

اسم المحاضر:
اللقب العلمي:
القسم العلمي:
البريد الإلكتروني:
uomosul.edu.iq@



التعليم الجيد

وزارة التعليم العالي والبحث العلمي
جامعة الموصل
كلية الآداب
شعبة ضمان الجودة والاداء الجامعي

| | | | |
|----------|------------------------|--------|----------------|
| secondly | Educational : level | annual | : System study |
|----------|------------------------|--------|----------------|

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|---|----------------------------|
| Its history from the Renaissance until the French Revolution | : Subject Name |
| ٢ | Number of study : hours |
| ٢ | Number of study units |
| Introducing the student to the political history of Europe and its economic influence between AD ١٨٠٠-١٣٠٠ | : this matter |
| Dr. Saleh Mohammed Saleh | Experimental books : |
| The History of the Modern European Book to the . Eighteenth Century by Dr. Abdul Aziz Nawar In addition to studies and research related to the history of economic civilization in Europe in the sixteenth century | : power source |

**Administrative orders assigning academic subjects are attached : Note
. to each description**

: Name of the lecturer

: the signature

Responsibility of the Quality

Head of Department

Assurance Division

And university performance

The abandonment of Abdul-Ilah Ahmed . Dr . M . a

Customized vocabulary of the week

: First semester

| This is amazing | And the Theoretical subject way | the date | Week week week |
|-----------------|--|------------|----------------|
| | Definition and introduction about the transition from the Middle Ages to the AD 1500. Renaissance in | ٢٠٢١/١٩/١٠ | first |
| | The world of fashion in Europe | ٢٠٢١/٢٦/١٠ | the second |
| | The political system in Europe until the sixteenth century | ٢٠٢١/١١/٢ | the third |
| | Writing European city governments | ٢٠٢١/١١/٠٤ | Quad |
| | England – National women as a model | ٢٠٢١/١١/٠٩ | Fifth |
| | France and – City girls Spain as an example | ٢٠٢١/١١/١١ | VI |
| | Progressive thought and the European Renaissance | ٢٠٢١/١٦/١١ | Seventh |

| | | | |
|-------------------------|--|------------|-------------|
| | Arts in the Renaissance | ٢٠٢١/١٨/١١ | VIII |
| | National Arab Literature and examples of the book National Arab Literature | ٢٠٢١/٢٣/١١ | Ninth |
| | Scientific progress in Europe and the most prominent scientists | ٢٠٢١/٣٠/١١ | The tenth |
| | The Arab economy before AD ١٥٠٠ | ٢٠٢١/٢/١٢ | Ten Shiites |
| | Transition to geographical exploration and economic change | ٢٠٢١/١٢/٠٧ | twelveth |
| | An adventure of exploration and the most prominent European explorers | ٢٠٢١/١٢/٩ | Thirteenth |
| | European capitalism | ٢٠٢١/١٤/١٢ | fourteenth |
| | Monthly exam | ٢٠٢١/١٦/١٢ | Fifteenth |
| My wedding party | | | |
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Customized vocabulary of the week

: Second Semester

| This is amazing | And the Theoretical subject way | the date | Week week week |
|-----------------|--|-----------|----------------|
| | The study of philosophy in the sixteenth century | ٢٠٢٣/١٩/٣ | first |
| | The era of Charles V and the most prominent problems | ٢٠٢٣/٢٦/٣ | the second |
| | Charles V's wars with France and his position on the Ottoman Empire | ٢٠٢٣/٤/٢ | the third |
| | England and Henry VIII | ٢٠٢٣/٩/٤ | Quad |
| | Abuse during the reign of Philip II | ٢٠٢٣/١٦/٤ | Fifth |
| | Persecution of the Moriscos in the war and the war with the Ottoman Empire | ٢٠٢٣/٢٣/٤ | VI |
| | England during the reign of Queen Elizabeth ١٦٠٣-١٥٥٨ | ٢٠٢٣/٣٠/٤ | Seventh |
| | The era of massacres in France | ٢٠٢٣/٥/٢ | VIII |
| | Europe in the seventeenth century | ٢٠٢٣/٥/٧ | Ninth |
| | the Cause of Tuesday General Wars | ٢٠٢٣/١٤/٥ | The tenth |
| | The historical stages of the Thirty Years' Wars and the | ٢٠٢٣/٢١/٥ | Ten Shiites |

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|--------------|--|-----------|------------|
| | in Treaty of Westphalia AD 1648 | | |
| | Semi-monthly exam | 2023/28/0 | twelveth |
| | Contract alternatives and international medicines | 2023/7/4 | Thirteenth |
| | (age of growth) France | 2023/7/11 | fourteenth |
| | Probon family | 2023 // | Fifteenth |
| Final | | | |
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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 of Mosul, College of Arts |
| 2-Scientific department/center | history |



| | |
|---|--|
| 3- Course name/code | The cultural history of Islamic countries 1258-1517 AD./ AtHi22F193 |
| 4 Available attendance forms | My presence in the classroom |
| Semester/year | 5- the first |
| 6. Number of study hours (total) | 2 |
| 7-The date this description was prepared | 15/3/2021 |
| 8. Objectives of the course: Providing students with historical information and knowledge about the cultural aspects of various human activities, including administrative, economic, urban and cultural systems of Islamic countries during the era covering 1258-1517 AD. | |
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1. 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-



| 2. Course structure | | | | | |
|---------------------|-------|--|----------------------------|-----------------|-------------------|
| the week | hours | Name of the unit/topic | Required learning outcomes | Teaching method | Evaluation method |
| the first | 2 | The Islamic Levant during the era of the Mongol Ilkhanid state | A1 A2 A3 | 1 | |
| the second | 2 | The state of Al-Jalairiyah ((origin and formation)) | B1 B2 | 2 | |
| the third | 2 | The most important political events witnessed by the Jalairi state | G1 G2 | 3 | |
| the fourth | 2 | The Timurid state ((origin and formation)) | G1 G2 | 4 | |
| Fifth | 2 | Tamerlane's campaigns against the countries of the Islamic Levant | | 5 | |
| Sixth | 2 | Timurid occupation of Iraq and the Levant | | 5 | |
| Seventh | 2 | The Qaraqoyenlu state - the opinions expressed about their origins and political formation | | | |
| The eighth | 2 | The political conflicts witnessed by the Qaraqoyenlu state | | | |
| The ninth week | 2 | The state of Aq | | | |

| | | | | | |
|----------------|---|---|--|--|--|
| | | Qoyenlu ((origin and formation)) | | | |
| The tenth week | 2 | The conflict between the Aq Qwenlu of Qara and the Timurid Qwenlu | | | |
| eleventh | 2 | The occupation of Iraq by Aq Qoyunlu and the end of the era of the Qara Qoyunlu state | | | |
| twelveth | 2 | The establishment of the Bahri Mamluk state | | | |
| Thirteenth | 2 | The most important political events that the Mamluk Bahri state witnessed during the era of al-Zahir Baybars and his successors | | | |
| fourteenth | 2 | The Mamluk state and Barquq's role in its establishment | | | |
| Fifteenth | 2 | The Mamluk state and the most prominent events it witnessed until its fall | | | |

4-Infrastructure

| | |
|------------------------------|--|
| Required prescribed books | 1-There is no syllabus for this subject |
| 2- Main references (sources(| Al-Hamdhani: The Collector of Dates. Al-Maqrizi: Behavior to know the countries of kings. Raghad Abdul Karim: The Mongol |

| | |
|--|---|
| | Empire. Raghad: Iraq in the Jalairi era. Alaa Qiddawi: Iraq during the era of Qara Qoynalu and Aq .Qaynal |
| A) Recommended books and references (scientific journals, reports, (.etc | Al-Juwayni: The History of Jahangshay. Ibn Fadlallah Al-Amri: Paths of Vision. John Lane: The Mughal Era. Alaa Qiddawi: Iraq during the era of Qara Qoynalu and Aq Qaynal.. |
| A) Electronic references, Internet sites....., | A. There are many specialized sites, including the Mongol world and its civilization, and the history of Islamic countries B. And others |

3. .٤ 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

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University of Mosul, College of Arts



| | |
|---|--|
| 2-Scientific department/center | history |
| 3- Course name/code | The cultural history of Islamic countries 1258-1517 AD./ AtHi22F193 |
| 4Available attendance forms4 | My presence in the classroom |
| Semester/year5- | the first |
| 6. Number of study hours (total | 2 |
| 7-The date this description was prepared | 15/10/2021 |
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4. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

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A5-

A6-

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B2 - Introducing the student to sources of information about the subject he is studying
B3 -
B4-

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D1- Presentation skills

D2- Research and investigation skills

D3-

D4-

| 5. Course structure | | | | | |
|---------------------------------|-------|--|----------------------------|-----------------|-------------------|
| the week | hours | Name of the unit/topic | Required learning outcomes | Teaching method | Evaluation method |
| 1 st the first | 2 | Definition of civilization | A1 A2 A3 | 1 | |
| 2 nd the second | 2 | Ilkhanid administration | B1 B2 | 2 | |
| 3 rd the third | 2 | Administrative functions in the Ilkhanid state | G1 G2 | 3 | |
| 4 th the fourth | 2 | Military administration | G1 G2 | 4 | |
| 5 th Fifth | 2 | Civil administration | | 5 | |
| 6 th Sixth | 2 | The nature of economic life in the Ilkhanid state | | 5 | |
| 7 th Seventh | 2 | Agriculture and livestock | | | |
| 8 th The eighth | 2 | Manufacturers and the most important industrial products | | | |
| 9 th The ninth week | 2 | Trade and trade routes | | | |
| 10 th The tenth week | 2 | Taxes and methods of collecting them | | | |
| 11 th eleventh | 2 | Administrative systems in the Jalairi state | | | |
| 12 th twelveth | 2 | Land and irrigation system | | | |
| 13 th Thirteenth | 2 | Cultural life in the Ilkhanid and Jalairi eras | | | |
| 14 th fourteent | 2 | Cultural aspects | | | |

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|-----------|---|--|--|--|--|
| h | | during the era of the Timurids and the Qaraqunlu | | | |
| Fifteenth | 2 | Cultural aspects during the reign of Aq Qoyenlu | | | |

4-Infrastructure

| | |
|--|---|
| Required prescribed books | 1-There is no syllabus for this subject |
| 2- Main references (sources(| Al-Hamdhani: The Collector of Dates. Al-Maqrizi: Behavior to know the countries of kings. Raghad Abdul Karim: The Mongol Empire. Raghad: Iraq in the Jalairi era. Alaa Qiddawi: Iraq during the era of Qara Qoynalu and Aq .Qaynalu |
| A) Recommended books and references (scientific journals, reports, (.etc | Al-Juwayni: The History of Jahangshay. Ibn Fadlallah Al-Amri: Paths of Vision. John Lane: The Mughal Era. Alaa Qiddawi: Iraq during the era of Qara Qoynalu and Aq Qaynalu.. |
| A) Electronic references, Internet sites....., | C. There are many specialized sites, including the Mongol world and its civilization, and the history of Islamic countries D. And others |

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