

--

1. Course outcomes and teaching, learning and evaluation methods
--

<p style="text-align: right;">A- Cognitive objectives</p> <p>A1- Acquiring information about the scientific subject the student is studying</p> <p>A2- The student's ability to deal with sources related to this subject</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum</p> <p style="text-align: right;">-A4 -A5 -A6</p>

<p style="text-align: right;">B - The skills objectives of the course</p> <p>B1 - Students acquire knowledge related to the history of the Ottoman Empire</p> <p>B2 - Introducing the student to sources of information about the subject he is studying</p> <p style="text-align: right;">- B3 -B4</p>

Teaching and learning methods

<p style="text-align: right;">Oral lectures Lectures pdf</p> <p>Lectures in the classroom and through the meet program</p> <p style="text-align: right;">Dialogue and interaction Brainstorming</p>

Evaluation methods

<p style="text-align: center;">Oral and written exams in each lecture</p> <p style="text-align: center;">Oral and written exams every month</p> <p style="text-align: center;">Exams at the end of the course</p> <p style="text-align: center;">Assigning students to scientific research</p>
--

C- Emotional and value goals
C1- Encouraging students and developing their abilities in the field of awareness of political events throughout history and benefiting from them in interpreting contemporary events
C2- The student acquires critical thinking skills
C3- The student acquires analytical thinking skills
-C4

Teaching and learning methods

Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level

Evaluation methods

٢. بنية المقرر

method	Evaluation	Teaching method	outcomes Name of unit/or subject	Required learning	Week Hours
١	١	Causes of the outbreak of the French Revolution of 1789	١أ ٢أ ٣أ	٢	the first
٢	٢	The outbreak of the French Revolution, and the king's position on it	١ب ٢ب	٢	the second
٣	٣	The Legislative Assembly and the National Congress Government	١ج ٢ج	٢	the third
٤		France and the First European Alliance	١د ٢د	٢	the fourth
٥		Administration government		٢	Fifth
		The Second European Coalition against France		٢	VI
		The emergence of Napoleon and the Third European Coalition against France		٢	Seventh
		Continental blockade French campaign against Russia 1812		٢	VIII
		The end of Napoleon and the Congress of Vienna		٢	Ninth

		Modern history of the United States of America		٢	The tenth
		Conservatism in Britain 1815-1830		٢	eleventh
		Conservatism in France 1815-1830		٢	twelveth
		The conservative trend in Germany, Italy and Russia 1815 - 1830		٢	Thirteenth
		Free trends in Europe 1830-1848		٢	fourteenth
				٢	Fifteenth

3.3. Infrastructure

Carleton Hayes, Modern European History 1789-1914	1- Required prescribed books
There are sources related to modern European history in general Imad Shaker Al-Douri and Jamal Al-Tikriti, Modern European History	2- Main references (sources)
1 Jalal Yahya, Modern European History Herbert Fisher, A History of Europe in the Modern Era (1789-1950) Imad Shaker Al-Douri and Jamal Al-Tikriti, Modern European History	A) Recommended books and references (scientific journals, reports, etc.)

There are many websites specialized in the history of Europe and others	b) Electronic references, Internet sites,...

4. Course development plan
Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the .course content by providing him with the latest information on this subject

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities .available. It must be linked to the program description

University of Mosul, College of Arts	1. Educational institution
the date	2. Scientific department/center

History of Europe in the nineteenth century/third stage AtH23f32	3. Course name/code
My presence	4. Available forms of attendance
The scond course	5. Semester/year
٢	6. Number of study hours (total)
٢٠٢١/٩/١	7. Date this description was prepared
Course objectives: Study the events of Europe in the nineteenth century, and draw lessons from that	

5. Course outcomes and teaching, learning and evaluation methods
<p style="text-align: right;">A- Cognitive objectives</p> <p>A1- Acquiring information about the scientific subject the student is studying</p> <p>A2- The student's ability to deal with sources related to this subject</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum</p> <p style="text-align: right;">-A4 -A5 -A6</p>

<p style="text-align: center;">B - The skills objectives of the course</p> <p>B1 - Students acquire knowledge related to the history of the Ottoman Empire</p> <p>B2 - Introducing the student to sources of information about the subject he is studying</p> <p style="text-align: right;">- B3 -B4</p>
Teaching and learning methods
<p style="text-align: right;">Oral lectures Lectures pdf</p> <p style="text-align: center;">Lectures in the classroom and through the meet program</p> <p style="text-align: right;">Dialogue and interaction Brainstorming</p>
Evaluation methods
<p style="text-align: center;">Oral and written exams in each lecture</p> <p style="text-align: center;">Oral and written exams every month Exams at the end of the course</p> <p style="text-align: center;">Assigning students to scientific research</p>
<p style="text-align: center;">C- Emotional and value goals</p> <p>C1- Encouraging students and developing their abilities in the field of awareness of political events throughout history and benefiting from them in interpreting contemporary events</p> <p style="text-align: center;">C2- The student acquires critical thinking skills</p> <p style="text-align: center;">C3- The student acquires analytical thinking skills</p> <p style="text-align: right;">-C4</p>
Teaching and learning methods
<p>Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level</p>

Evaluation methods

٦. بنية المقرر

method	Evaluation	Teaching method	outcomes Name of unit/or subject	Required learning	Week Hours
١	١	Romantic Revolutions in Central Europe	١أ ٢أ ٣أ	٢	the first
٢	٢	Collapse of the revolutions of 1848	١ب ٢ب	٢	the second
٣	٣	Crimean War 1853-1856	١ج ٢ج	٢	the third
٤		Bismarck and German unification	١د ٢د	٢	the fourth
٥		Bismarck and German unification		٢	Fifth
		Cavour and Italian unity relations		٢	VI
		Napoleon III 1848-1870		٢	Seventh
		Napoleon III's		٢	VIII

		internal policy			
		Decline and fall of the Second French Empire		۲	Ninth
		Liberalism in Britain		۲	The tenth
		Tsarist Russia during the reign of Alexander II 1855- 1881		۲	eleventh
		United States of America 1848-1914		۲	twelveth
		Britain 10870- 1914		۲	Thirteenth

		Indirect causes of World War I 1914-1918		۲	fourteenth
		The direct cause of the outbreak of World War I and the beginnings of the war		۲	Fifteenth

7.3. Infrastructure	
Carleton Hayes, Modern European History 1789-1914	1- Required prescribed books
There are sources related to modern European history in general	2- Main references (sources)
1 Jalal Yahya, Modern European History	A) Recommended books and references (scientific journals, reports, etc.)
Herbert Fisher, A History of Europe in the Modern Era (1789-1950)	b) Electronic references, Internet sites,...

8. Course development plan

Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject

Description of the Syllabus

Description of the Syllabus

The description of the syllabus provides a concise summary of the most important properties of the syllabus and the educational outputs that the student is expected to achieve. In doing so, the student proves whether or not he benefits from available educational opportunities. It's necessary to correlate the outputs with the description of the program.

1-Institute	College of Arts/University of Mosul	
2-Department	Department of History	
3-Name and code of the syllabus	Philosophy of history	
4-Available forms of study	In-person teaching	
5-Course/ year	first	
6-Number of teaching hours (total)	Two hours	
7-Date of writing this description	4/9/2022	
9. Course objectives: Introducing students to the history and origins of the philosophy of history. The most important theories are contemplative philosophy and the most important pioneers of those theories and the		

criticisms directed at them
1. Teacher's name: Prof. Dr. Muhannad Nafie Khattab
2. Stage: third

10. . Course outcomes and teaching, learning and evaluation methods
<p>A- Cognitive objectives</p> <p>A1- Acquiring information about the scientific subject the student is studying</p> <p>A2- The student's ability to deal with sources related to this subject</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum</p> <p>A4- Directing the student to deal effectively with past events and linking them to the present</p> <p>A5- Benefiting from past experiences</p>
<p>B - The skills objectives of the course</p> <p>B1 - Students acquire knowledge related to history, philosophy of history and its theories</p> <p>B2 - Introducing the student to sources of information about the subject he is studying</p> <p>B3 - Developing the spirit of cooperation among students</p> <p>B4- Encouraging students to compete scientifically</p>
Teaching and learning methods
<p>Oral lectures</p> <p>Lectures pdf</p> <p>Dialogue and interaction</p> <p>Brainstorming</p> <p>Showing documentaries</p>
Evaluation methods
<p>Oral and written exams in each lecture</p> <p>Oral and written exams every month</p>

Exams at the end of the course
Assigning students to scientific research

C- Emotional and value goals
C1- Encouraging students and developing their abilities in the field of awareness of political events throughout history and benefiting from them in interpreting contemporary events
C2- The student acquires critical thinking skills
C3- The student acquires analytical thinking skills
C4 -

Teaching and learning methods

Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level

Evaluation methods

The style of discussion and dialogue between the professor and the student

Direct questions

D - Transferable general and qualifying skills (other skills related to employability and personal development).
D1- Presentation skills
D2- Research and investigation skills
D3- Academic scientific writing skills
D4-

weeks	hours	Required teaching outputs	Unit No./ topic	Teaching methods	evaluation methods
first	2	Philosophy of history and the factors driving its events			
second	2	Who is the founder of the philosophy of history?			
third	2	Causation in history			
fourth	2	The driving factors of historical events			
fifth	2	The course of history and its purpose			
sixth	2	The trend of deteriorating movement of history			
seventh	2	The theory of progress in the movement of history			
eighth	2	The idea of the cyclical succession of the movement of history			
ninth	2	The idea of multiple paths of history			
tenth	2	The philosophy of history and urbanism according to Ibn Khaldun			
eleventh	2	Vico's role in the emergence of the science of history and its philosophy			
twelfth	2	Hegel is the pioneer of historical idealist philosophy			
thirteenth	2	Marx, the pioneer of materialist-dialectical interpretation			
fourteenth	2	Spinkler pioneered the organic interpretation of civilization			

fifteenth	2	Toynbee is a pioneer of the cultural interpretation of history			
8-infrastructure					
1-Required syllabus books		The mediator in the philosophy of history / Hashem Yahya Al-Mallah (course)			
- 2 - Primary sources		<ul style="list-style-type: none"> - 1 - Philosophy of Civilization / Schweitzer - 2-The idea of history / Collingwood 			
(A) recommended books and sources (journals and reports and so on)		There are many books and sources related to the course details and details. Students are directed to it			
(B) Electronic sources and websites		There are many websites specialized in the philosophy of history			

2 Plans to develop syllabuses
Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.

Course description form

Course description

This course description provides a concise summary of the most important course characteristics and the learning outcomes the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

1. Educational institution	University of Mosul, College of Arts
2. Scientific department/center	the date
3. Course name/code	History of the Abbasid State 132 AH - 447 AH / AtHi22F1106
4. Available forms of attendance	electronic
5. Semester/year	annual
6. Number of study hours (total)	3
7. Date this description was prepared	10/15/2023
8. Course objectives: Introducing students to the history of the Abbasid state, after which it is part of the history of Islamic countries and the history of the Arab region	

9. Course outcomes and teaching, learning and evaluation methods

<p>A- Cognitive objectives</p> <p>A1- The student should know information about the scientific subject that the student is studying.</p> <p>A2- The student's ability to deal with sources related to this subject.</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum.</p>
<p>B - The skills objectives of the course</p> <p>B1 - Students acquire research and study skills and knowledge related to the history of the Abbasid state.</p> <p>B2 - Introducing the student to sources of information about the subject he is studying.</p>
<p>Teaching and learning methods</p>
<p>Oral lectures</p> <p>Lectures pdf</p> <p>Lectures in the classroom and through the meet program</p> <p>Dialogue and interaction</p> <p>Brainstorming</p> <p>Mind maps</p>
<p>Evaluation methods</p>
<p>Oral and written exams in each lecture</p> <p>Oral and written exams every month</p> <p>Exams at the end of the course</p> <p>Assigning students to scientific research</p>
<p>Teaching and learning methods</p>
<p>Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level.</p>
<p>Evaluation methods</p>
<p>Dialogue and discussion</p> <p>lecture</p>

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Presentation skills

D2- Research and investigation skills

D3-

D4-

10. Course structure					
the week	hours	Required learning outcomes	Name of the unit/topic		
the first	3	A1	The Abbasid call and the late Umayyad era		
the second	3	A2	Caliph Abu Abbas al-Saffah and the declaration of the Abbasid state and the era of Caliph Abu Jaafar al-Mansur		
the third	3	A3			
the fourth	3		Caliphs Al-Mahdi, Al-Hadi and Harun Al-Rashid		
Fifth	3	B 1			
VI	3	B2	The succession of Al-Amin, Al-Mamun and Al-Mu'tasim		
Seventh	3	C1			
VIII	3	C2	The succession of Al-Wathiq and Al-Mutawakkil and the end of the first Abbasid era		
Ninth	3	D1			
The tenth	3	D2	The most important works carried out by the caliphs of the first Abbasid era, including administrative, financial, urban and		

			cultural organisations		
eleventh	3	Required learning outcomes			
twelveth	3	A1	The relationship with the Byzantine state in the first Abbasid era and the Siege of Rhodes:		
Thirteenth	3	A2			
fourteenth	3	A3	The Caliphate's position on rebellious movements		
Fifteenth	3		The era of Turkish control and the succession of Al-Muntasir Billah, Al-Musta'in Billah, and Al-Mu'tazz Billah		

Infrastructure .\ \	
1- Required prescribed books	History of the Abbasid Caliphate Farouk Omar Fawzi
2- Main references (sources)	There are sources related to Abbasid history in general
A) Recommended books and references (scientific journals, reports, etc.)	1 Ibn al-Atheer al-Kamil in History, Muhammad al-Hami The Strong Abbasids, Part 1 and the Weak Abbasids, Part 2
b) Electronic references, Internet sites,...	There are many electronic references specialized in the history of the Abbasid state, including: Comprehensive library Websites such as the Knowledge

	Site, Wikipedia, Al Jazeera, and others
--	---

Course development plan .١٢

Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.

Course description form

Course description

This course description provides a concise summary of the most important course characteristics and the learning outcomes the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

1. Educational institution	University of Mosul, College of Arts
2. Scientific department/center	the date
3. Course name/code	History of the Abbasid State 132 AH - 447 AH / AtHi22F1106
4. Available forms of attendance	electronic
5. Semester/year	annual
6. Number of study hours (total)	3

7. Date this description was prepared	10/15/2023
8. Course objectives: Introducing students to the history of the Abbasid state, after which it is part of the history of Islamic countries and the history of the Arab region	

.9 Course outcomes and teaching, learning and evaluation methods
<p>A- Cognitive objectives</p> <p>A1- The student should know information about the scientific subject that the student is studying.</p> <p>A2- The student's ability to deal with sources related to this subject.</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum.</p>
<p>B - The skills objectives of the course</p> <p>B1 - Students acquire research and study skills and knowledge related to the history of the Abbasid state.</p> <p>B2 - Introducing the student to sources of information about the subject he is studying.</p>
Teaching and learning methods
<p>Oral lectures</p> <p>Lectures pdf</p> <p>Lectures in the classroom and through the meet program</p> <p>Dialogue and interaction</p>

Brainstorming Mind maps
Evaluation methods
Oral and written exams in each lecture Oral and written exams every month Exams at the end of the course Assigning students to scientific research
Teaching and learning methods
Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level.
Evaluation methods
Dialogue and discussion lecture
D - Transferable general and qualifying skills (other skills related to employability and personal development). D1- Presentation skills D2- Research and investigation skills D3- D4-

10. Course structure					
the week	hours	Required learning outcomes	Name of the unit/topic		
the first	3	A1	The Abbasid call and the late Umayyad era		
the second	3	A2	Caliph Abu Abbas al-Saffah and the declaration of the Abbasid state and the era of Caliph Abu Jaafar al-Mansur		
the third	3	A3			
the fourth	3		Caliphs Al-Mahdi, Al-Hadi and Harun Al-Rashid		
Fifth	3	B 1			
VI	3	B2	The succession of Al-Amin, Al-Mamun and Al-Mu'tasim		
Seventh	3	C1			
VIII	3	C2	The succession of Al-Wathiq and Al-Mutawakkil and the end of the first Abbasid era		
Ninth	3	D1			
The tenth	3	D2	The most important works carried out by the caliphs of the first Abbasid era, including administrative, financial, urban and		

			cultural organisations		
eleventh	3	Required learning outcomes			
twelveth	3	A1	The relationship with the Byzantine state in the first Abbasid era and the Siege of Rhodes:		
Thirteenth	3	A2			
fourteenth	3	A3	The Caliphate's position on rebellious movements		
Fifteenth	3		The era of Turkish control and the succession of Al-Muntasir Billah, Al-Musta'in Billah, and Al-Mu'tazz Billah		

Infrastructure .\ \	
1- Required prescribed books	History of the Abbasid Caliphate Farouk Omar Fawzi
2- Main references (sources)	There are sources related to Abbasid history in general
A) Recommended books and references (scientific journals, reports, etc.)	1 Ibn al-Atheer al-Kamil in History, Muhammad al-Hami The Strong Abbasids, Part 1 and the Weak Abbasids, Part 2
b) Electronic references, Internet sites,...	There are many electronic references specialized in the history of the Abbasid state, including: Comprehensive library Websites such as the Knowledge

	Site, Wikipedia, Al Jazeera, and others
--	---

Course development plan .١٢
Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.

نموذج وصف المقرر

وصف المقرر

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

University of mosul collage of arts	educational institution .1
history	Scientific Department / .2 Center
Contemporary history of the Arab countries AtHi22F1108 ١٩٧٣-١٩٤٥	Name/course code .١ .١٢
presence	Available forms of 4. attendance

The second semester	semester / year .١٣ .١
3 hours per a week	Total hours .١٤
٢٠٢٢/٩/٧	Date of setting up this .١٥ description
Objectives of the course: 1- Introducing the student to the history of the .١٦ .١٨ Arab Levant starting from the end of the Ottoman Empire 2- Then the stages of occupation that took control of the Arab countries 3- The impact of the secret agreements on the unity of the Arab countries 4- The national .resistance and its role in the independence of the Arab countries	

Course outcomes and teaching, learning and evaluation methods .١٧ .٩
<p style="text-align: right;">A- Cognitive objectives</p> <p>A1- Acquiring information about the scientific subject the student is studying</p> <p>A2- The student's ability to deal with sources related to this subject</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum</p> <p style="text-align: right;">-A4 -A5 -A6</p>

<p style="text-align: center;">B - The skills objectives of the course</p> <p>B1 - Students acquire knowledge related to the history of Islamic thought</p> <p>B2 - Introducing the student to sources of information about the subject he is studying</p> <p style="text-align: right;">- B3 -B4</p>
Teaching and learning methods
<p>Using maps - using a map of each country separately - showing the student pictures of prominent leaders - viewing some documentary reports via the .display screen - discussion and interaction</p>
Evaluation Methods
Monthly reports .preparation during the lecture.exams
<p style="text-align: center;">C- Emotional and value goals</p> <p>C1- Encouraging students and developing their abilities in the field of awareness of Arab-Islamic thought throughout history and benefiting from .them in interpreting intellectual reality and linking them</p> <p style="text-align: center;">C2- The student acquires critical thinking skills</p> <p style="text-align: center;">C3- The student acquires analytical thinking skills</p> <p style="text-align: right;">-C4</p>
Teaching and learning methods
<p>Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level</p>
Evaluation Methods
The style of discussion between the professor and the student
<p style="text-align: center;">D - Transferable general and qualifying skills (other skills related to .employability and personal development)</p> <p style="text-align: right;">D1- Presentation skills</p> <p style="text-align: right;">-D2 -D3 -D4</p>

The structure of the course .١٨

Evaluation method	method of teaching	unit name/topic	Learning outcomes required	Hours	Week
١	١	Syria's independence and history until 1973	١أ ٢أ ٣أ	٢	1
٢	٢	Lebanon's independence until 1973	١ب ٢ب	٢	2
٣	٣	Jordanian independence until 1973	١ج ٢ج	٢	3
٤		History of North Yemen	١د ٢د	٢	4
٥		History of South Yemen		٢	5
		The First Arab-Israeli War 1948		٢	6
		Suez War 1956		٢	7
		The setback of June 1967		٢	8
		October 1973 war		٢	9
		The 1952 revolution in Egypt until 1973		٢	10
		History of Libya		٢	11
		Tunisia and the politics of Habib Bourguiba		٢	12
		Algeria's revolution and independence		٢	13

		History of the Maghreb until 1973		٢	14
		Unified Arab projects		٢	15
There is no prescribed book			Required books -١ -١		
Jassim Al-Adul and others (History of the Contemporary Arab World) – Ibrahim Khalil Ahmed (History of the Contemporary Arab World)			Main -٢ -٢ references (sources)		
Many books due to the breadth and duration of the material			Recommended books (أ) and references (scientific journals, (.....‘ reports		
The main websites of the Arab world countries, as well as documentary sites			a) Electronic references, (ب) ...,websites		

Course development plan .١ .١٩	
Because the material is contemporary, the increase in television reports and .the use of electronic presentation methods is constantly developing	

نموذج وصف المقرر

وصف المقرر

--

Course outcomes and teaching, learning and evaluation methods .٩ .٢٤
<p style="text-align: right;">A- Cognitive objectives</p> <p>A1- Acquiring information about the scientific subject the student is studying</p> <p>A2- The student's ability to deal with sources related to this subject</p> <p>A3- Guiding the student to places that provide him with scientific material related to this curriculum</p> <p style="text-align: right;">-A4 -A5 -A6</p>
<p style="text-align: right;">B - The skills objectives of the course</p> <p>B1 - Students acquire knowledge related to the history of Islamic thought</p> <p>B2 - Introducing the student to sources of information about the subject he is studying</p> <p style="text-align: right;">- B3 -B4</p>
Teaching and learning methods
Using maps - using a map of each country separately - showing the student pictures of prominent leaders - viewing some documentary reports via the .display screen - discussion and interaction
Evaluation methods
.Monthly reports - preparation during the lecture - exams
<p style="text-align: right;">C- Emotional and value goals</p> <p>C1- Encouraging students and developing their abilities in the field of awareness of Arab-Islamic thought throughout history and benefiting from .them in interpreting intellectual reality and linking them</p> <p>C2- The student acquires critical thinking skills</p> <p>C3- The student acquires analytical thinking skills</p> <p style="text-align: right;">-C4</p>
Teaching and learning methods

Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level

Evaluation methods

D - Transferable general and qualifying skills (other skills related to .employability and personal development)

D1- Presentation skills

-D2

-D3

-D4

٢٠.١. The structure of the course

Evaluation method	method of teaching	Object, unit name	Learning outcomes required	Hours	Week
١	١	Intellectual movements and Arab parties at the end of the Ottoman Empire	١أ ٢أ ٣أ	٢	1
٢	٢	World War I and the Sykes-Picot Agreement and its impact on the Arab world	١ب ٢ب	٢	2
٣	٣	The Arab government in Damascus 1918-1920	١ج ٢ج	٢	3
٤		Syria between the two world wars and during World War II	١د ٢د	٢	4
٥		Declaration of the State of Greater Lebanon		٢	5
		Lebanon between the two world wars and during World War II		٢	6
		Emirate of East Jordan		٢	7
		The role of Prince Abdullah in establishing the Hashemite Kingdom of Jordan		٢	8

		History of North Yemen		٢	9
		The rule of the Zaidi imams and the policy of Imam Yahya Internal and external debt		٢	10
		The history of South Yemen and the role of the colony of Aden in launching the liberation movements		٢	11
		The history of Egypt and the 1919 revolution until the end of World War II		٢	12
		The history of Tunisia and the role of Tunisian parties in resisting the French occupation		٢	13
		The history of Algeria and France's policy during its occupation of Algeria		٢	14
		The history of Morocco and the		٢	15

		occupation authorities that passed over it until the end of World War II			
infrastructure .١ .٢٦					
There is no prescribed book			Required books -١ -٣		
Jassim Al-Adul and others (History of the Contemporary Arab World) – Ibrahim Khalil Ahmed (History of the Contemporary Arab World)			Main -١ -٤ references ((sources)		
Many books due to the breadth and duration of the material			Recommended books (ت and references (scientific journals, (.....‘ reports		
The main websites of the Arab world countries, as well as documentary sites			a) Electronic references, (ث ...,websites		

Course development plan .١ .٢٧					
Because the material is contemporary, the increase in television reports and .the use of electronic presentation methods is constantly developing					

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Educational institution	University of Mosul, College of Arts
Scientific Department/	History Cente
Name/code of the course	: Islamic systems in attendance in the classroom
Forms of attendance	available in the history department halls
Second semester/year	the second
Number of study hours	(total) 2
The date this description was	15/10/2022

prepared is

Course objectives: Islamic civilization

Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

- 1- Gaining information about the scientific subject that the student is studying
- 2- The student's ability to deal with sources related to this subject
- 3- Guiding the student to places that provide him with scientific material related to this curriculum

B - The skills objectives of the course

- 1 - Students acquire knowledge related to the history and civilization of the Islamic State

2- Introducing the student to sources of information about the subject he is studying

Teaching and learning methods

Oral lectures

Lectures pdf

Lectures in the classroom and through the meet program

Dialogue and interaction

Brainstorming

Evaluation methods

Oral and written exams in each lecture

Oral and written exams every month

Exams at the end of the course

Assigning students to scientific research

C- Emotional and value goals

1- Encouraging students and developing their abilities in the field of awareness of Islamic systems throughout history and benefiting from them

2- The student acquires critical thinking skills

3- The student acquires analytical thinking skills

The style of discussion between the professor and the student

1. Course structure

Week Hours Required Learning Outcomes Name of the unit/or subject

The first 2 A1

A2

A3

Introduction to civilization

The second 2 by 1

B2 The social system among pre-Islamic Arabs

Third 2 Part 1

C2 The political system among Arabs before Islam

Fourth 2 D1

D2 The political system of the Arab Islamic state, the Caliphate, in the Rashidun and Umayyad eras

And Al-Abbasi

Fifth 2 Caliphate under foreign domination Caliphate in Islamic thought

Sixth 2: The Ministry and its definitions and the qualities, powers and privileges of the Minister

Seventh 2 Ministry in the Abbasid era and types of ministry

Eighth 2 The emirate system, its origins, the Umayyad era

Ninth 2

The emirate system in the Abbasid era

Tenth 2 The judicial system The judiciary among pre-Islamic Arabs

Eleventh 2: The judiciary in Islamic times and sources of legislation

Twelfth 2 Hisbah and police

XIII 2 report

XIV 2 test

1- The required textbooks: Studies in Islamic Systems, Tawfiq Sultan Al-Yuzbeki

2- Main references (sources): There are sources related to Islamic systems in general

A) Recommended books and references (scientific journals, reports,.....) 1- Islamic Systems Abdul Aziz Al-Douri

2-Islamic Systems Sobhi Al-Saleh

B) Electronic references, Internet sites, etc. There are many sites specialized in Islamic civilization.

12. Course development plan

Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Educational institution	University of Mosul, College of Arts
Scientific Department/	History Cente
Name/code of the course	: Islamic systems in attendance in the classroom
Forms of attendance	available in the history department halls
Second semester/year	the second
Number of study hours	(total) 2

The date this description was prepared is	3/1/2022
Course objectives: Introducing students to Islamic systems	

Course outcomes and teaching, learning and evaluation methods
A- Cognitive objectives 1- Gaining information about the scientific subject that the student is studying 2- The student's ability to deal with sources related to this subject 3- Guiding the student to places that provide him with scientific material related to this curriculum

B - The skills objectives of the course

1 - Students acquire knowledge related to the history and civilization of the Islamic State

2- Introducing the student to sources of information about the subject he is studying

Teaching and learning methods

Oral lectures

Lectures pdf

Lectures in the classroom and through the meet program

Dialogue and interaction

Brainstorming

Evaluation methods

Oral and written exams in each lecture

Oral and written exams every month

Exams at the end of the course

Assigning students to scientific research

C- Emotional and value goals

1- Encouraging students and developing their abilities in the field of awareness of Islamic systems throughout history and benefiting from them

2- The student acquires critical thinking skills

3- The student acquires analytical thinking skills

The style of discussion between the professor and the student

1. Course structure

Week Hours Required learning outcomes Name of unit/or subject Teaching method Evaluation method

The first 2 A1

A2

A3

Financial regulations in the Islamic State

1

1

The second 2 by 1

B2 House of Money and Financial Resources 2 2

Third 2 Part 1

C2 Zakat and tribute

3 3

Fourth 2 D1

D2: Tax, spoils, and spoils

4

V 2 tithes of trade

5

Sixth 2: New taxes

Seventh 2 Economic Systems

Agriculture

commerce

Industry

State agricultural policy and land forms

Eighth 2: Foreign and Ushr lands

Ninth 2

Al-Sawafi lands, the royal estates, and the king's lands

X 2 Money since its inception

Eleventh 2, Umayyad and Abbasid

XII 2 instrument

Thirteenth 2 Al-Suftajah

XIV 2 Banking

XV 2 test

2. Infrastructure

1- The required textbooks: Studies in Islamic Systems, Tawfiq Sultan Al-Yuzbeki

2- Main references (sources): There are sources related to Islamic systems in general

A) Recommended books and references (scientific journals, reports,.....) 1- Islamic Systems Abdul Aziz Al-Douri

2-Islamic Systems Sobhi Al-Saleh

B) Electronic references, Internet sites, etc. There are many sites specialized in Islamic civilization.

3. Course development plan

Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description

1-Educational institution	University ofMosul,College of Arts
2-Scientific department/center	history

3- Course name/code	Ottoman history (political)./ AtHi22F1109
Available attendance forms	My presence in the classroom
Semester/year	the first
4. Number of study hours (total	2
5-The date this description was prepared	15/10/2021
28. Course objectives: highlighting the cultural aspects of history	

29. Course outcomes and teaching, learning and evaluation methods
A- Cognitive objectives A1- Acquiring information about the scientific subject the student is studying A2- The student's ability to deal with sources related to this subject A3- Guiding the student to places that provide him with scientific material related to this curriculum A4- A5- A6-

B - The skills objectives of the course

B1 - Students acquire knowledge related to the history of the Ottoman Empire

B2 - Introducing the student to sources of information about the subject he is studying

B3 -

B4-

Teaching and learning methods

Oral lectures

Lectures pdf

Lectures in the classroom and through the meet program

Dialogue and interaction

Brainstorming

Evaluation methods

Oral and written exams in each lecture

Oral and written exams every month

Exams at the end of the course

Assigning students to scientific research

C- Emotional and value goals

C1- Encouraging students and developing their abilities in the field of awareness of political events throughout history and benefiting from them in interpreting contemporary events

C2- The student acquires critical thinking skills

C3- The student acquires analytical thinking skills

C4 -

Teaching and learning methods

Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level

Evaluation methods

The style of discussion between the professor and the student

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

D1- Presentation skills

D2- Research and investigation skills

D3-

D4-

30. Course structure					
the week	hours	Name of the unit/topic	Required learning outcomes	Teaching method	Evaluation method
1 st the first	2	The emergence of the Ottoman Empire The historical origins of the Ottoman presence in Anatolia	A1 A2 A3	1	
2 nd the second	2	Othman bin Ertugrul 1281-1326 Orkhan bin Othman 1326-1361 AD	B1 B2	2	
3 rd the third	2	Murad I 1361-1389 AD	G1 G2	3	
4 th the fourth	2	Sultan Bayezid I (Thunderbolt) 1389-1402 The Ottoman Empire in the period of chaos 1402-1413 AD	G1 G2	4	
5 th Fifth	2	The second 1421-1451 AD		5	
6 th Sixth	2	Sultan Mehmed II and the conquest of Constantinople		5	
7 th Seventh	2	Naval Wars with Venice and the Knights of St. John The campaign against Italy and the siege of Rhodes: For war with Venice			

		1463-1479 AD			
The eighth	2	Fratricide law			
The ninth week	2	Sultan Bayezid II 1481–1512 AD Conflict with his brother Jim The relationship with the Mamluks His expansions in Europe			
The tenth week	2	The confrontation with Ismail Al-Safavi at Jaldiran Sultan Selim I, 1512-1520 AD			
eleventh	2	Sultan Suleiman the Magnificent 1520–1566 AD			
twelveth	2	Foreign affairs			
Thirteenth	2	Judicial institutions			
fourteenth	2	Sultan Selim II (internal situation)			
Fifteenth	2	Military campaigns during the reign of Selim II			

4-Infrastructure

Required prescribed books

1–There is no syllabus for this subject

2- Main references (sources(2-There are sources related to Ottoman cultural history in general
A) Recommended books and references (scientific journals, reports, (.etc	<p>Ekmeleddin Ecsanoglu, The Ottoman Empire, Ottoman History and Civilization</p> <p>2Muhammad Harb, The Ottomans in History and Civilization</p> <p>3 Rabie Hamid Khalifa, Islamic Arts in the Ottoman Era</p> <p>4 Abderrahim Benhadda, The Ottomans, Institutions, Economy, and Culture</p>
A) Electronic references, Internet sites.....,	<p>ح) There are many websites specialized in the history of the Ottoman Empire, including:</p> <p>ح) Friends of the Ottoman Empire</p> <p>خ) Ottoman history and</p> <p>د) And others</p>

31. .٤Course development plan
<p>Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.</p>

Course description form

Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program .description

1-Educational institution	University ofMosul,College of Arts
2-Scientific department/center	history
3- Course name/code	The cultural history of the Ottoman Empire/ AtHi22F1114
Available attendance forms	My presence in the classroom
Semester/year	the second
4. Number of study hours (total	2
5-The date this description was prepared	15/3/2022
32. Course objectives: highlighting the cultural aspects of history	

33. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- Acquiring information about the scientific subject the student is studying

A2- The student's ability to deal with sources related to this subject

A3- Guiding the student to places that provide him with scientific material related to this curriculum

A4-

A5-

A6-

B - The skills objectives of the course

B1 - Students acquire knowledge related to the history of the Ottoman Empire

B2 - Introducing the student to sources of information about the subject he is studying

B3 -

B4-

Teaching and learning methods

Oral lectures

Lectures pdf

Lectures in the classroom and through the meet program

Dialogue and interaction

Brainstorming

Evaluation methods

Oral and written exams in each lecture

Oral and written exams every month

Exams at the end of the course

Assigning students to scientific research

C- Emotional and value goals

C1- Encouraging students and developing their abilities in the field of awareness of political events throughout history and benefiting from them in interpreting contemporary events

C2- The student acquires critical thinking skills

C3- The student acquires analytical thinking skills

C4 -

Teaching and learning methods

Lectures aimed at spreading awareness among students contribute to serving society and strengthening it at the intellectual level

Evaluation methods

The style of discussion between the professor and the student

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

D1- Presentation skills

D2- Research and investigation skills

D3-

D4-

34. Course structure					
the week	hours	Name of the unit/topic	Required learning outcomes	Teaching method	Evaluation method
the first	2	Sufism among the Ottomans	A1 A2 A3	1	
the second	2	Educational institutions	B1 B2	2	
the third	2	Medicine among the Ottomans	G1 G2	3	
the fourth	2	Astronomy among the Ottomans	G1 G2	4	
Fifth	2	Music among the Ottomans		5	
Sixth	2	Ottoman architecture		5	
Seventh	2	Geographic sciences			
The eighth	2	Ottoman political thought			
The ninth week	2	Ottoman literature			
The tenth week	2	Ottoman endowment			
eleventh	2	Ottoman fashion			
twelveth	2	The scientific role of the Sheikh al-Islam Foundation			
Thirteenth	2	Judicial institutions			
fourteenth	2	Linguistics among the Ottomans			
Fifteenth	2	Calligraphy, decoration and			

		gilding			
4-Infrastructure					
Required prescribed books			1-There is no syllabus for this subject		
2- Main references (sources(2-There are sources related to Ottoman cultural history in general		
A) Recommended books and references (scientific journals, reports, (.etc			Ekmeleddin Ecsanoglu, The Ottoman Empire, Ottoman History and Civilization 2Muhammad Harb, The Ottomans in History and Civilization 3 Rabie Hamid Khalifa, Islamic Arts in the Ottoman Era 4 Abderrahim Benhadda, The Ottomans, Institutions, Economy, and Culture		
A) Electronic references, Internet sites.....,			ذ) There are many websites specialized in the history of the Ottoman Empire, including: ر) Friends of the Ottoman Empire ز) Ottoman history and س) And others		

35. .٤ Course development plan
<p>Course development plans are linked to the general plans of the department's academic program, and it is the responsibility of the professor to develop the course content by providing him with the latest information on this subject.</p>