Standard method	The journey of the Companions in search of Hadith to various regions:		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	The situation in the Prophetic Hadith		2	November 2
Classroom performance and exams	Standard method	In which generation did this situation arise?:		2	November 3
Classroom performance and exams	Standard method	The motives that led to the situation and the environments in which it arose:		2	November 4
Classroom performance and exams	Standard method	In the efforts of scientists to resist the movement of position		2	December 1
Classroom performance and exams	Standard method	Signs of the situation in the document:		2	December 2
Classroom performance and exams	Standard method	Signs of position in the text:		2	December 3
Classroom performance and exams	Standard method	The fruits of these efforts:		2	December 4
Classroom performance and exams	Standard method	The fruits of these efforts:		2	January 1
			Second month test		January 2

<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Recording the Sunnah:</b>		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The science of Hadith terminology:</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The science of criticism and authentication</b>		<b>2</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Hadith Sciences</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Books on topics and authors</b>		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The year with the Orientalists</b>		<b>2</b>	<b>March 2</b>
			<b>Third month test</b>		<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Criticism of Hadiths in Sahih al-Bukhari</b>		<b>2</b>	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Hadith 1 and 2</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The third hadith</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The fourth hadith</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Working with a single report</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

### 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

### 11.Learning and teaching resources

**Sunnah and its place in Islamic legislation**

**Mustafa bin Hasni al-Saba'i**

Required textbooks  
(Methodology, if any)

**General history books**

Main References  
(Sources)

**Studies in Prophetic Hadith and the History of its Compilation**

**Muhammad Mustafa Al-Adhami**

Recommended supporting books and references

(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
Historical research methodology– Second stage	
2. Course code	
EARM340	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Muhammad Yasin Hussein</b> Email:mohammedyaseen@imamaladham.edu.iq	
8. Course objectives	
<b>Clarifying concepts related to preparing scientific research and studying the steps of the historical research methodology, including the steps of conducting research in terms of identifying topics, reviewing sources, studying, critiquing, and analyzing narratives, along with documentation.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
1- Using traditional teaching aids such as the blackboard 2- Using the method of daily preparation, discussion, and dialogue in addressing the topics raised.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Definition of research terminology		2	September 2
Classroom performance and exams	Standard method	Objectives of scientific research		2	September 3
Classroom performance and exams	Standard method	Factors that stimulate scientific research		2	September 4
Classroom performance and exams	Standard method	Reasons for the weakness of scientific research in the Arab world		2	October 1
Classroom performance and exams	Standard method	Components of developing scientific research		2	October 2
Classroom performance and exams	Standard method	The difference between curriculum and methodology		2	October 3
Classroom performance and exams	Standard method	Types of research methodologies; characteristics of a researcher		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	The importance of research for the researcher		2	November 2
Classroom performance and exams	Standard method	Obstacles to scientific research		2	November 3
Classroom performance and exams	Standard method	Choosing a research topic		2	November 4
Classroom performance and exams	Standard method	Research title		2	December 1
Classroom performance and exams	Standard method	Initial preparation of sources		2	December 2
Classroom performance and exams	Standard method	How to identify sources and references		2	December 3
Classroom performance and exams	Standard method	Key reference books		2	December 4
Classroom performance and exams	Standard method	Methods of recording information about sources		2	January 1
			Second month test		January 2

<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The library and related scientific stages of research preparation</b>		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Methods of recording information</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Choosing the scientific material</b>		<b>2</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Writing the research introduction</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Research draft, text citation</b>		<b>2</b>	<b>March 1</b>
				<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Quotation Terms</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Benefits of marginalization</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The disadvantages of expanding the margin</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Methods of marginalization and its place in research</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Print research</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

**Historical research methodology**

**Dr. Hassan Othman**

Required textbooks

(Methodology, if any)

**Principles of historical research**

**Dr. Abdul Wahid Taha Dhunoun**

Main references (sources)

Recommended supporting books and references

(Scientific journals, reports...)

Electronic references,

Internet sites

## Course description template

1. Course Name	
Arabic– Second stage	
2. Course code	
HAL 215	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 90 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: M.M. Muhannad Abdulhadi Sajm Email: <a href="mailto:Mohanad_Abedhadi@imamaladham.edu.iq">Mohanad_Abedhadi@imamaladham.edu.iq</a>	
8. Course objectives	
<ul style="list-style-type: none"> <li>• <b>Knowledge of Arabic grammar rules</b></li> <li>• <b>Understanding the fundamentals of speech essential for correcting language and regulating logic.</b></li> <li>• <b>Reviewing sufficient examples is necessary solidify the knowledge.</b></li> <li>• <b>Understanding the importance of the Arabic language and its direct relationship to the historian.</b></li> </ul>	<b>Course objective</b>
9. Teaching and learning strategies	
1- Using traditional teaching aids such as the blackboard 2- Using the method of daily preparation, discussion, and dialogue in addressing the topics raised.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Subject and predicate	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	The states of the subject and predicate		2	September 2
Classroom performance and exams	Standard method	Sections of the subject and predicate		2	September 3
Classroom performance and exams	Standard method	The subject precedes the predicate.		2	September 4
Classroom performance and exams	Standard method	The abrogating particles,		2	October 1
Classroom performance and exams	Standard method	"Kana and its sisters"		2	October 2
Classroom performance and exams	Standard method	Continuation of "Kana and its sisters"		2	October 3
Classroom performance and exams	Standard method	Continuation of "Kana and its sisters"		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Inna and its sisters		2	November 2
Classroom performance and exams	Standard method	Continuation of "Inna and its sisters"		2	November 3
Classroom performance and exams	Standard method	Continuation of "Inna and its sisters"		2	November 4
Classroom performance and exams	Standard method	The negative particle "la" (لَا) negates the entire class.		2	December 1
Classroom performance and exams	Standard method	The continuation of the negative particle "la" for the body		2	December 2
Classroom performance and exams	Standard method	The prohibitive and negative particle "la"		2	December 3
Classroom performance and exams	Standard method	Material review		2	December 4
			Second month test		January 1
Classroom performance and exams	Standard method	The verbs of supposition and their sisters		2	January 2
Classroom	Standard	Continuation of the verbs		2	January 3

<b>performance and exams</b>	<b>method</b>	<b>of supposition and their sisters</b>			
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Continuation of the verbs of supposition and their sisters</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Accusatives</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The exception</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Completion of the exception</b>		<b>2</b>	<b>March 1</b>
		<b>The situation</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The situation</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Discrimination</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Discrimination</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The substitute</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Review</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Basic rules of the Arabic language  
For Mr. Ahmed Al-Hashemi**

Required textbooks

(Methodology, if any)

**Alfiyya of Ibn Malik with the  
commentary of Ibn Aqil  
Qatr al-Nada by Ibn Hisham**

Main References  
(Sources)

Recommended supporting books and  
references  
(Scientific journals, reports...)

**Al-Faseeh Arabic Language Network**

Electronic references,

Internet sites

## Course description template

1. Course Name	
Geography of Iraq– Second stage	
2. Course code	
HGE 211	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M. Emad Mohamed Moteab Email: Emad_mohamed@imamaladham.edu.iq	
8. Course objectives	
<p><b>1. The student should know everything related to the geography of Iraq.</b></p> <p><b>2- The student should understand the relationship between the science of history and the science of the geography of Iraq.</b></p> <p><b>3. The student should understand the natural and human divisions of Iraq.</b></p> <p><b>4. The student should understand the environmental and climatic conditions and factors in Iraq.</b></p> <p><b>5- The student should learn about the geography of Iraq by focusing on its industry, agriculture, and population.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>The student is to be assigned short reports on geographical information specific to Iraq, along with a detailed explanation of these reports.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	The concept of the geography of Iraq		1	September 2
Classroom performance and exams	Standard method	Iraq's location and importance		1	September 3
Classroom performance and exams	Standard method	Iraq's climate		1	September 4
Classroom performance and exams	Standard method	Natural factors affecting Iraq's climate		1	October 1
Classroom performance and exams	Standard method	Climatic factors affecting Iraq's climate		1	October 2
Classroom performance and exams	Standard method	Rain		1	October 3
Classroom performance and exams	Standard method	Temperature, atmospheric pressure		1	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Water resources: Sources of water resources in Iraq		1	November 2
Classroom performance and exams	Standard method	Springs, underground water		1	November 3
Classroom performance and exams	Standard method	Snow, surface water		1	November 4
Classroom performance and exams	Standard method	Human resources		1	December 1
Classroom performance and exams	Standard method	Controlling the waters of the two rivers		1	December 2
Classroom performance and exams	Standard method	Jalla and the Euphrates		1	December 3
Classroom performance and exams	Standard method	Streams built on the Tigris and Euphrates rivers		1	December 4
Classroom performance and exams	Standard method	Lake Habbaniyah and the Marshes		1	January 1
			Second month test		January 2
Classroom	Standard	Industrial Geography in		1	January 3

<b>performance and exams</b>	<b>method</b>	<b>Iraq</b>			
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Factors affecting industry in Iraq.</b>		<b>1</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Geographical distribution of industry in Iraq</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Agriculture in Iraq and its historical importance</b>		<b>1</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Natural factors affecting agriculture</b>		<b>1</b>	<b>March 1</b>
				<b>1</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Types of agricultural crops in Iraq</b>		<b>1</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Types of industrial product transport in Iraq</b>		<b>1</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Oil refineries in Iraq</b>		<b>1</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Natural gas and its extraction sites in Iraq</b>		<b>1</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The population of Iraq and the natural and human factors affecting the population</b>		<b>1</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>Geography of Iraq</b> <b>Dr. Abbas Fadhil Al-Saadi</b>	Required textbooks  (Methodology, if any)
	Main References (Sources)
	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
Ba'ath Party crimes – Second stage	
2. Course code	
EACB 211	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name:Dr. A.M.D.Suhaib Daa El-Din Ahmed Email:suhibdiah@imamaladham.edu.iq	
8. Course objectives	
<p><b>Student's knowledge of Islamic jurisprudence</b>  <b>The student should know his duty towards his Lord and his Prophet, peace and blessings be upon him.</b>  <b>The student should be able to distinguish between matters of jurisprudence and matters of doctrine.</b>  <b>The student should apply Islamic jurisprudence to his acts of worship and his dealings.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>1- Using traditional teaching aids such as the blackboard                  2- Using the method of daily preparation, discussion, and dialogue in addressing the topics raised.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Definition of crimes and their types		1	September 2
Classroom performance and exams	Standard method	The legal basis for the prohibition of crimes from the Holy Quran		1	September 3
Classroom performance and exams	Standard method	The legal basis for the prohibition of crimes from the Prophetic Sunnah		1	September 4
Classroom performance and exams	Standard method	The effects of crime on the individual and society		1	October 1
Classroom performance and exams	Standard method	Reasons for crime prevention		1	October 2
Classroom performance and exams	Standard method	Crimes of the Ba'ath regime		1	October 3
Classroom performance and exams	Standard method	Crimes of the Ba'ath regime 2		1	October 4
			Test of the monththe first		November 1
Classroom performance and exams	Standard method	Supreme Court decisions		1	November 2
Classroom performance and exams	Standard method	Psychological and social crimes and their effects		1	November 3
Classroom performance and exams	Standard method	Mechanisms of psychological crimes		1	November 4
Classroom performance and exams	Standard method	Mechanisms of psychological crimes		1	December 1
Classroom performance and exams	Standard method	social crimes		1	December 2
Classroom performance and exams	Standard method	social crimes		1	December 3
Classroom performance and exams	Standard method	militarization of society		1	December 4
Classroom performance and exams	Standard method	militarization of society		1	January 1
			Second month test		January 2
Classroom	Standard	prisons		1	January 3

<b>performance and exams</b>	<b>method</b>				
<b>Classroom performance and exams</b>	<b>Standard method</b>	Locations of prisons and their descriptions		<b>1</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Environmental crimes			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	war pollution		<b>1</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	destruction of cities		<b>1</b>	<b>March 1</b>
		draining the marshes		<b>1</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	stripping the orchards		<b>1</b>	<b>March 3</b>
<b>Classroom performance and exams</b>	mass graves		<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Mass Grave Crimes 2		<b>1</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Mass grave incidents		<b>1</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Chronological classification of mass graves		<b>1</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The psychological effects of mass graves		<b>1</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Crimes of the Ba'athist regime in Iraq / Curriculum from the Ministry of Higher Education**

Required textbooks

(Methodology, if any)

Main References  
(Sources)

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
English Language – Level Two	
2. Course code	
EAEL 205	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Ahmed Mahdi Obeid</b> Email:ahmedmahde@imamaladham.edu.iq	
8. Course objectives	
<p><b>Strengthening and teaching students to use English as a foreign language to help them enrich their knowledge.</b></p> <p><b>Their understanding of terms and phrases and strengthening their four skills (reading, writing, speaking and listening).</b></p> <p><b>Learning English also helps them communicate with different people around the world.</b></p> <p><b>Teaching the student how to use English grammar rules in conversation</b></p> <ul style="list-style-type: none"> <li>• <b>Teaching students verbs (present and past tense, as well as the present continuous and past continuous tenses)</b></li> </ul> <p><b>The use of adjectives and adverbs, how to ask questions using verbs, and the use of question words.</b></p> <ul style="list-style-type: none"> <li>• <b>Students will become familiar with the rules, principles, concepts, vocabulary, and meanings of the English language as provided in the course description.</b></li> </ul>	<p><b>Goals</b></p> <p><b>Study material</b></p>
9. Teaching and learning strategies	
<p>Traditional teaching methods (lecture, discussion, observation, etc.), as well as the use of blended learning.</p> <p>Modern teaching methods (brainstorming, skills outside the academic framework) and modern educational technology</p> <p>The self-learning and e-learning program uses multimedia technology via the (Internet).</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit One: Getting to know you		1	September 2
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit One: Getting to know you		1	September 3
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit Four: Let's go shopping		1	September 4
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit Four: Let's go shopping		1	October 1
Classroom performance and exams	Lecture, collaborative learning, discussion	This is Islam book 1		1	October 2
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 6		1	October 3
Classroom performance and exams	Lecture, collaborative learning, discussion	This is Islam book 1		1	October 4
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 6		1	November 1
			First month test		November 2
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit Six: Tell me what it like?		1	November 3
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit Six: Tell me what it like?		1	November 4
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit Seven: Fame.		1	December 1
Classroom	Lecture, collaborative	Unit Seven: Fame.		1	December

performance and exams	ve learning, discussion				r 2
Classroom performance and exams	Lecture, collaborative learning, discussion	This is Islam book 1		1	December 3
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 7		1	December 4
Classroom performance and exams	Lecture, collaborative learning, discussion	This is Islam book 1		1	January 1
			Second month test		January 2
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 7		1	January 3
Classroom performance and exams	Lecture, collaborative learning, discussion	This is Islam book 1		1	January 4
			holiday Spring		February 1
			holiday Spring		February 2
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 8			February 3
Classroom performance and exams	Lecture, collaborative learning, discussion	This is Islam book 1		1	February 4
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 8		1	March 1
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit 8		1	March 2
Classroom performance and exams	Lecture, collaborative learning, discussion	Unit Eight: Do's and don'ts.		1	March 3
			Third month test		March 4
Classroom performance and exams	Lecture, collaborative	This is Islam book 1		1	April 1

	learning, discussion				
<b>Classroom performance and exams</b>	Lecture, collaborative learning, discussion	Unit 9		1	April 2
<b>Classroom performance and exams</b>	Lecture, collaborative learning, discussion	This is Islam book 1		1	April 3
<b>Classroom performance and exams</b>	Lecture, collaborative learning, discussion	Unit 9		1	April 4
			<b>Fourth month test</b>		<b>May 1</b>

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

• **New-headway-plus-pre-intermediate-students-book.**

• **New-headway-plus-pre-intermediate-students-workbook**

• **This is Islam1**

• **Archived lectures by subject-matter instructors for each Whether it was a paper-based or video based material**

Required textbooks (methodology, applicable)

Main References (Sources)

Recommended supporting books and references (Scientific journals, reports...)

<https://www.adelaide.edu.au/englishforuni/tenses-in-academic-writing/>  
[https://elt.oup.com/student/headway/beg/test\\_builder?cc=us&sellLanguage=en](https://elt.oup.com/student/headway/beg/test_builder?cc=us&sellLanguage=en)

<https://ptetutorials.com/samplequestions/listening-multiple-choicequestion-single-answer>

Electronic references,

Internet sites

## Course description template

1. Course Name	
Measurement and Evaluation – Phase Two	
2. Course code	
EAME 305	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name:M.M. Majid Khalaf Salem Email: Majid_Khalaf@imamaladham.edu.iq	
8. Course objectives	
<p><b>1. The student should understand the study measurement and evaluation and have a correct understanding of it.</b></p> <p><b>2. To help the student understand the correct measurement method.</b></p> <p><b>3. The student should learn how to use measurement techniques through their study of the subject.</b></p> <p><b>4. Developing the student's love for dealing with measurement and evaluation correctly.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>The student is tasked with various types of measurements, including counting, measuring, estimating, evaluating, and others, so that he may have</p> <p>A talent for measuring certain private and public matters</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	Definition of measurement and evaluation		2	September 3
Classroom performance and exams	Standard method	Counting and Estimating		2	September 4
Classroom performance and exams	Standard method	Estimation tools		2	October 1
Classroom performance and exams	Standard method	School cards		2	October 2
Classroom performance and exams	Standard method	Guide cards		2	October 3
			First month test		October 4
Classroom performance and exams	Standard method	The importance of measurement		2	November 1
Classroom performance and exams	Standard method	Test		2	November 2
Classroom performance and exams	Standard method	Calendar		2	November 3
Classroom performance and exams	Standard method	Tribal calendar		2	November 4
Classroom performance and exams	Standard method	Final or summative calendar		2	December 1
Classroom performance and exams	Standard method	Guiding the educational process		2	December 2
Classroom performance and exams	Standard method	Student assessment		2	December 3
Classroom performance and exams	Standard method	Teaching calendar		2	December 4
Classroom performance and exams	Standard method	review		2	January 1
			Second month test		January 2
Classroom performance and	Standard method	Measurement and Evaluation		2	January 3

<b>exams</b>					
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Measurement and Evaluation</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
		<b>Curriculum evaluation</b>		<b>2</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The difference between measurement and evaluation</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The difference between measurement and evaluation</b>		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Assessment methods</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Types of classroom achievement tests</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Measurement and Evaluation</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>oral exams</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Written tests and true/false tests</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Measurement, evaluation, assessment, counting</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

<b>A document prepared by qualified professors at the college.</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
History of the Civilizations of the Ancient World – Phase Two	
2. Course code	
HCA 117	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M. Emad Mohamed Moteab Email: Emad_mohamed@imamaladham.edu.iq	
8. Course objectives	
<b>The course aims to introduce an important aspect of ancient history, namely the history of Greece and Rome, and the extent of this era's impact on the civilization of the ancient world.</b> <b>A study of the history and civilization of the kingdoms and dynasties of the Sasanian and Byzantine empires</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The project and discussion method, and knowing how to process historical texts to arrive at the true information. Through analysis and deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Sources of Greek history		1	September 2
Classroom performance and exams	Standard method	Geographical background of Greece		1	September 3
Classroom performance and exams	Standard method	Greece in prehistoric times		1	September 4
Classroom performance and exams	Standard method	Aegean civilization		1	October 1
Classroom performance and exams	Standard method	Mycenaean civilization		1	October 2
Classroom performance and exams	Standard method	Greek immigration		1	October 3
			<b>First month test</b>		October 4
Classroom performance and exams	Standard method	The reign of the kings 110-750 BC		1	November 1
Classroom performance and exams	Standard method	The Age of the Nobles 750-625 BC		1	November 2
Classroom performance and exams	Standard method	The reign of tyrants 625-525 BC		1	November 3
Classroom performance and exams	Standard method	The era of democracy (525-400 BC)		1	November 4
Classroom performance and exams	Standard method	The Greco-Persian Wars		1	December 1
Classroom performance and exams	Standard method	The city of Athens and its historical importance		1	December 2
Classroom performance and exams	Standard method	The city of Sparta and its historical importance		1	December 3
Classroom performance and exams	Standard method	Wars between Athens and Sparta		1	December 4
Classroom performance and exams	Standard method	Wars between Sparta and Persia		1	January 1
			<b>Second month test</b>		January 2
Classroom performance and	Standard method	Macedonia, the rise of Alexander the Great, and		1	January 3

<b>exams</b>		<b>his death</b>			
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The rise and establishment of the Sasanian state</b>		<b>1</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Sasanian family</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Public relations with the Ashkenazi</b>		<b>1</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The reign of Shapur I</b>		<b>1</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The era of powerful kings and their political activities</b>		<b>1</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Conditions of the Christian religion</b>		<b>1</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Relations with the Byzantines</b>		<b>1</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The last boom period</b>		<b>1</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The reign of Khosrow Anushirvan</b>		<b>1</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Relations with the Arabs</b>		<b>1</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

**Greece and Rome: A Study in History and Civilization**  
Written by Adel Najm Abbo and Abdel Moneim Rashad.

The book "Studies in Sasanian and Byzantine History" by Qahtan Abdul Sattar Al-Hadithi,  
Dr. Salah Abdul-Hadi Al-Haidari

Required textbooks  
(Methodology, if any)

Main references (sources)

**History of Greece and Rome**  
Aisha Mohammed Saleh Al-Juhani

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
Computer Science – Phase Two	
2. Course code	
EACS 207	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Ahmed Mahdi Obeid</b> Email:ahmedmahde@imamaladham.edu.iq	
8. Course objectives	
<p><b>Introducing the student to the computer, components, and how it works.</b></p> <p><b>Studying the historical development of computer generations</b></p> <p><b>Learn how to install computer programs, learn how to manage these programs, and learn how to utilize the functions of each program. In the field of work related to specialization</b></p>	<b>Course objective</b>
9. Teaching and learning strategies	
<p>Oral discussion during lectures</p> <p>Asking external questions as homework</p>	<b>strategy</b>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Avis 2019 Package		1	September 2
Classroom performance and exams	Standard method	Avis Package Components		1	September 3
Classroom performance and exams	Standard method	Defining the programs in the Office 2019 suite		1	September 4
Classroom performance and exams	Standard method	Running the Word 2019 application		1	October 1
Classroom performance and exams	Standard method	Tapes with application		1	October 2
Classroom performance and exams	Standard method	Tapes with application		1	October 3
			<b>First month test</b>		<b>October 4</b>
Classroom performance and exams	Standard method	Special lists		1	November 1
Classroom performance and exams	Standard method	Special lists		1	November 2
Classroom performance and exams	Standard method	Tools		1	November 3
Classroom performance and exams	Standard method	Tools		1	November 4
Classroom performance and exams	Standard method	General tools		1	December 1
Classroom performance and exams	Standard method	Special tools		1	December 2
Classroom performance and exams	Standard method	Editing text and tables		1	December 3
Classroom performance and exams	Standard method	Editing text and tables		1	December 4
Classroom performance and exams	Standard method	review		1	January 1
			<b>Second month test</b>		<b>January 2</b>
Classroom performance and	Standard method	Definition of PowerPoint 2019		1	January 3

<b>exams</b>					
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>PowerPoint application components</b>		<b>1</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Lists</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Tools</b>		<b>1</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Shortcuts and windows</b>		<b>1</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Fundamentals of e-learning</b>		<b>1</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Its components</b>		<b>1</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>e-learning websites</b>		<b>1</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Classroom program</b>		<b>1</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Its components</b>		<b>1</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Avis 2019 Package</b>		<b>1</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

<b>A document prepared by a committee of college professors</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

<b>1. Course Name</b>	
History of the Arab Islamic State in the Abbasid Era (132-334 AH) – The Stage	
<b>2. Course code</b>	
HABB 311	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available forms of attendance</b>	
My presence	
<b>6. Number of study hours (total) / Number of units (total)</b>	
60 hours / 120 units	
<b>7. Name of the course coordinator (if there is more than one, please mention it).</b>	
the name: <b>millimeterKhalil Ibrahim</b> Email: <a href="mailto:@imamaladham.edu.iqKhalil_Ibrahim">@imamaladham.edu.iqKhalil_Ibrahim</a>	
<b>8. Course objectives</b>	
<b>1- The student should learn about the history of the Abbasid state in terms of its origin and end.</b> <b>2- The student should know who Abu al-Abbas al-Saffah is and what his deeds were.</b> <b>3- The student should know who Abu Jaafar Al-Mansur was and his most important works.</b> <b>4- Developing the student's love for history and reading it correctly.</b>	<b>Course objective</b>
<b>9. Teaching and learning strategies</b>	
The student is tasked with reading and memorizing history in order to be able to understand political, religious, and social matters.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	Beginning and end of the first Abbasid rule according to the Hijri and Gregorian calendars		2	September 3
Classroom performance and exams	Standard method	Abu al-Abbas al-Saffah		2	September 4
Classroom performance and exams	Standard method	Abu al-Abbas's most important works		2	October 1
Classroom performance and exams	Standard method	Umayyad persecution		2	October 2
Classroom performance and exams	Standard method	They chose Anbar as their capital during the Abbasid era.		2	October 3
Classroom performance and exams	Standard method	Abbasid State		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Disrespect for promises and agreements		2	November 2
Classroom performance and exams	Standard method	The most important revolutions in the Abbasid era		2	November 3
Classroom performance and exams	Standard method	The Butcher's Report		2	November 4
Classroom performance and exams	Standard method	Abu Ja'far al-Mansur		2	December 1
Classroom performance and exams	Standard method	Abu Ja'far al-Mansur's stance towards his uncle Abdullah ibn Ali		2	December 2
Classroom performance and exams	Standard method	religious bees		2	December 3
Classroom performance and exams	Standard method	Founding of the city of Baghdad		2	December 4
Classroom performance and exams	Standard method	Al-Mansur's foreign policy		2	January 1
			Second month test		January 2

<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Al-Mahdi ibn al-Mansur</b>		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Religious movements during the Mahdi's era</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Between the Abbasids and the Byzantines</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Al-Hadi ibn al-Mahdi</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Siege of Baghdad</b>		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Arab revolts against Al-Ma'mun</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Al-Mu'tasim and his policy towards the Alawites</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Abbasid State</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Al-Wathiq and his policy regarding the creation of the Qur'an</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The era of Turkish control</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Countering populism</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**History of the Arab Islamic State in the Abbasid Era**  
**Dr. Khalil Ibrahim Al-Samarrai and others**

Required textbooks  
(Methodology, if any)

Main references (sources)

**The beginning and end of Abbasid rule. And the most important works of Abu al-Abbas.**

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
History of Asia– Phase Three	
2. Course code	
HAS 311	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M. Jassim Mohammed Abdul Email: <a href="mailto:jassim.mohammad@imamaladham.edu.iq">jassim.mohammad@imamaladham.edu.iq</a>	
8. Course objectives	
<b>Studying the history of Southeast Asian countries as models of the experiences these countries have undergone in political, intellectual, and scientific aspects</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The project and discussion method, and knowing how to process historical texts to arrive at the true information. Through analysis and deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	China / The ruling family system		2	September 2
Classroom performance and exams	Standard method	Mongol rule 1268-1280		2	September 3
Classroom performance and exams	Standard method	Manchu dynasty 1664		2	September 4
Classroom performance and exams	Standard method	European competition with China		2	October 1
Classroom performance and exams	Standard method	First Opium War 1839-1842		2	October 2
Classroom performance and exams	Standard method	The Second Opium War		2	October 3
			First month test		October 4
Classroom performance and exams	Standard method	Popular revolutions in China		2	November 1
Classroom performance and exams	Standard method	China during World War I 1914-1918		2	November 2
Classroom performance and exams	Standard method	Declaration of the People's Republic of China		2	November 3
Classroom performance and exams	Standard method	India – Mughal rule of India		2	November 4
Classroom performance and exams	Standard method	Anglo-French rivalry over India		2	December 1
Classroom performance and exams	Standard method	Indian National Congress Party		2	December 2
Classroom performance and exams	Standard method	Bengal Mutiny of 1905		2	December 3
Classroom performance and exams	Standard method	General strike of 1917		2	December 4
Classroom performance and exams	Standard method	Problems that India faced after its independence		2	January 1
			Second month test		January 2
Classroom performance and	Standard method	Vietnam – French control of Vietnam 1858		2	January 3

<b>exams</b>					
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The emergence and development of the national movement in Vietnam</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Ho Chi Minh's role in Vietnam's independence</b>		<b>holiday Spring</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Vietnam War 1963-1975</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Japan – Imperial System of Government</b>		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Shogunate era</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Japan's isolation</b>		<b>2</b>	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>		<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Japan during World War II 1939-1945</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The Philippines – Arrival of Muslims in the Philippines</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>American occupation of the Philippines</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Indonesia under Japanese occupation 1943-1945</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>A handout prepared by the course instructor.</b>	Required textbooks (Methodology, if any)
	Main references (sources)
<b>Modern and contemporary history of Asia</b> <b>Dr. Abdul Latif Al-Sabbagh</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
Philosophy of History – Third Stage	
2. Course code	
HASA311	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M. Shaimaa Abdullah Email:shayma.abdallah@imamaladham.edu.iq	
8. Course objectives	
<b>Defining what is called the philosophy of history: Philosophy, and specifically the philosophy of history, is a relatively new branch of the humanities that seeks to examine historical events from a philosophical perspective and understand them according to the methods of reason and science. Therefore, it is essential for the student of history because it facilitates their task of understanding the dimension The philosophical study of historical events, theories, and opinions written about them, understanding their course and driving factors, as well as identifying the reasons for the rise and fall of civilizations.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The student is tasked with reading and memorizing history in order to be able to understand political, religious, and social matters.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Analysis and discussion	History, linguistically and technically		2	September 2
Classroom performance and exams	Analysis and discussion	Philosophy of history, linguistically and technically		2	September 3
Classroom performance and exams	Analysis and discussion	The secret of the encounter between philosophy and history		2	September 4
Classroom performance and exams	Analysis and discussion	Reasons for the emergence of the philosophy of history		2	October 1
Classroom performance and exams	Analysis and discussion	Napoleonic France and Europe up to the Battle of Leyseg 1799-1914.		2	October 2
Classroom performance and exams	Analysis and discussion	The development of historical writing from the Greeks to the modern era		2	October 3
Classroom performance and exams	Analysis and discussion	Greek and Roman historians		2	October 4
		/	First month test		November 1
Classroom performance and exams	Analysis and discussion	The emergence of Christianity and the development of writing		2	November 2
Classroom performance and exams	Analysis and discussion	Recording history among Muslim Arabs		2	November 3
Classroom performance and exams	Analysis and discussion	mythical or legendary trend		2	November 4
Classroom performance and exams	Analysis and discussion	Jewish interpretation of history		2	December 1
Classroom performance and exams	Analysis and discussion	Christian interpretation of history		2	December 2

	n				
Classroom performance and exams	Analysis and discussion	Islamic interpretation of history		2	December 3
Classroom performance and exams	Analysis and discussion	Ibn al-Athir's interpretation of the movement of history		2	December 4
			Second month test		January 1
Classroom performance and exams	Analysis and discussion	The geographical factor in interpreting history		2	January 2
Classroom performance and exams	Analysis and discussion	The Hero Theory in History		2	January 3
Classroom performance and exams	Analysis and discussion	Voltaire's opinion and Carlyle's opinion		2	January 4
				holiday Spring	February 1
				holiday Spring	February 2
Classroom performance and exams	Analysis and discussion	A comparison between Voltaire's and Carlyle's views on the concept of the hero			February 3
Classroom performance and exams	Analysis and discussion	The ideal interpretation of history		2	February 4
Classroom performance and exams	Analysis and discussion	A structure that serves as a model for the ideal interpretation of history		2	March 1
Classroom performance and exams	Analysis and discussion	Ibn Khaldun's cyclical succession of civilizations and the civilizational transition of states		2	March 2
Classroom performance and exams	Analysis and discussion	Ibn Khaldun's cyclical succession of civilizations and the civilizational transition of states		2	March 3
			Third month test		March 4
Classroom performance and exams	Analysis and discussion	The Age of Civilization and Stages of the State according to Ibn Khaldun		2	April 1
Classroom performance and	Analysis and	Stages of Civilization according to Vico		2	April 2

<b>exams</b>	<b>discussion</b>				
<b>Classroom performance and exams</b>	<b>Analysis and discussion</b>	<b>Vico and Ibn Khaldun / Stages of Civilization</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Analysis and discussion</b>	review		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

Hashim Yahya Al-Mallah, The Mediator in the Philosophy of History	Required textbooks (Methodology, if any)
Ahmed Mahmoud Sobhi, in the Philosophy of History Hamed Hamza Al-Dulaimi, Philosophy of History and Civilization	Main References (Sources)
Professor's Journal: An academic journal / Faculty of Arts	Recommended supporting books and references (Scientific journals, reports...)
<a href="https://ar-m.wikipedia.org">https://ar-m.wikipedia.org</a> .	Electronic references, Internet sites

## Course description template

1. Course Name	
History of Arab-Islamic Civilization– Phase Three	
2. Course code	
HAIC 311	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>millimeter</b> .Emad Mohamed Moteab Email:Emad_mohamed@imamaladham.edu.iq	
8. Course objectives	
<b>Studying the concept of Islamic civilization and defining Muslim civilization in all political, economic, social, and intellectual fields, and the extent of the influence of Muslim civilization on other civilizations.The other</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The student is tasked with reading and memorizing history in order to be able to understand political, religious, and social matters.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Cultural concepts and terminology		2	September 2
Classroom performance and exams	Standard method	Science and the city		2	September 3
Classroom performance and exams	Standard method	Civilizations and Heritage		2	September 4
Classroom performance and exams	Standard method	Theory of the Rise of Civilizations		2	October 1
Classroom performance and exams	Standard method	Environmental theory		2	October 2
Classroom performance and exams	Standard method	Sex and Presentation Theory		2	October 3
Classroom performance and exams	Standard method	Materialism theory		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Reasons for the rise of civilizations in the Arab world		2	November 2
Classroom performance and exams	Standard method	Intended meaning in Arab-Islamic civilization		2	November 3
Classroom performance and exams	Standard method	ArabismIslam		2	November 4
Classroom performance and exams	Standard method	Characteristics of Arab CivilizationIslamic		2	December 1
Classroom performance and exams	Standard method	Origins of Arab Civilization		2	December 2
Classroom performance and exams	Standard method	Origins of Arab Civilization		2	December 3
Classroom performance and exams	Standard method	Ancient Iraqi Civilization		2	December 4
Classroom performance and exams	Standard method	Ancient Iraqi Civilization		2	January 1
			Second month test		January 2

<b>Classroom performance and exams</b>	<b>Standard method</b>	Aramaic civilization in the Levant		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Aramaic civilization in the Levant		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Yemeni civilization		<b>2</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Hejaz Civilization		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Foreign influences on the peoples of conquered lands		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Foreign influences on the peoples of conquered lands		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Arab systemsIslamic		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Arab systemsIslamic		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Features of civilizationIslamic		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Methods of transmission of Arab-Islamic civilization to Europe		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Methods of transmission of Arab-Islamic civilization to Europe		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

#### 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11. Learning and teaching resources

<b>History of Arab CivilizationIslamic Dr. Abdul Rahman Al-Azzawi</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
<b>Aspects of Islamic Civilization Abdul Rahman Ali Al-Hajji Studies in the History of Arab Islamic Civilization Saeed Abdel Fattah Ashour</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
Modern and contemporary history of the Arabian Gulf.	
2. Course code	
HMCG 417	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M.M. Thamer Mohammed Jassim</b> Email: Thamer_Mohammed@imamaladham.edu.iq	
8. Course objectives	
<b>Understanding the European countries that competed for control of the Arabian Gulf and the geographical location of the Arabian Gulf And to know the reasons for international competition over the Arabian Gulf, as well as the historical events and how they occurred, and the years of independence of the Arabian Gulf countries.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The student is tasked with reading and memorizing history in order to be able to understand political, religious, and social matters.	<b>strategy</b>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Chapter One / The Location of the Arabian Gulf and its Strategic Importance.		2	September 2
Classroom performance and exams	Standard method	International competition in the Arabian Gulf region.		2	September 3
Classroom performance and exams	Standard method	British penetration into the Arabian Gulf and Iraq.		2	September 4
Classroom performance and exams	Standard method	The impact of the Ottoman reform movement in the Arabian Peninsula and Yemen.		2	October 1
Classroom performance and exams	Standard method	Kingdom of Hejaz 1916-1925.		2	October 2
Classroom performance and exams	Standard method	Kingdom of Hejaz 1916-1925.		2	October 3
Classroom performance and exams	Standard method	review		2	October 4
			<b>First month test</b>		November 1
Classroom performance and exams	Standard method	Chapter Three/ Kingdom of Saudi Arabia.		2	November 2
Classroom performance and exams	Standard method	Chapter Three/ Kingdom of Saudi Arabia.		2	November 3
Classroom performance and exams	Standard method	Chapter Three/ Kingdom of Saudi Arabia.		2	November 4
Classroom performance and exams	Standard method	The Mutawakkilite Kingdom of Yemen.		2	December 1
Classroom performance and exams	Standard method	The Mutawakkilite Kingdom of Yemen.		2	December 2
Classroom performance and exams	Standard method	Yemen Revolution of 1962.		2	December 3
Classroom performance and exams	Standard method	Yemen Revolution of 1962.		2	December 4
Classroom performance and exams	Standard method	review		2	January 1

			<b>Second month test</b>		<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>South Yemen Revolution of 1963.</b>		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>South Yemen Revolution of 1963.</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>South Yemen Revolution of 1963.</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Chapter Four / Kuwait's Independence 1961.</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Bahrain's independence in 1971.</b>		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Qatar's independence in 1971.</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>review</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Independence of the United Arab Emirates 1971.</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Independence of the United Arab Emirates 1971.</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Independence of the Sultanate of Oman 1971.</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>review</b>		<b>2</b>	<b>April 4</b>
			<b>2</b>	<b>Fourth month test</b>	
					<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Jafar Abbas Hamidi and others,  
Modern and contemporary history of  
the Arabian Gulf.**

Required textbooks  
(Methodology, if any)

Mahmoud Shaker, Encyclopedia of  
History of the Arabian Gulf.

Main References  
(Sources)

Recommended supporting books and  
references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
Modern European History – Phase Three	
2. Course code	
HMEH313	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>D. Arwa Yahya Dhanoun</b> Email:arwa.yahya@imamaladham.edu.iq	
8. Course objectives	
<p>This course introduces the history of modern Europe and the significance of the French Revolution of 1789, examining its impact on Europe and the world in the modern era. It explores the revolution's influential goals and principles, the development of which continued until World War I. Furthermore, it delves into the economic and political changes brought about by the Industrial Revolution, its effects on Europe and the world, the growth of capitalist and colonial thought, the emergence of alliances, the rise of European powers such as Germany and Italy, the emergence of new powers, the struggle for European dominance, the seizure of Ottoman territories, and its role in triggering numerous political crises, culminating in the assassination of the Archduke of Austria-Hungary and the outbreak of World War I.</p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<ul style="list-style-type: none"> <li>- drawings and diagrams</li> <li>- the explanation</li> <li>- maps</li> <li>- Electronic Encyclopedia</li> </ul>	<p><b>strategy</b></p>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	The French Revolution and Europe 1789-1914.		2	September 3
Classroom performance and exams	Standard method	Europe in the late 18th century Causes of the French Revolution		2	September 4
Classroom performance and exams	Standard method	The Reign of Terror and the Administration Government 1792-1799		2	October 1
Classroom performance and exams	Standard method	Europe's stance on the French Revolution 1792-1799		2	October 2
Classroom performance and exams	Standard method	Napoleonic France and Europe up to the Battle of Leyseg 1799-1914.		2	October 3
Classroom performance and exams	Standard method	Europe from the Congress of Vienna to the revolutions of 1848. Congress of Vienna 1815 - Political developments in France		2	October 4
		/	<b>First month test</b>		<b>November 1</b>
Classroom performance and exams	Standard method	Nationalist revolutions of 1848 Causes and effects		2	November 2
Classroom performance and exams	Standard method	Europe from the establishment of the French Republic until the unification of Germany (1848-1870) France under the control of Napoleon III.		2	November 3
Classroom performance and exams	Standard method	The Eastern Question and the Crimean War.		2	November 4
Classroom performance and exams	Standard method	Unity Italian		2	December 1
Classroom performance and exams	Standard method	Unity German		2	December 2
Classroom performance and exams	Standard method	Internal conditions in European countries 1870-1914 The Third French Republic		2	December 3

Classroom performance and exams	Standard method	Political and economic developments in Britain.		2	December 4
Classroom performance and exams	Standard method	Austria-Hungary_Tsarist Russia		2	January 1
			Second month test		January 2
Classroom performance and exams	Standard method	Bosnia and Herzegovina Crisis 1875-1878 German-Austrian Alliance 1879		2	January 3
Classroom performance and exams	Standard method	-The Alliance of the Three Emperors 1883 The Triple Alliance of Germany, Austria-Italy, 1882 Germany and the Colonial Movement 1884-1885		2	January 4
			holiday Spring		February 1
			holiday Spring		February 2
		Europe divided into two camps 1890-1907			February 3
Classroom performance and exams	Standard method	Franco-Russian Alliance 1894 Anglo-Japanese Alliance 1902 Entente Cordiale 1904 The Tripartite Agreement 1907		2	February 4
Classroom performance and exams	Standard method	Wars before World War I 1908-1914		2	March 1
				2	March 2
Classroom performance and exams	Standard method	British-German naval race		2	March 3
			Third month test		March 4
Classroom performance and exams	Standard method	Agadir Crisis 1911 AThe Italian-Libyan War of 1911-1912		2	April 1
Classroom performance and exams	Standard method	Balkan War 1912-1913		2	April 2
Classroom performance and exams	Standard method	Austria-Hungary and Slavic nationalism		2	April 3
Classroom performance and exams	Standard method	International alliances prior to World War I		2	April 4
		Fourth month test			May 1

#### 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

#### 11.Learning and teaching resources

**History of Europe in the nineteenth century.**

**D. Muhammad Muhammad Saleh**

Required textbooks (methodology, applicable)

**Abdul Aziz Suleiman / Europe from the French Revolution to the First World War / Carlton Hayes / A History of Modern Europe**

Main references (sources)

- **Persepolis / History of the French Revolution**
- **Fisher, A History of Modern Europe**
- **Professor's Journal: An academic journal / Faculty of Arts**
- **Foreign research**

Recommended supporting books and references (scientific journals, reports...)

<https://ar-m.wikipedia.org>.

Electronic references, websites

## Course description template

1. Course Name	
Islamic Creed – Stage Three	
2. Course code	
EAID 214	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: A.M.D.Mohammed Basin Hussein Email:mohammedyaseen@imamaladham.edu.iq	
8. Course objectives	
<p><b>The student's knowledge of doctrineIslamic</b></p> <p><b>The student should know his duty towards his Lo</b></p> <p><b>and his Prophet, peace and blessings be upon him.</b></p> <p><b>The student should be able to distinguish the corre</b></p> <p><b>doctrine from others.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>1- Using traditional teaching aids such as the blackboard a</p> <p>maps</p> <p>2- Using the method of daily preparation, discussion, and</p> <p>dialogue in addressing the topics raised.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		1	September 2
Classroom performance and exams	Standard method	Definition of beliefs		1	September 3
Classroom performance and exams	Standard method	Names of the science of creed		1	September 4
Classroom performance and exams	Standard method	The importance of faith		1	October 1
Classroom performance and exams	Standard method	Methods of proving faith		1	October 2
Classroom performance and exams	Standard method	Creed and the Hadith of Ahad		1	October 3
Classroom performance and exams	Standard method	Characteristics of the doctrineIslamic		1	October 4
			Test of the monththe first		November 1
Classroom performance and exams	Standard method	Features of the CreedIslamic		1	November 2
Classroom performance and exams	Standard method	The Quran's method of presenting doctrine Faith and Life		1	November 3
Classroom performance and exams	Standard method	Pillars of Faith		1	November 4
Classroom performance and exams	Standard method	Faith in God		1	December 1
Classroom performance and exams	Standard method	Divisions of Tawhid (Islamic Monotheism)		1	December 2
Classroom performance and exams	Standard method	Evidence for the existence of God		1	December 3
Classroom performance and exams	Standard method	Evidence for the existence of God		1	December 4
Classroom	Standard	Evidence for the existence		1	January 1

<b>performance and exams</b>	<b>method</b>	<b>of God</b>			
			<b>Second month test</b>		<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Material things and their impact on belief in God's existence</b>		1	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Belief in the apostles</b>		1	<b>January 4</b>
			<b>Spring break</b>		<b>February 1</b>
			<b>Spring break</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Belief in angels</b>		1	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Belief in the Day of Judgment</b>		1	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Belief in the Day of Judgment</b>		1	<b>March 1</b>
		<b>Belief in destiny</b>		1	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Belief in destiny</b>		1	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Belief in destiny</b>		1	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The impact of the pillars of faith on the life of a Muslim</b>		1	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The impact of the pillars of faith on the life of a Muslim</b>		1	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The impact of the pillars of faith on the life of a Muslim</b>		1	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>Explanation of Al-Fiqh Al-Akbar by Imam Abu Hanifa Al-Nu'man</b>	Required textbooks (Methodology, if any)
<b>General Doctrine Books</b>	Main References (Sources)
<b>Islamic Creed by Dr. Qahtan al-Douri</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
Memorizing the Holy Quran – Stage Three	
2. Course code	
EAQM 301	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 30 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Baraq Shaker Abdul</b> Email:borakshaker@imamaladham.edu.iq	
8. Course objectives	
<b>A1- The student should understand the importance memorizing the Holy Quran</b>	<b>Course objective</b>
<b>Q2- The student should explain some Quran vocabulary</b>	
9. Teaching and learning strategies	
Oral test - Written test	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Presentat ion and listening	Welcome - Course Introduction	Surah Al-Baqarah	1	September 2
Classroom performance and exams	Presentat ion and listening	From verse 253 to 256	Surah Al-Baqarah	1	September 3
Classroom performance and exams	Presentat ion and listening	From verse 257 to verse 259	Surah Al-Baqarah	1	September 4
Classroom performance and exams	Presentat ion and listening	From verse 260 to verse 264	Surah Al-Baqarah	1	October 1
Classroom performance and exams	Presentat ion and listening	From verse 265 to verse 269	Surah Al-Baqarah	1	October 2
Classroom performance and exams	Presentat ion and listening	review		1	October 3
Classroom performance and exams	Presentat ion and listening	review		1	October 4
			First month test		November 1
Classroom performance and exams	Presentat ion and listening	From verse 270 to verse 274	Surah Al-Baqarah	1	November 2
Classroom performance and exams	Presentat ion and listening	From verse 275 to verse 281	Surah Al-Baqarah	1	November 3
Classroom performance and exams	Presentat ion and listening	Verse 282	Surah Al-Baqarah	1	November 4
Classroom performance and exams	Presentat ion and listening	From verse 283 to 286	Surah Al-Baqarah	1	December 1
Classroom performance and exams	Presentat ion and listening	From verse 1 to verse 9	Surah Al-Baqarah	1	December 2
Classroom performance and exams	Presentat ion and listening	From verse 10 to verse 15	Surah Al-Baqarah	1	December 3
Classroom performance and exams	Presentat ion and listening	From verse 16 to verse 22	Surah Al-Baqarah	1	December 4
Classroom performance and exams	Presentat ion and listening	review		1	January 1
Classroom performance and			Second month	1	January 2

exams			test		
Classroom performance and exams	Presentat ion and listening	From verse 23 to verse 29	Surah Al-Baqarah	1	January 3
Classroom performance and exams	Presentat ion and listening	From verse 38 to verse 45	Surah Al-Baqarah	1	January 4
				holiday Spring	February 1
				holiday Spring	February 2
Classroom performance and exams	Presentat ion and listening	From verse 53 to verse 61	Surah Al Imran		February 3
Classroom performance and exams	Presentat ion and listening	From verse 53 to verse 61	Surah Al Imran	1	February 4
Classroom performance and exams	Presentat ion and listening	From verse 62 to verse 70	Surah Al Imran	1	March 1
			Third month test		March 2
Classroom performance and exams	Presentat ion and listening	From verse 71 to verse 77	Surah Al Imran	1	March 3
Classroom performance and exams	Presentat ion and listening	From verse 78 to verse 83	Surah Al Imran	1	March 4
Classroom performance and exams	Presentat ion and listening	From verse 84 to verse 91	Surah Al Imran	1	April 1
Classroom performance and exams	Presentat ion and listening	From verse 84 to verse 91	Surah Al Imran	1	April 2
Classroom performance and exams	Presentat ion and listening	From verse 84 to verse 91	Surah Al Imran	1	April 3
Classroom performance and exams	Presentat ion and listening	review		1	April 4
			Fourth month test		May 1

### 10.Course evaluation

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

- 1- Monthly exam: 30 marks
- 2- Daily preparation: 10 points
- 3- Final exam: 60 marks

### 11.Learning and teaching resources

Part three of the Holy Quran	Required textbooks (methodology, applicable)
<b>Koran</b>	Main references (sources)
	Recommended supporting books and references  (Scientific journals, reports...)
Audio recordings	Electronic references, Internet sites

## Course description template

1. Course Name	
Teaching Methods – Stage Three	
2. Course code	
EAMT 306	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 90 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name:M.M. Noor Emad Mohamed Email: noor.emad@imamaladham.edu.iq	
8. Course objectives	
<p><b>1- To provide learners with the planned educational experiences.</b></p> <p><b>2- Developing learners' ability to think scientifically through the problem-solving method.</b></p> <p><b>3- Developing the learner's ability to work collaboratively or in groups.</b></p> <p><b>4- Developing learners' ability to innovate or be creative.</b></p> <p><b>5- Addressing the individual differences between learners.</b></p> <p><b>6- Addressing the problems resulting from the large increase in the number of learners.</b></p> <p><b>7- To instill in learners the desired values, habits, and attitudes for the benefit of the individual and society.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p><b>1- The method of dialogue and discussion</b></p> <p><b>2- Delivery method</b></p> <p><b>3-Method of communication or interaction</b></p> <p><b>4- How to use technologies and languages</b></p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	The Muslim teacher's message and responsibilities		2	September 3
Classroom performance and exams	Standard method	The Muslim teacher's message in society		2	September 4
Classroom performance and exams	Standard method	Qualities of a successful teacher		2	October 1
Classroom performance and exams	Standard method	Teaching is both a science and an art.		2	October 2
Classroom performance and exams	Standard method	Teaching rules		2	October 3
Classroom performance and exams	Standard method	Total Quality		2	October 4
			First month test		November 1
Classroom performance and exams	Standard method	The Muslim teacher's message and responsibilities		2	November 2
Classroom performance and exams	Standard method	Educational situations		2	November 3
Classroom performance and exams	Standard method	Goals		2	November 4
Classroom performance and exams	Standard method	Bloom's Taxonomy of Goals		2	December 1
Classroom performance and exams	Standard method	Kawthar's goal classification		2	December 2
Classroom performance and exams	Standard method	Classification of affective goals		2	December 3
Classroom performance and exams	Standard method	Planning		2	December 4
Classroom performance and exams	Standard method	Educational resources		2	January 1

			<b>Second month test</b>		<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Classroom questions</b>		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Questioning strategy</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Teaching executive skills</b>		<b>2</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Leadership requirements for classroom management</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>effective communication skills</b>		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Modern teaching methods</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Traditional teaching methods</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Cooperative learning</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The teacher's role in cooperative learning</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Obstacles to cooperative learning</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>e-learning</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

11.Learning and teaching resources

**The Art of Teaching and its General Methods**  
**For Dr. Moataz Ahmed Ibrahim**  
**Professor Burhan Nimr**

Required textbooks  
 (Methodology, if any)

**1- Teaching Methods Book by Dr. Abd Razzaq Al-Jaf**  
**2- General Teaching Methods book by Dr. Hilal Muhammad Ali**  
**3- The book "General Teaching Methods" by Dr. Walid Ahmed Jaber**

Main references (sources)

**There are many different websites specializing in this field.**

Recommended supporting books and references

(Scientific journals, reports...)

Electronic references,

Internet sites

## Course description template

1. Course Name	
Muslim creation– Phase Three	
2. Course code	
EAIE 205	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: M.M. Muhannad Abdulhadi Email: <a href="mailto:Mohanad_Abedhadi@imamaladham.edu.iq">Mohanad_Abedhadi@imamaladham.edu.iq</a>	
8. Course objectives	
<p><b>Student's knowledge of ethicsIslamic</b></p> <p><b>The student should know his duty towards his Lord and his Prophet, peace and blessings be upon him.</b></p> <p><b>The student should be able to distinguish good morals from others.</b></p> <p><b>The student should practice good morals.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>The project and discussion method, and knowing how to process historical texts to arrive at the true information. Through analysis and deduction.</p>	<p><b>strategy</b></p>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		1	September 2
Classroom performance and exams	Standard method	The importance of ethics		1	September 3
Classroom performance and exams	Standard method	Characteristics of ethicsIslamic		1	September 4
Classroom performance and exams	Standard method	Divisions of ethics in terms oforigin		1	October 1
Classroom performance and exams	Standard method	List of good morals		1	October 2
Classroom performance and exams	Standard method	Honesty		1	October 3
Classroom performance and exams	Standard method	Justice		1	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Honesty		1	November 2
Classroom performance and exams	Standard method	patience		1	November 3
Classroom performance and exams	Standard method	The dream		1	November 4
Classroom performance and exams	Standard method	Loyalty		1	December 1
Classroom performance and exams	Standard method	modesty		1	December 2
Classroom performance and exams	Standard method	Sincerity		1	December 3
Classroom performance and exams	Standard method	Respect		1	December 4
Classroom performance and exams	Standard method	review		1	January 1
			Second month test		January 2
Classroom	Standard	List of reprehensible		1	January 3

<b>performance and exams</b>	<b>method</b>	<b>morals</b>			
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Lying</b>		1	<b>January 4</b>
				<b>holiday Spring</b>	<b>February 1</b>
				<b>holiday Spring</b>	<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>cheating</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Pride</b>		1	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>envy</b>		1	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>hatred</b>		1	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>rancor</b>		1	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Anger</b>		1	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Insults and swearing</b>		1	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Insults and swearing</b>		1	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>betrayal</b>		1	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>The Muslim's Character by Dr. Muhammad al-Ghazali</b>	Required textbooks (Methodology, if any)
<b>Books on General Ethics</b>	Main References (Sources)
<b>Encyclopedia of Ethics Islamic</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
The Modern Arab World – Phase Three	
2. Course code	
HMHA 212	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>millimeter.Elaf Thamer Abdullah</b> Email: <b>Elaaf_Thamer@imamaladham.edu.iq</b>	
8. Course objectives	
<ul style="list-style-type: none"> <li>✓ <b>Emphasizing the history of the Ottoman state's rise and its attempts to control Arab countries</b></li> <li>✓ <b>A study of the emergence of local powers in the Arab states and the nature of their relationship with the Ottoman state.</b></li> <li>✓ <b>Introducing the student to the building of the modern Arab state in Egypt and the role of Muhammad Ali in it</b></li> <li>✓ <b>The student needs to know the history of the European colonial invasion of the Arab world and the Arab resistance to this colonialism.</b></li> <li>✓ <b>The importance of studying the development of the Arab nationalist movement in the second half of the nineteenth century</b></li> </ul>	<b>Course objective</b>
9. Teaching and learning strategies	
<ul style="list-style-type: none"> <li>- <b>drawings and diagrams</b></li> <li>- <b>the explanation</b></li> <li>- <b>maps</b></li> <li>- <b>Electronic Encyclopedia</b></li> </ul>	<b>strategy</b>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	The rise and expansion of the Ottoman Empire in the Arab countries		2	September 3
Classroom performance and exams	Standard method	Ottoman expansion into Arab countries and the rise of the Safavid state in Iran		2	September 4
Classroom performance and exams	Standard method	European colonial invasion of the Arab world		2	October 1
Classroom performance and exams	Standard method	Ottoman control over the Levant, Egypt, Hejaz, and Yemen		2	October 2
Classroom performance and exams	Standard method	Ottoman control over Iraq and the Arabian Gulf		2	October 3
Classroom performance and exams	Standard method	Ottoman control over the Maghreb countries		2	October 4
			<b>First month test</b>		November 1
Classroom performance and exams	Standard method	The Ottoman Empire and local powers in the Arab states		2	November 2
Classroom performance and exams	Standard method	French invasion of Egypt		2	November 3
Classroom performance and exams	Standard method	The First Cairo Revolt and the French Invasion of Syria		2	November 4
Classroom performance and exams	Standard method	The Second Cairo Revolt and the French Withdrawal from Egypt		2	December 1
Classroom performance and exams	Standard method	Results of the French invasion of Egypt		2	December 2
Classroom performance and exams	Standard method	The emergence of Muhammad Ali and his attempts to build the modern Arab state		2	December 3
Classroom performance and exams	Standard method	Muhammad Ali's reforms in the military, administrative, and economic fields		2	December 4
Classroom performance and	Standard method	Muhammad Ali's educational reforms and		2	January 1

exams		policies in the Arab countries			
			Second month test		January 2
Classroom performance and exams	Standard method	Liberation movements in the Arab world in the nineteenth century		2	January 3
Classroom performance and exams	Standard method	The Sanusi movement and its development		2	January 4
				holiday Spring	February 1
				holiday Spring	February 2
Classroom performance and exams	Standard method	The Mahdist Movement			February 3
Classroom performance and exams	Standard method	Motives for the increase of European colonial influence		2	February 4
Classroom performance and exams	Standard method	French occupation of Algeria		2	March 1
Classroom performance and exams	Standard method	French occupation of Morocco		2	March 2
Classroom performance and exams	Standard method	French occupation of Tunisia		2	March 3
Classroom performance and exams	Standard method			Third month test	March 4
Classroom performance and exams	Standard method	The British occupation of Egypt and the Urabi Revolt		2	April 1
Classroom performance and exams	Standard method	Italian occupation of Libya		2	April 2
Classroom performance and exams	Standard method	The emergence of modern Arab nationalist movements		2	April 3
Classroom performance and exams	Standard method	The Arab Movement from 1908-1914		2	April 4
			Fourth month test		May 1

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Ibrahim Khalil Ahmad, History of the Modern Arab World**

Required textbooks

(Methodology, if any)

**Ahmed Abdel Aziz Issa, History of Modern Arab World**

Main References

(Sources)

**Recommendation: Please review: Journal of Arabic Studies**

Recommended supporting books and references

(Scientific journals, reports...)

Utilize specialized literature on the modern Arab world in the electronic library

Electronic references,

Internet sites

## Course description template

1. Course Name	
History of the Ayyubids and Mamluks – Phase Three	
2. Course code	
HAM 311	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: millimeterShaimaa Abdullah Email: shayma.abdallah@imamaladham.edu.iq	
8. Course objectives	
<p><b>a) Understanding the history of the establishment of the Ayyubid and Mamluk states</b></p> <p><b>b) Understanding the factors that led to the emergence of the two states</b></p> <p><b>C- Uncovering the weaknesses and strengths in the two countries' trajectory</b></p> <p><b>d) A study of the most prominent achievements of the two countries in the political, economic and social fields</b></p> <p><b>e- A statement of the two countries' position on the Crusader expansion</b></p> <p><b>- Uncovering the reasons for the fall of the two states</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>1- Active learning</p> <p>2- E-learning</p> <p>3- Brainstorming</p>	<p><b>strategy</b></p>

<b>10 Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		1	September 2
Classroom performance and exams	Standard method	Definition of the Ayyubids (their origins)		1	September 3
Classroom performance and exams	Standard method	Factors contributing to the rise of the Ayyubid state		1	September 4
Classroom performance and exams	Standard method	The Ayyubids during the reign of Saladin		1	October 1
Classroom performance and exams	Standard method	The Ayyubid state after the death of Saladin		1	October 2
Classroom performance and exams	Standard method	The reign of the just Ayyubid king		1	October 3
Classroom performance and exams	Standard method	The Fifth Crusade, during the reign of King Al-Kamil Al-Ayyubi		1	October 4
			<b>First month test</b>		November 1
Classroom performance and exams	Standard method	The role of King Al-Kamil in confronting the Fifth Crusade		1	November 2
Classroom performance and exams	Standard method	The role of King Al-Kamil in confronting the Fifth Crusade		1	November 3
Classroom performance and exams	Standard method	The Sixth Crusade		1	November 4
Classroom performance and exams	Standard method	The Seventh Crusade		1	December 1
Classroom performance and exams	Standard method	King Turan Shah and his role in the Seventh Crusade		1	December 2
Classroom performance and exams	Standard method	Factors contributing to the fall		1	December 3

exams		of the Ayyubid state in Egypt			
Classroom performance and exams	Standard method	The Ayyubids in the Levant		1	December 4
Classroom performance and exams	Standard method	The Ayyubid stance on the Mongol invasion		1	January 1
			Second month test		January 2
Classroom performance and exams	Standard method	The fall of the Ayyubids in the Levant		1	January 3
Classroom performance and exams	Standard method	Results of the Mongol invasion		1	January 4
			holiday Spring		February 1
			holiday Spring		February 2
Classroom performance and exams	Standard method	Defining the Mamluks and understanding their origins		1	February 3
Classroom performance and exams	Standard method	Methods of raising and training the Mamluks		1	February 4
Classroom performance and exams	Standard method	review		1	March 1
Classroom performance and exams	Standard method	The stages that the Mamluk state went through			March 2
Classroom performance and exams	Standard method	Features of the Mamluks		1	March 3
			Third month test		March 4
Classroom performance and exams	Standard method	Mamluk Bahri State		1	April 1
Classroom performance and exams	Standard method	Shajar al-Durr's rule		1	April 2
Classroom performance and exams	Standard method	The difficulties that faced the establishment of the Mamluk state		1	April 3
Classroom performance and exams	Standard method	review		1	April 4
			Fourth month test		May 1

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Prepared by Dr. Nour Saad**

Required textbooks (methodology, applicable)

**1- The Sultanic Anecdotes and the Yusufi Virtues (Biography of Saladin al-Ayyubi) by the author Ibn Shaddad (d. 632 AH)**

Main references (sources)

**2- The book "Reliever of Distress in the History of the Ayyubids" by the author Ibn Wasil (d. 697 AH)**

**1- The Ayyubids and the Mamluks (Political and Military History) by the author Qasim Abdo Qasim.**

Recommended supporting books and references (scientific journals, reports...)

**2- The system of government and administration in the era of the Ayyubids and Mamluks, by the author Saeed Abdel Fattah Ashour.**

**3- The Ayyubids and the Mamluks, by Said Abdel Fattah Ashour**

Electronic references, websites

## Course description template

1. Course Name	
Modern History of Iraq – Phase Three	
2. Course code	
HIMH 315	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M.Elaf Thamer Abdullah Email: Elaaf_Thamer@imamaladham.edu.iq	
8. Course objectives	
<p><b>1- The student should deduce the importance of Iraq the Ottomans and the Safavids.</b></p> <p><b>2. The student should analyze the reasons for the Ottoman-Safavid rivalry over Iraq.</b></p> <p><b>3- The student should understand the relationship between Iraq and Britain.</b></p> <p><b>4- The student should explain the reasons for the battle between the Safavids and the Ottomans.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<p>Students were tasked with preparing some reports related to the subject.</p> <p>Questioning students using traditional questions.</p> <p>Drawings and diagrams.</p>	<p><b>strategy</b></p>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		1	September 2
Classroom performance and exams	Standard method	The origin of the Mongols, the origin of their name, the Ilkhanids (1258-1337 AD) and their administrative and military organizations.		1	September 3
Classroom performance and exams	Standard method	The origin of the Mongols, the origin of their name, the Ilkhanids (1258-1337 AD) and their administrative and military organizations		1	September 4
Classroom performance and exams	Standard method	The Jalayirid State 1337-1411 AD, Timur's invasion of Iraq, and the administrative formations during the Jalayirid occupation.		1	October 1
Classroom performance and exams	Standard method	The Jalayirid State 1337-1411 AD, Timur's invasion of Iraq, and the administrative formations during the Jalayirid occupation.		1	October 2
Classroom performance and exams	Standard method	The Turkmen era 1411-1508 AD, the Qara Qoyunlu 1411-1486 AD, and the Aq Qoyunlu 1486-1508 AD.		1	October 3
Classroom performance and exams	Standard method	review		1	October 4
			<b>First month test</b>		November 1
Classroom performance and exams	Standard method	The Safavid era of control (1508-1534 AD)		1	November 2
Classroom performance and exams	Standard method	The Safavid era of control (1508-1534 AD)		1	November 3
Classroom performance and exams	Standard method	The Ottoman era (1534-1914 AD), the first Ottoman era (1534-1623 AD).		1	November 4
Classroom performance and exams	Standard method	The Ottoman era (1534-1914 AD), the first Ottoman era (1534-1623 AD).		1	December 1
Classroom performance and exams	Standard method	The Zulfiqar movement (1527-1529 AD), the Bakr Subashi movement (1618-		1	December 2

		1621 AD).			
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Ottomans regain control of Iraq.		1	<b>December 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The movement of Nader Shah and Karim Khan Zand, and the move towards Mosul.		1	<b>December 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review		1	<b>January 1</b>
			<b>Second month test</b>		<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Afrasiab family in Basra.		1	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Al-Jalili family in Mosul.		1	<b>January 4</b>
				<b>holiday Spring</b>	<b>February 1</b>
				<b>holiday Spring</b>	<b>February 2</b>
		The era of Daoud Pasha.			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review		1	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review		1	<b>March 1</b>
			<b>Third month test</b>		<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The era of direct Ottoman rule, 1831-1872 AD.		1	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Independence of the United Arab Emirates, 1971 AD.		1	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Consolidating British influence in Iraq.		1	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Midhat Pasha's governorship 1869-1872 AD.		1	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The civil administration of Governor Nazim Pasha.		1	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review		1	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

### 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

### 11.Learning and teaching resources

**Inas Saadi Abdullah, Modern History of Iraq.**

Required textbooks  
(Methodology, if any)

**Stephen Hemsley Longkirk, Modern Iraq (1900-1950 AD), translated by: Salim Taha Al-Tikriti.**

Main references (sources)

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
The Arab Islamic State in the Abbasid Era (334-656 AH) - Fourth Stage	
2. Course code	
HABB 411	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M. Ibrahim Ahmed Dhiab</b> Email: Ibrahim.ahmed@imamaladham.edu.iq	
8. Course objectives	
<b>The course aims to introduce the student to the conditions of the Abbasid Caliphate in its later periods from 334 to 656 AH, as well as to study the rule of the foreign dynasties that took turns in Iraq, such as the Buyids and the Seljuks, and to study the era of the Crusades and the Mongol invasion.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The student is tasked with reading and memorizing history in order to be able to understand political, religious, and social matters.	<b>strategy</b>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	The Buyids / Their origin / Their homeland / The land of Daylam / Their entry into the service of its princes		2	September 3
Classroom performance and exams	Standard method	The meaning of the state and the growing influence of the Buyids in Persia and Iraq		2	September 4
Classroom performance and exams	Standard method	The Abbasid Caliphs and their efforts to confront Buyid tyranny		2	October 1
Classroom performance and exams	Standard method	The role of popular resistance against Buyid tyranny		2	October 2
Classroom performance and exams	Standard method	The tricksters and the clever ones		2	October 3
Classroom performance and exams	Standard method	Tafar Bey and the rise of Seljuk rule		2	October 4
			<b>First month test</b>		<b>November 1</b>
Classroom performance and exams	Standard method	Seljuk Sultanate		2	November 2
Classroom performance and exams	Standard method	Ending Buyid tyranny		2	November 3
Classroom performance and exams	Standard method	Alp Arslan and Malik Shah and the rise of Seljuk influence		2	November 4
Classroom performance and exams	Standard method	The Abbasid Caliphate's relationship with the Seljuk sultans		2	December 1
Classroom performance and exams	Standard method	Caliph al-Muqtadi's efforts to restore the authority of the Caliphate		2	December 2
Classroom performance and exams	Standard method	The role of the people in confronting Seljuk tyranny – Caliph al-Nasir		2	December 3
Classroom performance and exams	Standard method	Futuwwa movement		2	December 4
Classroom	Standard	The disintegration of the Arab		2	January 1

<b>performance and exams</b>	<b>method</b>	Islamic state and the struggle for political power			
			<b>Second month test</b>		<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Crusades and the establishment of the Crusader kingdoms in the Levant		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Origin of the Mongols / Their homeland / Temujin's leadership		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
		The Mongol invasion of the Arab stateIslamic			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Abbasid Caliphate's efforts to confront the Mongol invaders		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Mongols entered Baghdad and destroyed its cultural heritage in 656 AH.		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Mamluk state in Egypt and its role in confronting the massive Mongol horde		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Arab and Islamic nation supports Baghdad against the Mongol invaders.		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Mamluks echoed the Mongol project under the leadership of Saif ad-Din Qutuz		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Battle of Ain Jalut in 661 AD and the defeat of the Mongols		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Muslim victory at Ain Jalut and the reasons that led to that victory		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The impact of the Mongol defeat at the Battle of Ain Jalut on the Mongol presence in the Levant and Iraq		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**History of the Arab Islamic State in the Abbasid Era (334-656 AH) by Dr. Khalil Ibrahim Al-Samarrai and others.**

Required textbooks (methodology, applicable)

Main References  
(Sources)

**The beginning of the Abbasid state and its most important achievements during this period.**

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
History of Muslims in Andalusia- Fourth stage	
2. Course code	
HHA 215	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>A.M. Habib Abdul Sattar Jabbar</b> Email:habeebabdstar@imamaladham.edu.iq	
8. Course objectives	
<b>Following the historical stages of Andalusia, starting from the Islamic conquest, through the era of the governors, the caliphate, the Taifa kings, and the Almoravid and Almohad states, until the end of Muslim rule in Andalusia with the fall of the Kingdom of Granada.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The project and discussion method, and knowing how to process historical texts to arrive at the true information. Through analysis and deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	Geographical overview The state of Andalusia before the conquest		2	September 3
Classroom performance and exams	Standard method	Motives for the Arab-Islamic conquest of the Iberian Peninsula		2	September 4
Classroom performance and exams	Standard method	Arab conquest of Andalusia -The crossing operation -Opening process		2	October 1
Classroom performance and exams	Standard method	Completing the conquest of Andalusia Arab settlement in Andalusia		2	October 2
Classroom performance and exams	Standard method	The impact of the Arab conquest on Andalusia		2	October 3
Classroom performance and exams	Standard method	Review		2	October 4
		First month test			November 1
Classroom performance and exams	Standard method	The era of the governors (92 AH - 138 AH) From the era of the governor Abdul Aziz bin Musa bin		2	November 2
Classroom performance and exams	Standard method	From the era of Governor Muhammad bin Abdullah Al-Ashja'i to the era of Governor Thawaba bin Salama Al-Judhami		2	November 3
Classroom performance and exams	Standard method	Yusuf ibn Abd al-Rahman al-Fihri and the end of the era of governors		2	November 4
Classroom performance and exams	Standard method	The Umayyad state in Andalusia		2	December 1
Classroom performance and exams	Standard method	The Abbasid Revolution and the end of the Umayyad dynasty in the East Abbasid Revolution		2	December 2
Classroom performance and exams	Standard method	The establishment of the Umayyad state in Andalusia		2	December 3
Classroom performance and exams	Standard method	Abd al-Rahman I's journey to Andalusia Abd al-Rahman I establishes the Umayyad state in Andalusia		2	December 4
Classroom performance and exams	Standard method	Review		2	January 1
		Second month test			January 2

<b>Classroom performance and exams</b>	<b>Standard method</b>	The era of the Umayyad Emirate in Andalusia: Abd al-Rahman al-Dakhil (138 AH - 172 AH)		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The successors of Abd al-Rahman I in the Emirate Hisham ibn Abd al-Rahman (172 AH - 180 AH)		<b>2</b>	<b>January 4</b>
		<b>holiday Spring</b>			<b>February 1</b>
		<b>holiday Spring</b>			<b>February 2</b>
		Al-Hakam ibn Hisham (180 AH - 206 AH) Abd al-Rahman ibn al-Hakam (206e)			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Muhammad ibn Abd al-Rahman (238 AH - 273 AH) Al-Mundhir ibn Muhammad (273 AH - 275 AH) Abdullah ibn Muhammad (275 AH - 300 AH)		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Umayyad Caliphate era in Andalusia Abd al-Rahman al-Nasir (300 AH - 350 AH) / Abd al-Rahman declares the Caliphate / His reforms Hisham al-Mu'ayyad ibn al-Hakam (366 AH - 399 AH)		<b>2</b>	<b>March 1</b>
		<b>Third month test</b>			<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Amirid State and the Fall of the Umayyad Caliphate The Amirid State: Muhammad ibn Abi Amir / Abd al-Malik ibn al-Hajib al-Mansur in the year 392 AH / Abd al-Rahman ibn al-Hajib ibn al-Mansur, and the end of the Amirid State		<b>2</b>	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The end of the Umayyad Caliphate in Andalusia and the rise of the Banu Hammud state: Muhammad ibn Hisham, nicknamed (al-Mahdi),		<b>2</b>	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The decline and demise of the Arab state in Andalusia Taifa kings		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	State of Banired		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Fall of Granada		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Moriscos		<b>2</b>	<b>April 4</b>
		<b>Fourth month test</b>			<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**A book on the history of the Arabs and their civilization**

**Andalusia / Dr. Khalil Ibrahim Al-Samarrai**

Required textbooks (methodology, applicable)

**The Arab State in Andalusia / Khashaa Al-Muadhidi**

Main references (sources)

**Encyclopedia of the History of Andalusia – Hussein Mounes**

**The Islamic State in Andalusia – Muhammad Abdullah Anan**

Recommended supporting books and references (scientific journals, reports...)

Electronic references, websites

## Course description template

1. Course Name	
Contemporary History of Iraq - Phase Four	
2. Course code	
HCHI 411	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
Name: M.M. Jassim Mohammed Abdul Email: <a href="mailto:jassim.mohammad@imamaladham.edu.iq">jassim.mohammad@imamaladham.edu.iq</a>	
8. Course objectives	
<b>Studying the history of Iraq after World War II and the most important political developments that characterized this era.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
<ul style="list-style-type: none"> <li>- drawings and diagrams</li> <li>- the explanation</li> <li>- maps</li> </ul>	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	A brief overview of Iraq in the late Ottoman era		2	September 3
Classroom performance and exams	Standard method	Iraq under British occupation		2	September 4
Classroom performance and exams	Standard method	The Ottoman Empire's entry into World War I		2	October 1
Classroom performance and exams	Standard method	Early signs of resistance against the British occupation		2	October 2
Classroom performance and exams	Standard method	Secret societies in Iraq		2	October 3
Classroom performance and exams	Standard method	Iraq during the years of the British Mandate The 1920 Revolution		2	October 4
		/	First month test		November 1
Classroom performance and exams	Standard method	The nature of Iraqi-British governance and treaties		2	November 2
Classroom performance and exams	Standard method	Mosul problem		2	November 3
Classroom performance and exams	Standard method	Iraqi political parties during the British Mandate period		2	November 4
Classroom performance and exams	Standard method	The emergence of the educated class on the political scene		2	December 1
Classroom performance and exams	Standard method	group locals		2	December 2
Classroom performance and exams	Standard method	Kurdish movements 1919-1920		2	December 3
Classroom performance and exams	Standard method	Iraq's foreign relations during the British Mandate period		2	December 4
Classroom performance and exams	Standard method	The 1930 treaty and Iraq's entry into the League of Nations		2	January 1
			Second month test		January 2
Classroom	Standard	Iraq in the first stage of		2	January 3

<b>performance and exams</b>	<b>method</b>	<b>independence</b>			
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Key events in the final stage of independence and the death of King Faisal I</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Iraq during the reign of King Ghazi 1933-1939</b>			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Political conflict and tribal movements have intensified.</b>		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The 1936 coup, the ministry of Hikmat Sulayman, and the end of King Ghazi's reign</b>		<b>2</b>	<b>March 1</b>
		<b>The second British occupation of Iraq</b>		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Iraq's foreign relations during the years of World War II 1939-1945</b>		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The development of the national movement in the new phase, late monarchy, 1945-1958</b>		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The development of the national movement in the new phase, late monarchy, 1945-1958</b>		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The Portsmouth Treaty, the 1952 uprising, the Tripartite Aggression against Egypt, and the 1956 uprising</b>		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>The National Front 1957, the Baghdad Pact, Iraq's Foreign Policy 1945-1958, and the Fall of the Monarchy</b>		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Contemporary History of Iraq**

**Dr. Ibrahim Khalil Ahmed**

**Dr. Jaafar Abbas Hamidi**

Required textbooks

(Methodology, if any)

**- A group of authors, Studies in the Contemporary History of Iraq**

Main references (sources)

**Recommendation: Please review:**

**Journal of Iraqi Studies**

Recommended supporting books and references

(Scientific journals, reports...)

Electronic references,

Internet sites

## Course description template

1. Course Name	
Contemporary History of the Arab World - Phase Four	
2. Course code	
HASA 312	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>M.M. Shaimaa Fakhri Jassim</b> Email: Shaymaa.fakhrey@imamaladham.edu.iq	
8. Course objectives	
<p><b>The course aims to introduce the history of the Arab world during and after World War I, and how the war impacted the Arab world, particularly with the advent of what is known as foreign mandates over Arab lands, as well as the infamous Balfour Declaration, which Britain made to the Jews. It also covers the revolutions that took place in the Arab world to achieve independence and establish regional political entities, and the outbreak of World War II, which coincided with the rise of the Arab Revolt and the elimination of the foreign presence in the region.</b></p>	<p><b>Course objective</b></p>
9. Teaching and learning strategies	
<ul style="list-style-type: none"> <li>- drawings and diagrams</li> <li>- the explanation</li> <li>- Maps.</li> </ul>	<p><b>strategy</b></p>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	World War I 1914-1918		2	September 3
Classroom performance and exams	Standard method	The Great Arab Revolt of 1916		2	September 4
Classroom performance and exams	Standard method	Sykes-Picot Agreement		2	October 1
Classroom performance and exams	Standard method	Balfour Declaration 1917		2	October 2
Classroom performance and exams	Standard method	The Arabs and the Paris Peace Conference		2	October 3
Classroom performance and exams	Standard method	The Egyptian Revolution of 1919 / The 1920 Revolution in Iraq and the 1925 Revolution in Syria / The Tunisian Revolution of 1932 / The Palestinian Revolt of 1936		2	October 4
		/	<b>First month test</b>		November 1
Classroom performance and exams	Standard method	Kingdom of Hejaz / United Syrian Kingdom		2	November 2
Classroom performance and exams	Standard method	Kingdom of Iraq		2	November 3
Classroom performance and exams	Standard method	Emirate of Transjordan / Mutawakkilite Kingdom of Yemen		2	November 4
Classroom performance and exams	Standard method	July 1952 Revolution in Egypt		2	December 1
Classroom performance and exams	Standard method	1954 Revolution in Algeria		2	December 2
Classroom performance and exams	Standard method	1958 Revolution in Iraq		2	December 3
Classroom performance and exams	Standard method	Lebanese Revolution of 1958		2	December 4
Classroom performance and exams	Standard method	Eritrean Revolution 1961		2	January 1

<b>exams</b>					
				<b>Second month test</b>	<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Yemen Revolution 1962 / South Yemen Revolution</b>		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	<b>Palestinian Revolution 1965</b>		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
		Libyan independence 1951		<b>2</b>	<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Sudan's independence in 1956		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Morocco's independence in 1956		<b>2</b>	<b>March 1</b>
		Tunisia's independence in 1956		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Kuwait's independence in 1961		<b>2</b>	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>		<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Bahrain's independence in 1971		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Qatar's independence in 1971		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Independence of the Sultanate of Oman 1971		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Independence of the United Arab Emirates 1971		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Contemporary Arab history**

**Dr. Jassim Mohammed Hassan Al-Adoul and others**

Required textbooks

(Methodology, if any)

**Ahmed Azza, Studies in Modern Arab History**

Main References  
(Sources)

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
History of the Ottoman State - Part Four	
2. Course code	
HOH 314	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
30 hours / 60 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>millimeter.Elaf Thamer Abdullah</b> Email: <b>Elaaf_Thamer@imamaladham.edu.iq</b>	
8. Course objectives	
<b>It aims to provide an in-depth study of the political, economic, and cultural history of the Ottoman Empire, focusing on Ottoman expansion in Europe and their methods of governing Arab regions.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The project and discussion method, and knowing how to process historical texts to arrive at the true information. Through analysis and deduction.	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		1	September 2
Classroom performance and exams	Standard method	Ottoman Empire		1	September 3
Classroom performance and exams	Standard method	Geography of Baghdad Province and its divisions		1	September 4
Classroom performance and exams	Standard method	Administrative apparatus in Baghdad Governorate		1	October 1
Classroom performance and exams	Standard method	Administrative and Municipal Council		1	October 2
Classroom performance and exams	Standard method	Military and security apparatus		1	October 3
Classroom performance and exams	Standard method	Civil judiciary and its institutions		1	October 4
			First month test		November 1
Classroom performance and exams	Standard method	Civil reforms		1	November 2
Classroom performance and exams	Standard method	Abdul Hamid II and the Islamic University Reform Movement		1	November 3
Classroom performance and exams	Standard method	Ottoman Bank		1	November 4
Classroom performance and exams	Standard method	Sunni Land Management Authority		1	December 1
Classroom performance and exams	Standard method	Kulkhana publication		1	December 2
Classroom performance and exams	Standard method	The Imperial Line		1	December 3
Classroom performance and exams	Standard method	Abdul Hamid and his constitutional reforms		1	December 4
Classroom performance and exams	Standard method	Issuance of the Constitution and Content of the Constitution		1	January 1
			Second month test		January 2
Classroom	Standard	Conditionality and		1	January 3

<b>performance and exams</b>	<b>method</b>	conditions of rebellion			
<b>Classroom performance and exams</b>	<b>Standard method</b>	The deposition of Sultan Abdul Hamid		1	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The collapse of the Ottoman Empire			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Sultans		1	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Bone breasts		1	<b>March 1</b>
		women of the palaces		1	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	feudal system		1	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The military feudal system and the system of conscription		1	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Foreign privileges		1	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Missionary missions		1	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Review		1	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10. Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11. Learning and teaching resources

<b>A handout prepared by the course instructor.</b>	Required textbooks (Methodology, if any)
	Main References (Sources)
<b>The Ottomans in History and Civilization</b> <b>Mohammed Harb</b> <b>THistory of the Ottoman State (Emergence - Flourishing)</b> <b>Sayyid Muhammad Mr.</b>	Recommended supporting books and references (Scientific journals, reports...)
	Electronic references, Internet sites

## Course description template

1. Course Name	
History of Islamic sects- Fourth stage	
2. Course code	
HIS 419	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Muhammad Yasin Hussein</b> Email:mohammedyaseen@imamaladham.edu.iq	
8. Course objectives	
<b>Studying the various groups affiliated with Islam and understanding their doctrinal views and ideas, such as the Kharijites, Murji'ites, Jabriyyah, Qadariyah, and Mu'tazilah.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
The project and discussion method, and knowing how to process historical texts to arrive at the true information. Through analysis and deduction...	<b>strategy</b>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	Definition of Islamic Creed, linguistically and technically		2	September 3
Classroom performance and exams	Standard method	Names, characteristics, importance, proof, the science of beliefs.		2	September 4
Classroom performance and exams	Standard method	The Holy Quran's approach to presenting doctrine		2	October 1
Classroom performance and exams	Standard method	Explanation of the origins of Islamic schools of thought		2	October 2
Classroom performance and exams	Standard method	The Kharijites: their names, sects, leaders, worship, and opinions.		2	October 3
Classroom performance and exams	Standard method	The fatalists, the source of their opinions, their men, their opinions		2	October 4
			<b>First month test</b>		November 1
Classroom performance and exams	Standard method	The Murji'ah, the meaning of predestination, the most famous proponents of predestination, and their views		2	November 2
Classroom performance and exams	Standard method	The Mu'tazilites, their names, their origins, their sects		2	November 3
Classroom performance and exams	Standard method	Enjoining good and forbidding evil		2	November 4
Classroom performance and exams	Standard method	The necessity of creating the actions of servants		2	December 1
Classroom performance and exams	Standard method	Promise and threat		2	December 2
Classroom performance and exams	Standard method	The intermediate position		2	December 3
Classroom performance and exams	Standard method	Justice and its meaning		2	December 4
Classroom performance and exams	Standard method	Mental improvement and ugliness		2	January 1

			<b>Second month test</b>		<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Denial of intercession		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The necessity of sending messengers		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The fundamentals of religion according to the schools of thought			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Religious and sectarian origin		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The fundamental principles of religion upon which the various sects agree.		<b>2</b>	<b>March 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Charity, Islam, and Faith		<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Increase in faith		<b>2</b>	<b>March 3</b>
			<b>Third month test</b>		<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The conclusion in those statements		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Most Beautiful Names		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Meanings of some names		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	qualitiesDivine		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Islamic sects / Dr. Qahtan al-Douri**

Required textbooks  
(Methodology, if any)

Main references (  
Sources)

**Origins and History of Islamic Sects /  
Mustafa Muhammad**

Recommended supporting books and  
references  
(Scientific journals, reports...)

Electronic references,  
Internet sites

## Course description template

1. Course Name	
International Powers - Phase Four	
2. Course code	
HIP 411	
3. Semester/Year	
annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
60 hours / 120 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>D. Arwa Yahya Dhanoun</b> Email:arwa.yahya@imamaladham.edu.iq	
8. Course objectives	
<b>The course aims to introduce world history, particularly after the changes that occurred with the fall of the Napoleonic Empire, the weakening and decline of the Ottoman Empire, and the beginning of the so-called arms race among European countries, leading up to the outbreak of World War I and its profound impact on all countries of the world, as well as the economic crisis and the emergence of the United States of America as a powerful superpower.</b>	<b>Course objective</b>
9. Teaching and learning strategies	
<ul style="list-style-type: none"> <li>- drawings and diagrams</li> <li>- the explanation</li> <li>- maps</li> <li>- Electronic Encyclopedia</li> </ul>	<b>strategy</b>

## 10 Course Structure

Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Classroom performance and exams	Standard method	Welcome - Course Introduction		2	September 2
Classroom performance and exams	Standard method	The term "great powers" and the term "superpower"		2	September 3
Classroom performance and exams	Standard method	Indirect causes of World War I		2	September 4
Classroom performance and exams	Standard method	The direct cause of the World WarFirst		2	October 1
Classroom performance and exams	Standard method	Japan's position / stanceRomania / Italy / Arabian Peninsula / Greece / Bulgaria		2	October 2
Classroom performance and exams	Standard method	The position of the Ottoman Empire/United States of America/Russia		2	October 3
		Peace Conference in Paris		2	October 4
Classroom performance and exams	Standard method	/	First month test	2	November 1
Classroom performance and exams	Standard method	Treaty of Versailles		2	November 2
Classroom performance and exams	Standard method	Criticisms of the Paris Peace Conference		2	November 3
Classroom performance and exams	Standard method	Leaguenations		2	November 4
Classroom performance and exams	Standard method	The Economic Crisis of 1929-1932		2	December 1
Classroom performance and exams	Standard method	Fascist Italy		2	December 2
Classroom performance and exams	Standard method	Mussolini's rise to power and his domestic policies / The emergence of the fascist union state		2	December 3
Classroom performance and exams	Standard method	The stance of European countries towards Italian fascism		2	December 4
Classroom performance and exams	Standard method	Italy's foreign policy		2	January 1
Classroom	Standard		Second	2	January 2

<b>performance and exams</b>	<b>method</b>		<b>month test</b>		
<b>Classroom performance and exams</b>	<b>Standard method</b>	Soviet Union		<b>2</b>	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The Peace and Land Decree/Treaty of Brest-Litovsk with Germany/Constitution of 1918		<b>2</b>	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Soviet foreign policy			<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Soviet foreign policy		<b>2</b>	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Introduction to the Geography of the United States of America		<b>2</b>	<b>March 1</b>
			<b>Third month test</b>	<b>2</b>	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The discovery of the American continent and the control of the New World by European countries and the formation of their own colonies (British colonies).		<b>2</b>	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	War of Independence / Declaration of Independence		<b>2</b>	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	The American Constitution		<b>2</b>	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Civil War 1861-1865		<b>2</b>	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Ku Klux Klan		<b>2</b>	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Indirect causes of World War II		<b>2</b>	<b>April 4</b>
			<b>Fourth month test</b>	<b>2</b>	<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**Abdul Wahab Al-Qaisi, History of the Contemporary World**

Required textbooks (methodology, applicable)

**Pierre Miquel, History of the Contemporary World**

Main references (sources)

Recommended supporting books and references (scientific journals, reports...)

Electronic references, websites

## Course description template

<b>1. Course Name</b>	
Memorizing the Holy Quran – Stage Four	
<b>2. Course code</b>	
EAQM 401	
<b>3. Semester/Year</b>	
Annual	
<b>4. Date this description was prepared</b>	
1/10/2025	
<b>5. Available forms of attendance</b>	
My presence	
<b>6. Number of study hours (total) / Number of units (total)</b>	
30 hours / 30 units	
<b>7. Name of the course coordinator (if there is more than one, please mention it).</b>	
the name: <b>Dr. Baraq Shaker Abdul</b> Email:borakshaker@imamaladham.edu.iq	
<b>8. Course objectives</b>	
<b>1. The student should reflect upon and understand the Holy Quran correctly.</b> <b>2. The student should memorize the fourth part of the Holy Quran.</b> <b>3. The student should pronounce the Quranic verses correctly.</b> <b>4. Developing love for the Holy Quran in the student heart</b>	<b>Course objective</b>
<b>9. Teaching and learning strategies</b>	
The student is tasked with memorizing the Holy Quran and writing down the meanings of some Quranic vocabulary	<b>strategy</b>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction	Surah Al Imran	1	September 2
Classroom performance and exams	Standard method	From verse 92 to verse 100	Surah Al Imran	1	September 3
Classroom performance and exams	Standard method	From verse 101 to verse 108	Surah Al Imran	1	September 4
Classroom performance and exams	Standard method	From verse 109 to verse 115	Surah Al Imran	1	October 1
Classroom performance and exams	Standard method	From verse 116 to verse 121	Surah Al Imran	1	October 2
Classroom performance and exams	Standard method	From verse 122 to verse 132	Surah Al Imran	1	October 3
		review	Surah Al Imran	1	October 4
Classroom performance and exams	Standard method		First month test	1	November 1
Classroom performance and exams	Standard method	From verse 133 to verse 140	Surah Al Imran	1	November 2
Classroom performance and exams	Standard method	From verse 142 to verse 148	Surah Al Imran	1	November 3
Classroom performance and exams	Standard method	From verse 149 to verse 153	Surah Al Imran	1	November 4
Classroom performance and exams	Standard method	From verse 154 to verse 157	Surah Al Imran	1	December 1
Classroom performance and exams	Standard method	From verse 158 to verse 165	Surah Al Imran	1	December 2
Classroom performance and exams	Standard method	From verse 166 to verse 173	Surah Al Imran	1	December 3
Classroom performance and exams	Standard method	From verse 174 to verse 180	Surah Al Imran	1	December 4
Classroom performance and exams	Standard method	review		1	January 1
Classroom performance and	Standard method		Second month	1	January 2

<b>exams</b>			<b>test</b>		
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 181 to verse 186	<b>Surah Al Imran</b>	1	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 187 to verse 194	<b>Surah Al Imran</b>	1	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 195 to verse 200	<b>Surah Al Imran</b>		<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review	<b>Surah Al Imran</b>	1	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review	<b>Surah Al Imran</b>	1	<b>March 1</b>
			<b>Third month test</b>	1	<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 1 to verse 6	<b>Surah An-Nisa</b>	1	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 7 to verse 11	<b>Surah An-Nisa</b>	1	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 12 to verse 14	<b>Surah An-Nisa</b>	1	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 15 to verse 19	<b>Surah An-Nisa</b>	1	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	From verse 20 to verse 23	<b>Surah An-Nisa</b>	1	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	review	<b>Surah An-Nisa</b>	1	<b>April 4</b>
			<b>Fourth month test</b>	1	<b>May 1</b>

### 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

### 11.Learning and teaching resources

#### **Part Four of the Holy Quran**

Required textbooks (methodology, applicable)

Main references (sources)

#### **Audio recordings**

Recommended supporting books and references (scientific journals, reports...)

Electronic references, websites

## Course description template

1. Course Name	
Observation and Application - Phase Four	
2. Course code	
EAOP 407	
3. Semester/Year	
Annual	
4. Date this description was prepared	
1/10/2025	
5. Available forms of attendance	
My presence	
6. Number of study hours (total) / Number of units (total)	
240 hours / 240 units	
7. Name of the course coordinator (if there is more than one, please mention it).	
the name: <b>Dr. Najla Abdul Karim Khalifa</b> Email: najlaakareem@imamaladham.edu.iq the name: <b>A.M. Habib Abdul Sattar Jabbar</b> Email: habeebabdustar@imamaladham.edu.iq	
8. Course objectives	
<ul style="list-style-type: none"> <li>● <b>Strengthening students' specialized skills.</b></li> <li>● <b>Strengthening students' presentation skills.</b></li> <li>● <b>Strengthening students' skills in formulating questions and conducting interviews.</b></li> <li>● <b>Strengthening students' skills in all teaching methods.</b></li> <li>● <b>Helping the student build his academic personality.</b></li> <li>● <b>Strengthening the student's academic research skills.</b></li> <li>● <b>Preparing the student's personality to be a future teacher.</b></li> </ul>	<b>Course objective</b>
9. Teaching and learning strategies	
The project and discussion method, and knowing how to access the real information through analysis and deduction.	<b>strategy</b>

## 10 Course Structure

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit or topic name</b>	<b>Required learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Classroom performance and exams	Standard method	Welcome - Course Introduction		4	September 2
Classroom performance and exams	Standard method	Theoretical aspect: Ethics and principles of the teaching profession		4	September 3
Classroom performance and exams	Standard method	Classroom management and organization, and classroom questions and their types		4	September 4
Classroom performance and exams	Standard method	Annual and daily teaching plan		4	October 1
Classroom performance and exams	Standard method	Observation, meaning: the instructions that the student follows while observing..		4	October 2
Classroom performance and exams	Standard method	practical aspect: Viewing.		4	October 3
		practical aspect: Viewing.		4	October 4
Classroom performance and exams	Standard method		First month test	4	November 1
Classroom performance and exams	Standard method	Individual application		4	November 2
Classroom performance and exams	Standard method	Individual application in middle and high schools.		4	November 3
Classroom performance and exams	Standard method	Practical exercise in teaching skills		4	November 4
Classroom performance and exams	Standard method	Whiteboard skills		4	December 1
Classroom performance and exams	Standard method	Setup and shutdown		4	December 2
Classroom performance and exams	Standard method	interrogation		4	December 3
Classroom performance and exams	Standard method	Reinforcement, feedback, stimuli variety		4	December 4
Classroom performance and exams	Standard method	General educational applications		4	January 1

<b>exams</b>					
<b>Classroom performance and exams</b>	<b>Standard method</b>		<b>Second month test</b>	4	<b>January 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Psychological and educational preparation for the implementation phase		4	<b>January 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Psychological and educational preparation for the implementation phase		4	<b>January 4</b>
			<b>holiday Spring</b>		<b>February 1</b>
			<b>holiday Spring</b>		<b>February 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application	<b>4</b>		<b>February 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application		4	<b>February 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application		4	<b>March 1</b>
			<b>Third month test</b>		<b>March 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application		4	<b>March 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application		4	<b>March 4</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application		4	<b>April 1</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Collective application		4	<b>April 2</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Discussion about the problems faced by student interns during their internship period.		4	<b>April 3</b>
<b>Classroom performance and exams</b>	<b>Standard method</b>	Discussion of reports prepared by students on the group application.		4	<b>April 4</b>
			<b>Fourth month test</b>		<b>May 1</b>

## 10.Course evaluation

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

1- Monthly exam: 30 marks

2- Conducting short research projects to be discussed in class, along with daily preparation (10 marks)

3- Final exam: 60 marks

## 11.Learning and teaching resources

**The guide is a companion in viewing and application situations.**

**Dr. Abdul Razzaq Al-Jaf**

Required textbooks (methodology, applicable)

Main references (sources)

Recommended supporting books and references  
(Scientific journals, reports...)

Electronic references, websites.

Electronic references, websites