



**نموذج وصف المقرر 2023 - 2024**  
**كلية الآداب / قسم الفلسفة**

**المرحلة الثالثة / النظام السنوي / باللغة الإنجليزية**



## Course Description Form

### Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

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. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts /Department of Philosophy
3. Course Name/Code	Philosophical Texts in English/ 3 <sup>rd</sup> -year Students/ PH0309
4. Programmes in which it is included	
5. Available Attendance Forms	Lectures
6. Semester/Year	2023/2024
7. Total Number of Hours	30
8. Description Preparation Date	25/9/2023
9. Aims of the Programme:	
	1. Developing the skills of the target group in reading and listening to English texts. 2. Developing the skills of the target group in mastering some simple English grammatical structures and formulas, in addition to introducing them to the parts of speech in the English language in

**detail.**

**3. Developing the skills of the target group in knowing philosophical terms in the English language within the given texts.**

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

**1. Introducing the students to the topic of the lecture in advance, giving an oral introduction to it, and then asking them to do some advance preparation for it.**

**2. the teacher reads the text in detail, explains it orally and using the blackboard, in addition to translating it during the lecture.**

**3. Asking questions that stimulate students' interaction with the teacher and with each other during the lecture, which is done orally and sometimes written, using the blackboard.**

**4. Asking students for homework which is evaluated by the teacher, then giving it back to the students to see the teacher's comments.**

**5. Permanently linking the given topics, whether in texts or grammar, in order to maintain students' knowledge accumulation**

**Teaching and Learning Methods**

1. The lecture
2. Dialogue and interaction
3. Constructive criticism
4. Brainstorming
5. Knowledge maps

**Assessment Methods**

1. Cognitive assessment
2. Skills assessment
3. Creative evaluation
4. Self-evaluation

**Thinking Skills**

1. Critical thinking skills
2. Creative thinking skills
3. Analytical thinking skills

**General and Transferable Skills (other skills relevant to employability and personal development)**

1. Presentation skills
2. Research and investigation skills

**11. Course Structure**

Week	Number of Hours	Learning Outcomes	Name of the Unit/Course or Subject	Teaching Method	Evaluation Method
1.	1		Kant/Initial reading and discussion		
2.	1		Kant/In-depth reading, focusing on structures and terminology	<b>Lectures and students presentation</b>	
3.	1		Hegel/ Initial reading and discussion		
4.	1		Hegel/ In-depth reading, focusing on structures and terminology		
5.	1		Interlocution to the parts of speech in English		
6.	1		Types of nouns in English		
7.	1		Types of nouns in English/ Cont.		
8.	1		Monthly Exam		
9.	1		Schopenhauer/ Initial reading and discussion		
10.	1		Schopenhauer/		

11.	1
12.	1
13.	1
14.	1
15.	1
16.	1
17.	1
18.	1
19.	1
20.	1
21.	1
22.	1

In-depth reading, focusing on structures and terminology Marx/ Initial reading and discussion
Marx/In-depth reading, focusing on structures and terminology
Nietzsche/ Initial reading and discussion
Nietzsche/ In-depth reading, focusing on structures and terminology
General Review
Moral Philosophy/ Initial reading and discussion
Moral Philosophy/ In-depth reading, focusing on structures and terminology
Epistemology/ Initial reading and discussion
Epistemology/In-depth reading, focusing on structures and terminology
Types of Verbs in English
Types of Verbs in English/ Cont.
Types of Verbs in English/ Cont.

23.	1	Monthly Exam
24.	1	Aesthetics/ Initial reading and discussion
25.	1	Aesthetics/ In-depth reading, focusing on structures and terminology
26.	1	Political philosophy/ Initial reading and discussion
27.	1	Political Philosophy// In-depth reading, focusing on structures and terminology
28.	1	Logic/ Initial reading and discussion
29.	1	Logic// In-depth reading, focusing on structures and terminology
30.	1	General Review

## 12. Infrastructure

<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Course books</li> <li>• Other</li> </ul>	Resources and links for the plays are provided to students via: Google classroom
Special Requirements	
Social services (including, for example, guest lectures, professional training, and field studies)	

## 13. Admissions

Prerequisites	
The smallest number of students	17
The largest number of students	28

Lecturer: Asst. lec. Ameen A.D. Abdulmaged  
College: College of Arts  
Department: Department of English  
University: University of Mosul  
Email: ameen88@uomosul.edu.iq



## Course Description Form

### Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

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. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts /philoso Department
3. Course Name/Code	Aesthetics / phd0303
4. Programmes in which it is included	Preliminary study for granting a Bachelor's degree in Philosophy / Aesthetics
5. Available Attendance Forms	Lectures
6. Semester/Year	2023/2024
7. Total Number of Hours	2
8. Description Preparation Date	25/9/2023
<b>9. Aims of the Programme:</b> Introducing the subject of the philosophy of beauty, the most important philosophical schools that talked about the philosophy of beauty, and the most important philosophers who addressed the axes of the philosophy of beauty from their point of view and according to what their philosophies consider.	



<b>10. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>Teaching and Learning Methods</b>
1. The lecture 2. Dialogue and interaction 3. Constructive criticism 4. Brainstorming 5. Knowledge maps
<b>Assessment Methods</b>
1. Cognitive assessment 2. Skills assessment 3. Creative evaluation 4. Self-evaluation
<b>Thinking Skills</b>
1. Critical thinking skills 2. Creative thinking skills 3. Analytical thinking skills
<b>General and Transferable Skills (other skills relevant to employability and personal development)</b>
1. Presentation skills 2. Research and investigation skills

### 11. Course Structure

Week	Number of Hours	Learning Outcomes	Name of the Unit/Course or Subject	Teaching Method	Evaluation Method
1.	2		What is beauty, and what makes us search for it		
2.	2		Is beauty science or philosophy?		
3.	2		The relationship between criticism and		

4.	2
5.	2
6.	2
7.	2
8.	2
9.	2
10.	2
11.	2
12.	2

beauty
The relationship between philosophy and beauty
The difference between natural beauty and artistic beauty
Aesthetic experience in taste, criticism, and artistic creation
The status of aesthetic values: (a-sensory, b-formal, c-relational)
Beauty in Greek philosophy
Sophism and realistic art
The Pythagorean theory of beauty
Beauty and its connection to goodness according to Socrates
Art and the Imitation of Beauty according to Plato: (Poetry, Rhetoric)

**Lectures and students presentation**

13.	2	Music, photography, sculpture
14.	2	Aristotle and the Mimesis of Poetry: (Mimesis, Tragedy)
15.	2	Beauty according to Plotinus
16.	2	Beauty in the modern era
17.	2	Kant (aesthetic judgment)
18.	2	The four moments that define the formal conditions of judgment, beauty and majesty)
19.	2	Hegel (art, thought)
20.	2	The three styles of art, his art system)
21.	2	The reversal of aesthetic judgment according to Nietzsche
22.	2	Art according to Schopenhauer
23.	2	Beauty in contemporary philosophy
24.	2	Bergson and the philosophy of laughter
25.	2	Croce and aesthetics
26.	2	Sartre and beauty
27.	2	Santayana and the sense of beauty
28.	2	Gadamer and the interpretatio n of art

29.	2
30.	2



<b>12. Infrastructure</b>	
<b>Required readings:</b> <ul style="list-style-type: none"> <li>• Course books</li> <li>• Other</li> </ul>	Aesthetics / Dr. Amira Helmy Matar Aesthetics / Mujahid Abdel Moneim Mujahid Philosophy of Art / Croce The Sense of Beauty / George Santayana
<b>Special Requirements</b>	1- Comparing the course with the courses of advanced Arab universities. 2- Enhancing the practical aspect to facilitate teaching the course more effectively, such as field visits to other universities and colleges.
<b>Social services (including, for example, guest lectures, professional training, and field studies)</b>	1- Using video lectures 2- Electronic discussion via video conference with an Arab or foreign professor.

<b>13. Admissions</b>	
<b>Prerequisites</b>	
<b>The smallest number of students</b>	20
<b>The largest number of students</b>	28



Course Description Form

Reviewing the Performance of Higher Education  
Institutions ((Academic Program Review))

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.

Noor Hikmat Khadhoori

Email: [noor.hikmat@uomosul.edu.iq](mailto:noor.hikmat@uomosul.edu.iq)

1. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts /Philosophy Department
3. Course Name/Code	Philosophy of ethics
4. Programmes in which it is included	
5. Available Attendance Forms	Lectures +Class Room
6. Semester/Year	2023/2024
7. Total Number of Hours	60
8. Description Preparation Date	17/9/2023
9. Aims of the Programme: The course aims to introduce the student to the most important philosophical ideas contained in ancient Eastern civilization about the universe, nature, man, and moral values.	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

Teaching and Learning Methods

<ol style="list-style-type: none"> <li>1. The lecture</li> <li>2. Dialogue and interaction</li> <li>3. Constructive criticism</li> <li>4. Brainstorming</li> <li>5. Knowledge maps</li> </ol>					
<b>Assessment Methods</b>					
<ol style="list-style-type: none"> <li>1. Cognitive assessment</li> <li>2. Skills assessment</li> <li>3. Creative evaluation</li> <li>4. Self-evaluation</li> </ol>					
<b>Thinking Skills</b>					
<ol style="list-style-type: none"> <li>1. Critical thinking skills</li> <li>2. Creative thinking skills</li> <li>3. Analytical thinking skills</li> </ol>					
<b>General and Transferable Skills (other skills relevant to employability and personal development)</b>					
<ol style="list-style-type: none"> <li>1. Presentation skills</li> <li>2. Research and investigation skills</li> </ol>					
<b>11. Course Structure</b>					
Week	Number of Hours	Learning Outcomes	Name of the Unit/Course or Subject	Teaching Method	Evaluation Method
1.	2		Definition of moral philosophy + the goal of studying ethics		
2.	2		Subject Philosophy of Ethics + Ethics in Ancient Civilizations / Mesopotamia and the Nile Valley		
3.	2		Ethics in Persian and Indian Civilization + Ethics in China and Japan		
4.	2		Ethics in Greek Civilization + Ethics in the Middle Ages		
5.	2		Sources of moral obligation: internal and external	Lectures and students	

6.	2		The Relationship between Ethics and Other Sciences/ The Relationship between Ethics, Law and Psychology	presentation
7.	2		The concept of the relationship between ethics, logic and beauty + ethical concepts	
8.	2		The concept of duty	
9.	2		The concept of virtue	
10.	2		Ethical Value	
11.	2		The concept of freedom	
12.	2		The concept of responsibility	
13.	2		Ethical Problems: Ethics between Relativism and Absolutism Sources	
14.	2		Ethical doctrines/moral sense doctrine	
15.	2		The doctrine of happiness	
16.	2		The doctrine of moral conscience	
17.	2		Utilitarianism and Hedonism	
18.	2		moral duty doctrine	
19.	2		Ethical evolutionism	
20.	2		Social doctrine	
21.	2		bioethics	
22.	2		Applied Ethics + the most prominent fields in which it has entered	
23.	2		The nature of applied ethics + the difference between classical theoretical ethics and applied ethics	
24.	2		Ethics of Science + The Negative	

25.	2
26.	2
27.	2
28.	2
29.	2
30.	2

Impact of Science and How to Reduce It
Environmental ethics
Environmental education (concept and objectives) + principles of environmental education + its importance
Bioethics + Origin of the Term
Definition of bioethics and its subject + emergence of bioethics
Ethics of dialogue

12. Infrastructure	
<p>Required readings:</p> <ul style="list-style-type: none"> <li>● Course books</li> <li>● Other</li> </ul>	<p>□ Reflections on the Philosophy of Ethics, Moral Philosophy. Theoretical Ethics, The Development of Moral Thought in Western Philosophy, The Moral Problem.</p>
Special Requirements	Video lecture and pdf lecture on classroom
Social services (including, for example, guest lectures, professional training, and field studies)	

13. Admissions	
Prerequisites	
The smallest number of students	20
The largest number of students	28





## Course Description Form

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1. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts /French Department
3. Course Name/Code	Philosophy of religion \ 0306
4. Programmes in which it is included	
5. Available Attendance Forms	Lectures
6. Semester/Year	2023/2024
7. Total Number of Hours	
8. Description Preparation Date	25/9/2023
9. Aims of the Programme:	

<b>10. Learning Outcomes, Teaching, Learning and Assessment Methods</b>
<b>Teaching and Learning Methods</b>
<ol style="list-style-type: none"> <li>1. The lecture</li> <li>2. Dialogue and interaction</li> <li>3. Constructive criticism</li> <li>4. Brainstorming</li> <li>5. Knowledge maps</li> </ol>
<b>Assessment Methods</b>
<ol style="list-style-type: none"> <li>1. Cognitive assessment</li> <li>2. Skills assessment</li> <li>3. Creative evaluation</li> <li>4. Self-evaluation</li> </ol>
<b>Thinking Skills</b>
<ol style="list-style-type: none"> <li>1. Critical thinking skills</li> <li>2. Creative thinking skills</li> <li>3. Analytical thinking skills</li> </ol>
<b>General and Transferable Skills (other skills relevant to employability and personal development)</b>
<ol style="list-style-type: none"> <li>1. Presentation skills</li> <li>2. Research and investigation skills</li> </ol>

**11. Course Structure**

<b>Week</b>	<b>Number of Hours</b>	<b>Learning Outcomes</b>	<b>Name of the Unit/Course or Subject</b>	<b>Teaching Method</b>	<b>Evaluation Method</b>
1.			Definitions of religion (for linguistic and terminological definitio		

			n		
2.			The relationship between religion and philosophy	<b>Lectures and students presentation</b>	
3.			Axes of the relationship between religion and philosophy		
4.			Definition of the philosophy of religion, its topics and features		
5.			Topics in philosophy of religion The relationship between philosophy of religion and other sciences Psychology of religion and sociology of religion Comparative religions and economics The difference between philosophy of religion and theology Primitives of religious tendency (introduction)		
6.					

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23.	

Introduction to the theory of vitalism
Proponents of vitalism theory: Edward Taylor and Herbert Spencer
The theory of nationalism The theory of monotheism
Review and test the above
The theory of nationalism
The theory of monotheism
Review and test the above
Spring break
The nature of religious language
introduction  Thomas Aquinas and John Hick
Logical positivism
Religious experience (introduction)
Søren Kierkegaard and William James
Divinity according to philosophers: Introduction

24.		Nicolas Malebranche
25.		Spinoza
26.		Feuerbach
27.		The problem of evil is an introduction to the topic
28.		The concept of evil according to Plotinus
29.		Types of evil according to Plotinus
30.		The problem of evil according to Leinz

12. Infrastructure	
Required readings: <ul style="list-style-type: none"> <li>• Course books</li> <li>• Other</li> </ul>	Resources and links for the plays are provided to students via: Google classroom
Special Requirements	تقنيات و مستلزمات مستخدمة في التعليم
Social services (including, for example, guest lectures, professional training, and field studies)	

13. Admissions	
Prerequisites	
The smallest number of students	

The largest number of students	
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## Course Description Form

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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. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts /philosophy Department
3. Course Name/Code	Modern philosophy in the 18-19 centuries - Phd0201
4. Programmes in which it is included	Preliminary study for the award of a Bachelor's degree in Philosophy/ Modern Philosophy
5. Available Attendance Forms	Lectures
6. Semester/Year	2023/2024
7. Total Number of Hours	3
8. Description Preparation Date	25/9/2023

9. The course aims to introduce the student to the features of modern philosophy and its emergence with the Renaissance era in the fifteenth century AD, and this was through a group of philosophers who had a modern perspective towards philosophical thinking.

## 10. Learning Outcomes, Teaching, Learning and Assessment Methods

### Teaching and Learning Methods

1. The lecture
2. Dialogue and interaction
3. Constructive criticism
4. Brainstorming
5. Knowledge maps

### Assessment Methods

1. Cognitive assessment
2. Skills assessment
3. Creative evaluation
4. Self-evaluation

### Thinking Skills

1. Critical thinking skills
2. Creative thinking skills
3. Analytical thinking skills

### General and Transferable Skills (other skills relevant to employability and personal development)

1. Presentation skills
2. Research and investigation skills

## 11. Course Structure

Week	Number of Hours	Learnig Outcoes	Name of the Unit/Course or Subject	Teachig Method	Evaluatin Method
1.	3		Kant		



			(His life and writings, the influence of Leibniz and Hume)		
2.	3		Analytical judgments and synthetic judgments		
3.	3		Theoretical mind (formal sensitivity, formal understanding, transcendental or self-transcendence)		
4.	3		Practical reason (absolute imperative, conscience, moral duty)		
5.	3				
6.	3		Freedom and responsibility, religion		
7.	3		according to Kant		
	3				
	3				
	3				

8.	3			
9.	3		Politics, a philosophical text from the book (Critique of Theoretical Reason)	
10.	3		Hegel His life and writings, the influence of modern philosophy (Spinoza and Kant)	
11.	3		Logic (of existence, nothingness, becoming)	
12.	3		Nature (objective existence, concept of thing, matter and image)	
13.	3		Absolute Spirit (Subjective Spirit, Objective Spirit)	

14.	3	Art (Symbolist art, classical art, romantic art)	
15.	3	Religion (natural religion, individual religion, absolute religion) is a philosophical text from the book Phenomenology of the Soul	
16.	3	Schopenhauer His life and writings, the impact of Buddhism on Schopenhauer's philosophy	
17.	3	The world (the principle of sufficient reason, universal will, the philosophy of pessimism)	
18.	3	Art and ethics	

		(salvation through art, salvation through ethics) A philosophical text from the book The World is Will and Conception
19.	3	Auguste Comte His life and writings
20.	3	Realism / Law of Three Cases
21.	3	Classification of sciences
22.	3	Sociology (static sociology - dynamic sociology)
23.	3	Religion of humanity
24.	3	Karl Marx His life and writings
25.	3	His philosophy (dialectical

			materialism)
26.	3		Historical materialism
27.	3		Capital (the main points of the book Capital)
28.	3		Philosophical text from the book "Yos Al-Falafosah".
29.	3		Nietzsche His life and writings
30.	3		His doctrine (criticism of values, nihilism, decadence, eternal return) 28 3 His moral philosophy / the will to power 29 3 (The morals of masters and the morals of slaves - Superman) 30 3 Philosophical

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		<p>text from the book</p> <p>Beyond Good and</p> <p>Evil</p>	
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<b>12. Infrastructure</b>	
<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Course books</li> <li>• Other</li> </ul>	<p>Modern Philosophy: Youssef Karam, Modern Philosophy, Critical Presentation: Karim Matta</p> <p>History of Modern Philosophy: William Clay Wright, History of Western Philosophy: Bertrand Russell</p>
Special Requirements	<ol style="list-style-type: none"> <li>1. Comparing the course with the courses of advanced Arab and foreign universities.</li> <li>2. Enhancing the practical aspect to facilitate teaching the course more effectively, such as field visits to other schools and universities.</li> </ol>
Social services (including, for example, guest lectures, professional training, and field studies)	<ol style="list-style-type: none"> <li>1. Use video lectures</li> <li>2. Electronic discussion via video conference with an Arab or foreign professor.</li> </ol>

<b>13. Admissions</b>	
Prerequisites	Principles of philosophy
The smallest number of students	25
The largest number of students	27



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1. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts /philosophy Department
3. Course Name/Code	Philosophical problems
4. Programmes in which it is included	Preliminary study for the award of a Bachelor's degree in Philosophy/Philosophical problems
5. Available Attendance Forms	Lecture/in-person teaching
6. Semester/Year	2023/2024
7. Total Number of Hours	2
8. Description Preparation Date	1/9/2023
9. Aims of the Programme:	Providing a comprehensive clarification of philosophical issues by distinguishing these issues, focusing on philosophical ideas, and clarifying the contradictions among them through the proposals of philosophers.

<b>10. Learning Outcomes, Teaching, Learning and Assessment Methods</b>					
<b>Teaching and Learning Methods</b>					
1. The lecture 2. Dialogue and interaction 3. Constructive criticism 4. Brainstorming 5. Knowledge maps					
<b>Assessment Methods</b>					
1. Cognitive assessment 2. Skills assessment 3. Creative evaluation 4. Self-evaluation					
<b>Thinking Skills</b>					
1. Critical thinking skills 2. Creative thinking skills 3. Analytical thinking skills					
<b>General and Transferable Skills (other skills relevant to employability and personal development)</b>					
1. Presentation skills 2. Research and investigation skills					

### **11. Course Structure**

<b>Week</b>	<b>Number of Hours</b>	<b>Learning Outcomes</b>	<b>Name of the Unit/Course or Subject</b>	<b>Teaching Method</b>	<b>Evaluation Method</b>
1.	2		The meaning of the philosophical problem		
2.	2		What is the problem in Al-Masfiya?		



3.	2		How to deal with the problem philosophically	<b>Lectures and students presentation</b>	
4.	2		Posing philosophy as a problem		
5.	2		Define the concept		
6.	2		Philosophical history of the concept		
7.	2		The problem of existence		
8.	2		Related to the problem of existence		
9.	2		Human		
10.	2		Nature's problem		
11.	2		The most important topics of the problem of nature		
12.	2		existence		
13.	2		Nothingness		
14.	2		Constancy and change		

15.	2		the movement
16.	2		Stillness
17.	2		Mind problem
18.	2		Mind and matter
19.	2		Self
20.	2		the spirit
21.	2		Spirit and relationship with matter
22.	2		The soul and the relationship with the body
23.	2		Consciousness and its relationship to existence
24.	2		Man's place in the world
25.	2		The problem of freedom
26.	2		Determinism and free will
27.	2		Feminist philosophy
28.	2		The place of women in philosophy throughout the ages
29.	2		The problem of the environment philosophically
30.	2		The problem of reason philosophically

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<b>12. Infrastructure</b>	
Required readings: <ul style="list-style-type: none"> <li>• Course books</li> <li>• Other</li> </ul>	<ol style="list-style-type: none"> <li>1. The Problem of Philosophy, Bertrand Russell</li> <li>2. Some Philosophical Problems, William James</li> <li>3. Philosophical Problems, Ibrahim Zakaria</li> </ol>

	.4. Feminist philosophy Ali Abboud et al.
Special Requirements	1. Comparing the course with the courses of advanced Arab and foreign universities. 2. Enhancing the practical aspect to facilitate teaching the course more effectively, such as field visits to other schools and universities.
Social services (including, for example, guest lectures, professional training, and field studies)	1. Use video lectures 2. Electronic discussion via video conference with an Arab or foreign professor.

<b>13. Admissions</b>	
Prerequisites	Principles of philosophy
The smallest number of students	12
The largest number of students	14



## Course Description Form

### Reviewing the Performance of Higher Education Institutions ((Academic Program Review))

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. Teaching Institution	University of Mosul
2. University Department/Centre	College of Arts/Department of Philosophy
3. Course Name/Code	theory of knowledge
4. Programmes in which it is included	Preliminary study for the award of a Bachelor's degree in Philosophy/theory of knowledge
5. Available Attendance Forms	
6. Semester/Year	2023/2024
7. Total Number of Hours	2
8. Description Preparation Date	2023/9/25

### **9. Aims of the Programme:**

- Gives meaning to the theory of knowledge.
  - Explains the meaning of an example of realism.
- He uses naïve realist views to define the nature of knowledge
- Explains the basics of rationalism.
  - It shows the opinions of a group of philosophers about the concept of truth and its standards.
  - It gives the meaning of the possibility of knowledge.

### **10. Learning Outcomes, Teaching, Learning and Assessment Methods**

#### **Teaching and Learning Methods**

1. The lecture
2. Dialogue and interaction
3. Constructive criticism
4. Brainstorming
5. Knowledge maps

#### **Assessment Methods**

1. Cognitive assessment
2. Skills assessment
3. Creative evaluation
4. Self-evaluation

#### **Thinking Skills**

1. Critical thinking skills
2. Creative thinking skills
3. Analytical thinking skills

#### **General and Transferable Skills (other skills relevant to employability and personal development)**

1. Presentation skills
2. Research and investigation skills

### **11. Course Structure**

Week	Number of Hours	Learning Outcomes	Name of the Unit/Course or Subject	Teaching Method	Evaluation Method
1.	2		Epistemology and A Epistemology and distinction between them		
2.	2		The possibility of knowledge and its limits	<b>Lectures and students presentation</b>	
3.	2		Beliefs, skeptics		
4.	2		Sources of knowledge		
5.	2		Rationalism		
6.	2		Properties		
7.	2		Descartes		
8.	2		Spinoza		
9.	2		Leibnitz		
10.	2		Follicular doctrine		
			Characteristics, Bacon		
11.	2				
12.	2		Luke		
13.	2		Hume		
14.	2		Monetary doctrine		

15.	2		Kant
16.	2		Intuitionism
17.	2		Sufis
18.	2		The nature of knowledge
19.	2		Realism
20.	2		Naive realism
21.	2		Critical realism
22.	2		Ideal doctrine
23.	2		Subjective idealism Objective idealism
24.	2		Critical idealism Absolute idealism
25.	2		Opinions of philosophers On the concept of truth
26.	2		Socrates and Plato
27.	2		Aristotle and Al-Ghazali
28.	2		Ibn Rushd, Descartes, Hume
29.	2		Kant, Ayer, William James
30.	2		Karl Jaspers

## 12. Infrastructure

<p>Required readings:</p> <ul style="list-style-type: none"> <li>• Course books</li> <li>• Other</li> </ul>	<p>1. Tawfiq Al-Tawil, Foundations of Philosophy, Al-Nahda Library Egyptian Publishing and Printing, third edition, 1955.</p> <p>2. Muhammad Fathi Al-Shaniti, Knowledge, House of Culture For Printing and Publishing, Cairo, Arab Republic of Egypt Third edition, 1962.</p> <p>3. Youssef Karam, History of Greek Philosophy, Foundation Hindawi for Education and Culture, Cairo, Republic of Egypt, 2012, (Arabic), (ed</p>
Special Requirements	<p>1. Use video lectures.</p> <p>2. Electronic discussion via video conference with someone Master. Arabs or foreigners.</p>
Social services (including, for example, guest lectures, professional training, and field studies)	

<b>13. Admissions</b>	
Prerequisites	Islamic philosophy - first stage, modern philosophy - second stage
The smallest number of students	8
The largest number of students	7