

**Ministry of Higher Education and Scientific Research
Scientific Supervision and Scientific Evaluation Apparatus
Directorate of Quality Assurance and Academic Accreditation
Accreditation Department**



Academic Program and Course Description Guide

2025

Introduction:

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

Learning Outcomes: A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

Academic Program Description Form

University Name : Mosul University

Faculty /Institute: College of Political Science

Scientific Department : College of Political Science

Academic or Professional Program Name: Bachelor of Political Science

Final Certificate Name: Bachelor of Political Science

Academic System: Annual

Description Preparation Date: 29/09/2024

File Completion Date: 29/09/2024

Signature: -----

Head of Department Name: --

Date: -----

Signature: 

Scientific Associate Name:

Dr. Khair Allah Subhan Abdullah

Date: 29/09/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance

Department: Assist. Prof. Dr. Marwan Salem Ali

Date : 29/09/2024.

Signature: 





Approval of the Dean

Assist. Prof. Tariq Mohammed Tayeb Zaher

29/09/2024

1. Program Vision

The Faculty of Political Science aspires to be a central hub for the creation and utilization of knowledge in key strategic areas, aiming to develop advanced solutions for local, regional, and international challenges. This is achieved through academic distinction, reinforcement, and deepening of scientific political knowledge, as well as political awareness regarding local, regional, and international political issues at both theoretical and practical levels. The ultimate goal is to prepare specialists by adopting rigorous scientific curricula that enable students to access this awareness, elevate their scientific and intellectual levels, and develop their skills. Additionally, the faculty aims to serve and develop society and its governmental and civil institutions by deepening the culture of democracy, human rights, and public freedoms, addressing their issues and developments, and utilizing all modern technologies to achieve excellence consistently and clearly. This is done while striving to achieve the highest level of interaction between the faculty and these institutions..

2. Program Message:

Working to prepare specialized cadres in political science in a way that enhances political culture and the analytical ability to determine positions at various levels, as well as the ability to manage state affairs at the local, national and international levels, link theoretical study to real political data and events, and lead in conducting (applied) field research and studies.) and put it into practice, and transfer knowledge in order to serve and develop society. In order to ensure the building of a system of integrated relationships between regional and international academic and professional institutions to ensure compatibility between curricula and the development of educational skills to build and develop human capital.

3. Program Objectives:

1. Embodying the vision, mission and goals of the University of Mosul, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.
2. Preparing specialized cadres capable of serving society and preparing for future specializations.
3. Developing students' capabilities in writing political research by raising the scientific ability to use scientific sources and benefit from them in building an analytical and forward-looking ability for the future. And working to raise their capabilities in understanding and analyzing political events on the international scene and the mechanisms and principles of managing international relations and diplomacy.

4. Developing the capabilities of college students in the direction of analytical and creative thinking and sound strategic planning, ensuring the preparation of specialists with a high level of knowledge in political sciences commensurate with the responsibilities that await them in the field of professional work.
5. Preparing specialized cadres capable of serving society and preparing for future specializations.
6. Preparing specialized cadres capable of working in the Ministry of Foreign Affairs, universities, international and regional organizations, and in all state institutions, civil society institutions, and media bodies.
7. Providing society with the expertise of professors of the College of Political Science in holding courses and lectures, completing research, and providing political consultations and recommendations to relevant ministries and state departments, international and regional organizations, and civil society institutions.
8. Permanent and continuous development of continuing education programs in the field of political science with the aim of raising the performance and leadership skills and capabilities of state employees and activists of civil society institutions.
9. Adopting and developing performance standards of quality and academic accreditation to reach high levels of quality performance, enabling the college to gain academic accreditation, through developing its academic and research programs, attracting qualified competencies, and strengthening cultural and scientific ties with solid Arab, regional, and international universities and scientific research centers in line with its specialization. The college, and establishing fruitful partnerships with it, as well as raising the level of administrative and financial achievement and providing the best services.
10. Developing or modifying political science curricula in line with the needs of the public and private labor market, in a way that ensures the absorption of the college's outputs into that market.
11. Focus on the educational and moral aspect of the student and instill a spirit of dedication, tolerance and commitment.
12. The college seeks to conclude scientific and cultural cooperation agreements with corresponding colleges and departments in different colleges to achieve best practices in the fields of teaching and learning.

4. Program Accreditation .

Not applicable

5. Other External Influences .

Not applicable

6. Program Structur				
* Notes	percentage	Study unit	Number of courses	Program Structure
Core "	34.8	87	40	Institution requirements
"Course	34.8	87	40	College requirements
			-	Department - requirements
			None	summer training
				Other

Notes can include whether the course is core or elective *

7. Program description				
Credit hours		Name of the course or course	Course code	Year/level
Practical	theoretical			2024-2025 First
	3	Introduction to political science	101PCP	
	3	Comparative political and constitutional systems	102PC	
	2	History of international relations	109HIR	
	2	Introduction to the study of law	106AIL	
	2	Principles of economics	107ECO	
	2	human rights	103HS	
	2	Introduction to political science (E	108ITP	
	2	Arabic	104AL	
	1	the computer	105COMP	
	1	Headway	-----	
	20	Number of courses: 10		

	3	Principles of international relations	210IR	2024-2025 Second
	3	Ancient and medieval political thought	211AMPT	
	3	Arab political systems	213AS	
	2	Political Sociology	212POC	
	2	Local governments	214LG	
	2	The political system in contemporary Iraq	215CL	
		Public international law	216IGL	
	2	International organizations (E)	217IOE	
	2	Crimes of the Baath regime in Iraq	-----	
	1	the computer	105COMP	
	1	Headway	-----	
	23	Number of courses: 11		
	3	Introduction to the study of strategy	325STRA	2024-2025 Third
	3	Public policy	318PP	
	3	Political systems in Asia and Africa	319PSAA	
	3	Arab-Islamic political thought	323AIPT	
	3	Modern Western political thought	320MPT	
	2	International economic relations	321IER	
	2	International organizations	324IO	
	2	Public Policy (E)	322PPIE	
	1	Headway	-----	
	22	Number of courses: 9		
	3	Foreign Policy	434FP	
	3	Contemporary Islamic political thought	433CIPT	
	3	Contemporary Western political thought	430CWPT	
	2	Political systems in Europe and the Americas	426PSUA	

	2	Regional political systems	427TI	2024-2025 Fourth
	2	Political parties and public opinion	428PPO	
	2	Diplomacy	431DY	
	2	Political research	429PR	
	2	International Politics (E)	432IPE	
	1	Headway	-----	
	22	Number of courses: 10		

8. Expected learning outcomes of the programme

Knowledge

1. Developing students' capabilities in writing political research by enhancing their academic ability to utilize scholarly sources and leverage them to build analytical and future-oriented capabilities, enhancing their ability to understand and analyze political events on the international scene and the mechanisms and principles of managing international relations and diplomacy.
2. Providing students with knowledge and understanding of the fundamentals and principles of political science in the fields of political systems, public policies, international relations, and political thought.
3. Developing and enhancing the capabilities of college students toward analytical and creative thinking and sound strategic planning, ensuring the preparation of specialists with a high level of knowledge in political science, commensurate with the responsibilities awaiting them in the professional field.
4. Preparing specialized cadres capable of working in the Ministry of Foreign Affairs, universities, international and regional organizations, and in all state institutions, civil society organizations, and media bodies.

Skills

1. Enhancing students' cognitive, creative thinking skills, political, economic, social, and legal analysis, and discussion of the interplay between the international legal basis and political reality (education) after developing

	<p>(appropriate) capacity for thinking, discussion, and analysis of theoretical concepts, transferring them to the practical level, and developing a mechanism for applying them in diplomatic circles and among decision-makers, enabling them to be utilized.</p> <ol style="list-style-type: none"> 2. Providing students with negotiation skills and managing internal and external crises and conflicts. 3. Providing students with deduction and analysis skills. 4. Providing students with the skill of developing solutions.
Values	
	<ol style="list-style-type: none"> 1. Transferring knowledge to serve and develop society, ensuring the establishment of a system of integrated relationships between regional and international academic and professional institutions, ensuring curricula are aligned and developing educational skills to build and grow human capital. 2. Developing students' abilities to share ideas and connect theoretical studies to real political data and events. 3. Preparing specialized cadres in political science, enhancing political culture and analytical ability to determine positions at various levels. 4. Pioneering research and field (applied) studies and implementing them.

9. Teaching and learning strategies
<ol style="list-style-type: none"> 1. Cognitive strategies. 2. Metacognitive strategies. 3. Social strategies 4. Discussion strategy 5. Role-playing game strategy 6. Problem-solving strategy 7. Self-learning strategy 8. Simulation strategy 9. Active learning strategies, examples of which include: <ul style="list-style-type: none"> - Collaborative learning. - Brainstorming.

- Multiple intelligence strategies.

10. Evaluation methods

1. Written tests (semi-annual – annua)..
2. Oral tests (daily – weekly).
3. Homework assignments from the college website (Home Work).
4. Preparing research reports and discussing them through research groups.
5. Lectures accompanied by explanation and clarification.
6. Electronic lectures via Google Classroom + Google Meet
7. Video lectures.
8. Discussion and brainstorming.
9. Use the Internet to obtain additional information.
10. Use of electronic maps.
11. Using illustrative and applied examples to enrich the scientific material.
12. Scientific competitions.
13. Direct browsing of the websites of academic courses, especially international organizations.
14. Research posters.
15. Holding applied workshops by choosing specific topics for discussion, analysis, and political opinion making and analysis.

11. Education Institution

Faculty members: Number (69)

Numbers of teaching staff		Special requirements/ski (lls (if any		Specialization		Scientific rank
lecturer	angel			private	general	
	1			Political Systems	Political Science	

	3			International Relations		Mr
	1			Public International Law	Law	
	1			Modern History	History	
	1			Arabic Language	Arabic Language	
	6			Political Systems	Political Science	assistant professor
	8			International Relations		
	1			Political Thought		
	1			Public International Law	Political Science	
	5			Political Systems	Political Science	Teacher
	12			International Relations		
	3			Political Thought		
	1			European History	History	
	1			Psychology Education	Education	
	1			Private Law	Law	
	14			Political Systems	Political Science	Assistant Professor
	12			International Relations		
	1			Political Thought		
	1			Public Law	Political Science	
	1			Computers	computer	

	1			Arabic Language	Arabic	
	2			Translation	English	
	1			Teaching Methods	English	

Professional development

Orienting new faculty members

New faculty members are mentored

Professional development for faculty members

Many development courses and workshops were held for new faculty members, including courses on the progress of academic promotion transactions in scientific departments and colleges, as well as a workshop on teaching skills, and a workshop on registering research and scientific activities. And a special workshop to guide new teachers regarding the controls and guide for annual performance evaluation and how to prepare evaluation files And with the requirements for academic promotion, capacity building courses, and courses and workshops on combating administrative and financial corruption.

12. Acceptance criterion

Central admission: The college accepts holders of a preparatory certificate in its scientific and literary streams, and holders of equivalent secondary certificates from the Iraqi Ministry of Education, and the student graduates with a bachelor's degree in political science. Central admission: The college accepts holders of a preparatory certificate in its scientific and literary streams, and holders of equivalent secondary certificates from the Iraqi Ministry of Education, and the student graduates with a bachelor's degree in political science.

13. The most important sources of information about the program

1. Qahtan Ahmed Al-Hamdani, Introduction to Political Sciences, 1st edition, House of Culture, 2012.
2. Maurice Duverger, Politics.
3. Aristotle Thales, Politics.
4. Ahmed Salim Al-Barsan, Political Science: Concepts and Foundations: State, Political Behavior, International Politics.

5. Muhammad Ahmad Al-Adawi, Introduction to Political Science: Theoretical Foundations and Contemporary Issues, Dar Al-Zahra, Riyadh.
6. Hamid Hanoun, Principles of Constitutional Law and the Development of the Political System in Iraq, 2011.
7. Ahmed Saifan, Political Systems and General Constitutional Principles, 2008.
8. Paul A. Samuelson, Economics, 2014.
9. Muhammad Ibrahim Khairi Al-Wakil, Political Parties between Freedom and Restriction, 2013.
10. Muhammad Jamal Mutlaq, Political Systems and Constitutional Law, 2003.
11. Saad Haqqi Tawfiq, History of International Relations, 1st edition, University House for Printing, Publishing and Translation, Baghdad, 2009.
12. Hafez Alwan Hammadi Al-Dulaimi, Human Rights.
13. Saad Haqqi Tawfiq, Principles of International Relations.
14. Sadiq Al-Aswad, Political Sociology.
15. Maurice Duverger, Political Sociology.
16. Ghanem Muhammad Saleh, ancient and medieval political thought.
17. Khairy Abdel-Qawi, study of public policy.
18. James Anderson, Making Public Policy.
19. Farah Zia Hussein, Local Governments, College of Political Science, University of Baghdad, second edition, 2015.
20. Issam Al-Asiya, Public International Law, 7th edition (revised), Al-Atak Book Manufacturing Company, Baghdad, 2008.
21. Pierre-Marie Dupuy, Public International Law, Beirut, 2008.
22. Nevin Massad and Ali El-Din Hilal, Arab political systems, issues of continuity and change.
23. Salim Fawzi Zakhour, The political and constitutional system in Iraq: consensual federalism and pluralism.
24. Abdul Razzaq Al-Husseini, Iraq in the past and in the present.
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26. Kazem Hashim Nimah, Al-Wajeez fi Strategy.
27. Alan Stevens and Nicola Baker, Understanding War: Strategy for the

Twenty-First Century.

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29. Ali Hatem Al-Quraishi, International Economic Relations.
30. Hamdi Abdel Rahman Hassan, Studies in African Political Systems.
31. Ahmed Al-Sabbagh, Parties and the practice of political work.
32. Amal Hindi Kati, Contemporary Islamic Political Thought: Challenges and Obstacles.
33. Jawad Kazem Mohsen, Theories of Governance in Islamic Political Thought.
34. Fadel Zaki Muhammad, Arab-Islamic political thought between past and present.
35. Abdul Reda Al-Ta'an (and others), Modern Western Political Thought, Part 1 and Part 2.
36. Fadel Zaki Muhammad, Diplomacy in a Changing World.
37. Ahmed Nouri Al-Nuaimi, Foreign Policy.
38. Muhammad Al-Sayyid Salim, Foreign Policy Analysis.
39. John Hudson, Mark Honder, International Economic Relations, translated by Taha Abdullah Mansour, Mars Publishing House, Egypt, 2023.
40. Hazem Hamad Musa Al-Janabi, International Economic Relations (Theories, Policies, Blocs, Digital Transformations), Academic Publishing Center, Sultanate of Oman, 2024.
41. Muhammad Fahmi Lahita, Egyptian Renaissance Library, Cairo, 2019.
42. Ali Hatem Al-Quraishi, International Economic Relations, Euphrates Basin Press, Iraq, 2020.
43. Faris Rashid Al-Bayati, A Concise Introduction to International Economic Relations, 2024.
44. Marwan Salem Al-Ali, New Regionalism and the International System, Al-Sanhouri Publishing House, Beirut, 2019.
45. E-learning tools: electronic maps, websites, research groups, workshops, video lectures, modern sources: books, research, and articles taken from the Internet.
46. Human Development Reports, available at <https://www.un.org/ar/esa/hdr>
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48. Journal of Human Development and Education for Specialized Research, Malaysian Institute of Science and Development, available at: <https://jhdesr.misd.tech/?lang=ar>
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50. Political Science: An Introduction, Anisa Al-Saadoon, University of Baghdad, 1990.
51. New Webster's Dictionary By : staff of authors lexical Publication iue, 1992.
52. Trilingual dictionary By : j.subek, sabek publication, 1971.
53. New Headway Plus –Beginner John and Liz Soars xford University Press Modern Dictionaries Online Sources.2024.
54. Sa'ad N. Jawad International Realition, University of Baghdad 2010.

14. Program development plan

- Developing students' skills in their academic specialization.
- Enhancing students' cognitive abilities and preparing them to analyze political phenomena and develop possible solutions.
- Developing political and economic analysis skills.
- Enhancing thinking and discussion skills regarding the intersection between international legal foundations and political reality (education).
- Bridging theoretical studies with current reality through the use of contemporary illustrative practical examples.
- Improving the quality of education, enhancing skills, and focusing on the aspects of thinking, analysis, and creativity.
- Lectures accompanied by explanations and clarifications.
- Online lectures via Classroom Google + Google Meet.
- Video lectures.
- Discussion and brainstorming.
- Using the internet to obtain additional information.
- Using electronic maps.
- Using global educational platforms, including SCORM.
- Using illustrative and practical examples to enrich the academic material.
- Academic competitions and student debates.
- Direct browsing of the websites of academic curricula, particularly those of international organizations.

- Holding practical workshops, selecting specific topics for discussion and analysis, and shaping and analyzing political opinion.



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

Program skills chart

Please check the boxes corresponding to the individual learning outcomes from the program being assessed

Learning outcomes required from the programme

	Value				Skills				Knowledge				Basic Or optional	Course Name	Course Code	Year/level
	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
				✓				✓				✓	Basic	Introduction to political science	101PCP	2024-2025 stage The first
			✓				✓				✓		Basic	Comparative political and constitutional systems	102PC	
				✓				✓				✓	Basic	History of international relations	109HIR	
			✓			✓			✓				Basic	Introduction to the study of law	106AIL	
			✓				✓				✓		Basic	Principles of economics	107ECO	
			✓		✓				✓				Basic	human rights	103HS	
			✓		✓				✓				Basic	Introduction to Political	108ITP	

														Science (in English)			
	✓			✓				✓					Basic	Arabic	104AL		
													Basic	the computer	105COMP		
	✓			✓				✓					Basic	Headway	-----		
																	2024-2025 stage the second
				✓				✓				✓	Basic	Principles of international relations	210IR		
				✓				✓				✓	Basic	Ancient and medieval political thought	211AMPT		
				✓				✓				✓	Basic	Arab political systems	213AS		
				✓				✓				✓	Basic	Political Sociology	212POC		
				✓				✓				✓	Basic	Local governments	214LG		
				✓				✓				✓	Basic	The political system in contemporary Iraq	215CL		
			✓				✓		✓				Basic	Public international law	216IGL		
			✓				✓		✓				Basic	International organizations	217IOE		
			✓			✓					✓		Basic	(in English)	-----		
									✓				Basic	Crimes of the Baath regime in Iraq	105COMP		
								✓				Basic	the computer	-----			

				✓				✓				✓	Basic	Introduction to the study of strategy	325STRA	2024-2025 stage Third
				✓				✓				✓	Basic	Public policy	318PP	
				✓				✓				✓	Basic	Political systems in Asia and Africa	319PSAA	
				✓				✓				✓	Basic	Arab-Islamic political thought	323AIPT	
				✓				✓				✓	Basic	Modern Western political thought	320MPT	
				✓				✓				✓	Basic	International economic relations	321IER	
			✓				✓		✓				Basic	International organizations	324IO	
				✓				✓				✓	Basic	Public policy(in English)	322PPIE	
													Basic	Headway	-----	
				✓				✓				✓	Basic	Foreign Policy	434FP	
				✓				✓				✓	Basic	Contemporary Islamic political thought	433CIPT	

				✓				✓				✓	Basic	Contemporary Western political thought	430CWPT	2024-2025 stage Fourth
				✓				✓				✓	Basic	Political systems in Europe and the Americas	426PSUA	
				✓				✓				✓	Basic	Regional political systems	427TI	
				✓				✓				✓	Basic	Political parties and public opinion	428PPO	
				✓			✓		✓				Basic	Diplomacy	431DY	
	✓				✓						✓		Basic	Political research	429PR	
		✓			✓				✓				Basic	The International Politics (in English)	432IPE	
													Basic	(Headway)	-----	



First: Description of the course for the first stage of study

1. Introduction to political science

Course description form

1. Name of the course	
Introduction to Political Science	
2. Course code	
101 pcp	
3. semester/year	
2024 – 2025	
4. Date this description was prepared	
2024/9/11	
5. Available attendance forms	
My presence	
6. (Number of study hours (total) / Number of units (total)	
3 hr week / Number of hours and study units The total is (90) hours and one Two hours per academic unit	
7. (Name of the course administrator (if more than one name is mentioned	
Dr. Zaid Rafi Sultan : Amil zrds2020@uomosul.edu.iq	
8. of the decision The goals	
<ul style="list-style-type: none"> It provides a concise summary of the course 's main features and the learning outcomes expected of the student, demonstrating whether he or she has made the most of the available learning opportunities . It must be linked to the program description The course aims to establish scientific knowledge of the subject of political science, identify its characteristics and features, and address the theories of foreign trade and the nature of global economic systems Developing students' skills in understanding political topics by bridging theoretical studies with current reality in line with labor market requirements Expanding the student's horizons in understanding the foundations upon which the Introduction to Political Science is based , knowing the variables that stand as an obstacle course is based , knowing the to international exchange , and knowing what is meant by political concepts and theories Providing a balanced scientific understanding of the foundations of political science principles in a simplified and understandable manner, covering most of the vocabulary and topics of interest 	course objectivesC

to students and which fall within the specializations of the undergraduate stage in political science, striving to better understand and comprehend the basic components and principles .political studies within the framework of political theory of					
9. Teaching and learning strategies					
<ul style="list-style-type: none">• .Lectures accompanied by explanation and clarification• . Group discussion and dialogue strategy based on the exchange of idea• .Brainstorming strategy• .Concrete example strategy• . Modeling learning strategy• .Educational bag strategy• Project strategy; theoretical research and reports, evaluation and .discussion• . and conceptual mapping• learning strategy via-EGoogle Classroom .and others• yTraining strateg Safiya To participate In finding Solutions The .occasion• .Teamwork or cooperative learning strategy• . Scientific competitions strategy• .learning-Self• .Scientific field visits• . Video lectures• .ific materialUsing illustrative and practical examples to enrich the scie• .Discussion panels, seminars, workshops and research groups• A strategy for dealing with individual differences among students, and taking into account the adoption of a special education strategy .for those with special needs, if any• ation strategy: Present the material inPresentPower Point format .				Strategy	
The structure of the decision .10					
Evaluation method	Learning method	Unit name and subject	Required learning outcomes	watches	week
Daily assessment through daily sions and discus participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research reports .	Lecture and discussion, live on and instructi electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training	Chapter One: The Concept of Political Science	<ul style="list-style-type: none">• Knowledge and understanding• The student the skills acquires and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies• Student acquisition of work .skills	) 3 (hours	1.

	Safiya To participate In finding Solutions The .occasion		<ul style="list-style-type: none"> • The ability to combine intelligence, study, and practice to become a ed specializ academic who possesses knowledge of the fundamentals of political science, along with knowledge of international laws and international political and .economic affairs • 		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final ritten and oral w tests / homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion penO Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	The nature of politics, its characteristics and objectives	<ul style="list-style-type: none"> • The student acquires the skills and abilities to logically analyze l internal and externa political interactions and variables and their impact on state .policies	) 3 (hours	2.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual discussion the	Political science topics	<ul style="list-style-type: none"> • Student acquisition of work .skills	) 3 (hours	3.

written and oral / tests homework and preparation of research reports .	Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final oral written and tests / homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which e dependsH on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Chapter Two: The Relationship of Political Science to Other Sciences	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs	) 3 (hours	4.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To	Completing er on the chapt the relationship between politics and other sciences	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	5.

	participate In finding Solutions The .occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of smap and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Completing the chapter: The Relationship between Politics and Science	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	6.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Other	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs	) 3 (hours	7.
Daily assessment through daily	Lecture and discussion, live instruction and	Chapter Three: Foundations	<ul style="list-style-type: none"> The student acquires the skills and abilities to	) 3 (hours	8.

discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	entific of Sci Research in	logically analyze internal and external political interactions and variables and their impact on state .policies		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / work and home preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on angeexch The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	politics	<ul style="list-style-type: none"> • Student acquisition of work .skills	) 3 (hours	9.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which	Chapter One: Steps of Scientific Research in Political Science	<ul style="list-style-type: none"> • The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of	) 3 (hours	10.

/ tests homework and preparation of research reports .	He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion		political science, along with knowledge of international laws and international political and .economic affairs		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Chapter Two: Scientific rch Resea Methods in Political Science	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	11.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In	Ideal deductive .approaches	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	12.

	finding Solutions The .occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The , ideas means ,Clarification Training Safiya To participate In finding Solutions The .occasion	-Inductive realistic approaches	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs	) 3 (hours	13.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic and video lectures and use of maps and conceptual the discussion Open Which He depends on exchange The , ideas means ,Clarification Training Safiya To participate In finding Solutions The .occasion	Analytical approaches	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	14.
Daily assessment through daily discussions and	Lecture and discussion, live instruction and electronic	Chapter Three: Methods and of means	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze	) 3 (hours	15.

participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	political research	internal and external political interactions and variables and their impact on state .policies		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual scussionthe di Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Observation, interview, and observation method	<ul style="list-style-type: none"> • Student acquisition of work .skills	) 3 (hours	16.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on	Legal method	<ul style="list-style-type: none"> • The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science,	) 3 (hours	17.

homework and preparation of research reports .	exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion		along with knowledge of aws international l and international political and .economic affairs		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and cussion, live dis instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Comparison method	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	18.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which dsHe depen on exchange The ' ideas means 'Clarification Training Safiya To participate In finding	Statistical method	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	19.

	Solutions The .occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Content analysis method	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international 1 and international political and .economic affairs	) 3 (hours	20.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	ture and Lec discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Organic (biological) method	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	21.
Daily assessment through daily discussions and participation /	Lecture and discussion, live instruction and electronic Video lectures	Psychological method	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	22.

practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	and the use of maps and conceptual the discussion Open Which endsHe dep on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / rk and homewo preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on geexchan The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Chapter Four: Theories of the Origin of the State	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs	) 3 (hours	23.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and	ecture and Le discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The	Chapter Five: Elements of the State	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	24.

preparation of research reports .	• ideas means •Clarification Training Safiya To participate In finding Solutions The .occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual cussionthe dis Open Which He depends on exchange The • ideas means •Clarification Training Safiya To participate In finding Solutions The .occasion	Chapter Six: Types of States and Their Demise	• Student acquisition of work .skills	) 3 (hours	25.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / k and homework preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on eexchang The • ideas means •Clarification Training Safiya To participate In finding Solutions The	Completion of Chapter Six: The Decline of States	• The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs	) 3 (hours	26.

	.occasion				
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	nd Lecture a discussion, live instruction and electronic and video lectures and use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Chapter Seven: State Functions	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	27.
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual discussion the Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Completion of Chapter Seven: Functions of States	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	28.
Daily assessment through daily discussions and participation / practical	Lecture and discussion, live instruction and electronic Video lectures and the use of	Chapter Eight: The Constitution and the Political System	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized	) 3 (hours	29.

problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion		academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral / tests homework and preparation of research reports .	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Completion of Chapter ms Eight: For of Government	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	30.
11. Course Evaluation					
<p>The grade is distributed out of (100) according to the tasks assigned to the student, such as ‘...daily preparation, daily, weekly and monthly written and oral tests, and research reports : and as follows: The AT</p> <ol style="list-style-type: none"> (Daily, weekly and monthly written and oral tests and research reports (20% (annual written tests (20%-Semi (year written tests (60%-of-End 					
12. and teaching resources					
ry for the subject and there is There is a vocabula no specific curriculum book from the Ministry of .Education			Required textbooks (methodology (available		
specific methodological book , which is Hafez Dulaimi’s book, -Alwan Hammadi Al			(Main references (sources		

<p>Introduction to Political Science, College of .ience, University of BaghdadPolitical Sc</p> <p>However, many other sources related to the course are relied upon, the most important of :which are</p> <ol style="list-style-type: none"> 1. Hamdani, Introduction -Qahtaan Ahmed Al Thaqafa, -to Political Science, 1st ed., Dar Al .2012 2. .Maurice Duverger , Politics 3. .totle, PoliticsAris 4. Barsan, Political Science: -Ahmed Salim Al Concepts and Foundations: The State, .Political Behavior, International Politics 5. Michael Ruskin et al., Introduction to Political Science, Al Fajr Publishing House, .Amman <p>search and articles Modern sources: books, re .taken from the Internet</p>	
<ol style="list-style-type: none"> 1. Fawzi Abdel Ghani, Introduction to Political .Science, Dar Al Nahda Al Arabiya, Cairo 2. Adwi, Introduction to -Muhammad Ahmad Al itical Science: Theoretical Foundations Pol Zahra, -and Contemporary Issues, Dar Al .Riyadh 3. Knowledge, National Council for Culture, Arts .and Letters, Kuwait, 1970 4. Journal of Economic and Financial Research , . University of Oum El Bouag 5. orts , United Nations Human Development Rep .Development Programme 6. . Video lectures 	<p>Recommended supporting books and references (scientific journals, reports, (.etc</p>



[Handwritten signature in green ink]

أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

2. Comparative political and constitutional systems

Course Description Form

1. Course Name:	
Comparative political and constitutional systems	
2. Course Code:	
102PC	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
15-9-2024	
5. Available Attendance Forms:	
In-person and electronic education	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(3) Two hours per week / The number of hours required to implement the study material is (90) hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Kheralla Sabhan Abdalla Email: kheralla_aljubory@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>1-The course aims for the student to be familiar with political systems and to recognize the forms of political systems.</p> <p>2- Providing a balanced scientific understanding of the political foundations of the system in a simplified and understandable way for most of the vocabulary and topics that are of interest to the student and that fall within the specializations of the undergraduate stage in political science, seeking a better understanding and understanding of the components and initial principles of political studies within the framework of political theory.</p> <p>3- Striving to crystallize the student's creative thinking, which focuses on the ability to recall information or experiences stored in his mind and propose quick alternatives, as well as striving to crystallize his cognitive thinking.</p> <p>4- To be able to diagnose every scientific word or subject and use it in his study or field of work in the future.</p> <p>5- Developing the student's skills in social and political analysis.</p>
9. Teaching and Learning Strategies	
Strategy	<p>1. Lectures accompanied by explanation and clarification.</p> <p>2. Discussion and brainstorming.</p> <p>3. Video lectures.</p> <p>4. Using illustrative and applied examples to enrich the scientific material.</p> <p>5. Discussions and research groups.</p> <p>6. Scientific competitions.</p> <p>7. Theoretical and analytical research and reports, discussed and evaluated</p>

		8. Presentation of the PowerPoint article. 9. Using e-learning via Google Classroom			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter One: The division of political systems based on the idea of separation of powers	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	The intellectual foundations of the principle of separation of powers	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Practical applications of the principle of separation of powers	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Parliamentary Assembly system	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Presidential system	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	3 (hours)	Weekly	Parliamentary	Live and	Written/or

		student evaluation/theoretical discussions	system	electronic education, video lectures, and the use of maps	al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Two: Divisions of political systems according to the exercise of sovereignty	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Political systems whose source of sovereignty is other than elections	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Political systems whose sovereignty is based on elections	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Three: The idea and importance of studying the constitution	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	On the subject of the constitution	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports

	3 (hours)	Weekly student evaluation/theoretical discussions	Determine the subject of constitutional rules from unconstitutional rules	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions		Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Ideological trends of modern constitutions	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	The traditional Western concept of the constitution	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Ideological tendencies of the constitutions of socialist systems	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Six: The ideological trends of Third World constitutions	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research

					reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Political systems in the Third World	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Constitutions of the first stage of Third World regimes	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	The second stage of political institutions of Third World regimes	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Seven: Forms of constitutions and their origin	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Proprietary methods	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Republican methods	Live and electronic education, video lectures, and the use	Written/or al exams, homework assignments, and preparing

				of maps	research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Eight: Constitutional custom and the constitution	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Customary	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Pillars of the customary constitution	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions		Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Types of constitutional custom	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Nine: Permanent Constitutions and Temporary Constitutions	Live and electronic education, video lectures,	Written/or al exams, homework assignments, and

				and the use of maps	preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Ten: The binding force of constitutional rule	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Eleven: The End of Constitution	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Twelve: Political parties and systems	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
	3 (hours)	Weekly student evaluation/theoretical discussions	Chapter Thirteen: Application mode	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports

11. Course Evaluation

- 1-Written tests (semi-annual - annual)
- 2-Oral tests (daily - weekly)
- 3- Homework from the college website (home work)
- 4- Preparing research reports

12. Learning and Teaching Resources

Required textbooks (curricular books, any)	There is a specific methodological book, which is the book Comparative Political and Constitutional Systems, written by (Dr. Hassan Muhammad Shafiq Al-Ani).
Main references (sources)	1. Constitutional Law and Political Institutions, André Horeau

	<p>2. Principles of Constitutional Law and Political Science, Ismail Mirza</p> <p>3. In Al-Dustour, Munther Al-Shawi</p> <p>Recent sources: books, research, and articles taken from the International Information Network (the Internet).</p>
Recommended books and references (scientific journals, reports...)	Research groups - workshops - video lectures
Electronic References, Websites	<p>Electronic teaching aids, electronic maps, and websites</p> <p>Relying on various research and reports from the International Information Network (the Internet). In addition to relying on research and books published on international websites such as Research Gate</p>



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

3. History of international relations

Course Description Form

1. Course Name:	
History of international relations	
2. Course Code:	
HIR109	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
2-9-2024	
5. Available Attendance Forms:	
In-person and electronic education	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Two hours per week / The number of hours required to implement the study material is (60) hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohammed Salah Mahmood Email: dr-mohammed-akababgy@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>Introducing the subject of the history and development of international relations from the Middle Ages to the end of the twentieth century, as well as clarification</p> <p>And interpreting the most important international and modern problems and issues that affect and are affected by international relations, in order to bring the student to a high degree of political, intellectual and historical awareness to analyze the events and developments that occur in the world in this era.</p> <p>Modern and contemporary and try to judge them objectively.</p>
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Using political and geographical maps of Europe and the world as a means of educational illustration. 2. E-learning via Google Classroom. 3. Video lectures. 4. Scientific competitions. 5. Distributing students into teams and conducting practical workshops on lecture topic. 6. Showing video documentaries. 7. Present the material in PowerPoint.

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2(hour)	Weekly student evaluation discussions the ory	Introduction to the material Foundations of international relations in Islam International relations during the era of the Prophet (PBUH), the Rashidun Caliphate, the Umayyad Caliphate, the Abbasid Caliphate, and the Umayyad State in Andalusia	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
2	2(hour)	Weekly student evaluation discussions the ory	Thirty Years' War Treaty of Westphalia 1648	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
3	2(hour)	Weekly student evaluation discussions the ory	Peace of Utrecht 1713 European wars and rivalries	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
4	2(hour)	Weekly student evaluation discussions the ory	French Revolution 1789 Napoleonic Wars	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research

5	2(hour)	Weekly student evaluation discussions the ory	Congress of Vienna 1815	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
6	2(hour)	Weekly student evaluation discussions the ory	New European map International conferences after the Vienna Conference	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
7	2(hour)	Weekly student evaluation discussions the ory	The Eastern Question Crimean War	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
8	2(hour)	Weekly student evaluation discussions the ory	Italian unity German unity	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
9	2(hour)	Weekly student evaluation discussions the ory	Balance of power policy	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
10	2(hour)	Weekly student evaluation discussions the ory	Causes of first World War	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports

					Research
11	2(hour)	Weekly student evaluation discussions the ory	Developments of World War I Results of World War I	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
12	2(hou r)	Weekly student evaluation discussions the ory	Post-war developments in international relations	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
13	2(hou r)	Weekly student evaluation discussions the ory	The Soviet Union and its international relations	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
14	2(hou r)	Weekly student evaluation discussions the ory	The emergence of fascist Italy and Nazi Germany	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
15	2(hou r)	Weekly student evaluation discussions the ory	Causes of World War II	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research

16	2(hou r)	Weekly student evaluation discussions the ory	Developments in World War II	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
17	2(hou r)	Weekly student evaluation discussions the ory	Results of World War II	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
18	2(hou r)	Weekly student evaluation discussions the ory	International conferences during World War II	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
19	2(hou r)	Weekly student evaluation discussions the ory	Cold War developments	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Researc
20	2(hou r)	Weekly student evaluation discussions the ory	The concept and beginning of the Cold War until 1950	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
21	2(hou r)	Weekly student evaluation discussions the ory	Cold War developments 1950-1962	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports

					Research
22	2(hour)	Weekly student evaluation discussions the ory	Developments of the Cold War 1962 - until the Entente	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
23	2(hour)	Weekly student evaluation discussions the ory	International reconciliation The setback of Al-Wefaq	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
24	2(hour)	Weekly student evaluation discussions the ory	US-Russian relations under Gorbachev	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
25	2(hour)	Weekly student evaluation discussions the ory	Europe's steps towards unity	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
26	2(hour)	Weekly student evaluation discussions the ory	The collapse of the Soviet Union and the socialist camp	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
27	2(hour)	Weekly student evaluation discussions the ory	The development of international relations in Africa	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing

					reports Research
28	2(hour)	Weekly student evaluation discussions the ory	The development of international relations in Asia	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
29	2(hour)	Weekly student evaluation discussions the ory	The development of international relations in the Arab world	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research
30	2(hou r)	Weekly student evaluation discussions the ory	The development of non-alignment	Direct education And electronic And lectures video and use Maps	Written tests, oral tests, homework , and preparing reports Research

. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

1. Written tests (semi-annual - annual).
2. Oral tests (daily - weekly).
3. Homework from Google Classroom
4. Preparing research reports.

. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Saad Haqqi Tawfiq, History of International Relations, 1st edition, University Printing House, Baghdad, 2009.
Main references (sources)	Jeffrey Bron, Modern History of Europe, translated by Ali Al-Marzouqi, Dar Al-Ahlia, Beirut 2006. Dr.. Riyad Al-Samad, International Relations in the Twentieth Century, University for Studies and Publishing, Beirut 1996, 2nd edition.

Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



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ع. عميد الكلية

4. Introduction to the study of law

Course description form

1. Course Name:					
Introduction to the study of law					
2. Course Code:					
106AIL					
3. Semester / Year:					
2025-2024					
4. Description Preparation Date:					
1\9\2024					
5. Available Attendance Forms:					
In-person education					
6. Number of Credit Hours (Total) / Number of Units (Total)					
Weekly / The number of hours required to implement the study material is (2) hours.					
7. Course administrator's name (mention all, if more than one name)					
Name: Sajida Farhan Hussain					
Email: sajidafarhan@uomosul.edu.iq					
8. Course Objectives					
Course Objectives 1 - The ability to analyze legal texts and general legal principles. 2-The ability to compare between legal schools in a way that is consistent with reality. 3-The ability to understand the relationship between law and political science. 4-The ability to provide legal advice. 5- The ability to identify and solve legal problems			The graduate will be able to participate in performing legal and academic services. 2- Providing graduates with scientific and practical mental skills in the legal field 3- The graduate will be able to understand the different legal schools and jurisprudential trends. 4- The graduate will be able to understand the nature of the work and formations of the judicial system.		
9. Teaching and Learning Strategies					
Strategy		1. Using realistic legal and social issues as a means of educational clarification. 2. E-learning via Google Classroom 3Scientific competitions. 4 Distributing students into teams and conducting practical workshops on the lecture topic. 5Presenting the material in PowerPoint.			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	(hour)	A historical overview of the word law and determining the definition of law	Introduction to the study of law	Lecture method. Discussion method. Brainstorming strategy	Recognition test. Quizzes. Final exams
2	(hour)	The concept of the legal rule and its characteristics			

3	(hour)	The relationship between the legal rule and other social rules			
4	(hour)	Sources of law Official and interpretive sources of the legal rule			
5	(hour)	Defining legislation and explaining its advantages, disadvantages and types			
6	(hour)	Stages of enactment and enforcement of legislation			
7	(hour)	Oversight of the validity of legislation			
8	(hour)	The scope of application of the legislation or the extent of its validity			
9	(hour)	Interpretation of legislation			
10	(hour)	Repeal the legislation Rationing			
11	(hour)	Principles of Islamic Sharia			
12	(hour)	Rules of justice Interpretive sources			
		Function of law Individualism Socialist doctrine			
13	(hour)	Law departments Branches of law			
14	(hour)	Branches of public law and private law Divisions of rules of law			
15	(hour)	Mid-year exam			

16	(hour)	The concept of right and its definition Definition of right according to Daban's theory			
17	(hour)	The elements and pillars of truth			
18	(hour)	Sources of truth Legal facts and legal actions			
19	(hour)	Sections of the right Sections of the right in terms of its protection by law			
20	(hour)	Types of rights in terms of their meaning Types of civil rights			
21	2(hour)	Literary rights			
22	(hour)	Legal personality			
23	(hour)	The beginning and end of the natural personality			
24	(hour)	Personality characteristics: nationality, family			
25	(hour)	Personality features: Name, domicile, financial assets			
26	(hour)	Eligibility			
27	(hour)	Legal personality and ways to gain it			
28	(hour)	Characteristics of moral personality			
29	(hour)	Types of legal persons Groups of people			

30	(hour)	Fund collections			
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
1. Written tests (semi-annual - annual).					
2. Oral tests (daily - weekly).					
3. Homework from Google Classroom					
4. Preparing research reports.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Dr. Abdul Baqi Al-Bakri and Assistant Professor Zuhri Al-Bishri / Introduction to the Study of Law - University of Baghdad - House of Wisdom 1989		
Main references (sources)			1 d. Abdul Qader Al-Far - Introduction to the Study of Law - Amman - 1994. 2-D. Aziz Jawad Hadi - Introduction to the Study of Law - Baghdad - 2008. 3-D. Munther Al-Fadl - Introduction to the Study of Law - Amman – Jordan		
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



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5. Principles of economics

Course Description Form

1. Course Name:	
Principles of economics	
2. Course Code:	
107ECO	
3. Semester / Year:	
2024 -2025	
4. Description Preparation Date:	
10-9-2024	
5. Available Attendance Forms:	
In-person education	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The total number of study hours and units is (60) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name: Ziad Abdulrahman Ali Email: zyad.abdulrahman@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	The course aims to provide a balanced scientific understanding of the foundations of international economic relations in a simplified and understandable manner, covering most of the terms and topics of interest to the student and which fall within the specializations of the initial university stage, striving to better understand and comprehend the basic components and principles of economics.
	<ul style="list-style-type: none"> a. Introduce students to the basic concepts and principles underlying economics. b. Enable students to distinguish between microeconomics and macroeconomics and understand the tools of each. c. Explain how markets work and the factors affecting supply, demand, and price determination. d. Enhance students' ability to analyze economic problems using economic analysis tools. e. Develop students' understanding of the role of the state in the economy through various economic policies. f. Developing the student's understanding of the state's role in the economy through various economic policies. g. Striving to achieve a state of scientific analysis by the student of the economic problems and crises facing societies.
Teaching and learning strategies	<ul style="list-style-type: none"> 1- Lectures accompanied by explanations and clarifications via DATASHOW. 2- Discussion and brainstorming. 3- Using illustrative and applied examples to enrich the scientific material. 4- Discussion sessions and research groups. 5- Assigning research papers.

		6- Video lectures 7- Scientific competitions and seminars 8- E-learning strategies using Google Classroom and others.			
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.	Chapter One: The Origins of Economics	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
2	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.	Economics concepts	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
3	2 hours	Understand the basic concepts and theories of economics. • Analyze the	Development of economics	Live, in-person learning that relies on discussion and exchange of	Daily assessment through daily discussions and

		<p>economic behavior of individuals and markets using the tools of economic analysis.</p> <ul style="list-style-type: none"> • Apply economic principles to real-life problems and explain contemporary economic phenomena. 		<p>ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
4	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	The relationship of economics to other sciences	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
5	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	The concept and objectives of economic development	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

6	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Global economic theories, policies, and systems	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
7	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Need, desire, utility, scarcity	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
8	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic 	Choice, Wealth, and the Relationship Between Terms	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written

		principles to real-life problems and explain contemporary economic phenomena.			and oral tests / homework and preparation of research reports.
9	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.	Chapter Two The Nature of the Economic Problem	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
10	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.	The Mechanism for Solving the Economic Problem in Economic Systems	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
11	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic	The Economic Problem in Iraq and the Mechanism for Solving It	Live, in-person learning that relies on discussion and exchange of ideas, as well as	Daily assessment through daily discussions and participation /

		<p>behavior of individuals and markets using the tools of economic analysis.</p> <ul style="list-style-type: none"> • Apply economic principles to real-life problems and explain contemporary economic phenomena. 		<p>the use of video and electronic lectures using DATASHOW</p>	<p>practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
12	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	<p>Chapter Three Demand Theory Exceptions to the Law of Demand</p>	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
13	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	<p>Chapter Four Consumer Behavior Theory</p>	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
14	2 hours	<p>Understand the basic concepts and theories of</p>	<p>Modern Theories of Consumer Behavior</p>	<p>Live, in-person learning that relies on</p>	<p>Daily assessment through daily</p>

		<p>economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 		<p>discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
15	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	<p>Elasticities of Supply Factors Affecting Supply + Written Exam</p>	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
16	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic 	<p>Chapter Six Market Price Formation</p>	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research</p>

		phenomena.			reports.
17	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Chapter Seven Production Mass Production Process	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
18	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Chapter Eight Costs	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
19	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. 	Revenues	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and

		<ul style="list-style-type: none"> • Apply economic principles to real-life problems and explain contemporary economic phenomena. 			final written and oral tests / homework and preparation of research reports.
20	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Chapter Nine Markets | Economic Sustainability Policies and Financial Market Analysis	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
21	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Business Cycles	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
22	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the 	Monopoly + Written Exam	Live, in-person learning that relies on discussion and exchange of	Daily assessment through daily discussions and

		<p>economic behavior of individuals and markets using the tools of economic analysis.</p> <ul style="list-style-type: none"> • Apply economic principles to real-life problems and explain contemporary economic phenomena. 		<p>ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
23	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	<p>Chapter Ten National Income Methods for calculating National Income</p>	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
24	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena. 	<p>Chapter Eleven: Money</p>	<p>Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW</p>	<p>Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

25	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Banks	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
26	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic principles to real-life problems and explain contemporary economic phenomena. 	Chapter Twelve Inflation	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
27	2 hours	<p>Understand the basic concepts and theories of economics.</p> <ul style="list-style-type: none"> Analyze the economic behavior of individuals and markets using the tools of economic analysis. Apply economic 	Deflation and Unemployment	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written

		principles to real-life problems and explain contemporary economic phenomena.			and oral tests / homework and preparation of research reports.
28	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.	Economic Analysis of the Public and Private Sectors	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
29	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.	Microeconomics and Macroeconomics: A Comparative Study	Live, in-person learning that relies on discussion and exchange of ideas, as well as the use of video and electronic lectures using DATASHOW	Daily assessment through daily discussions and participation / practical problems / daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
30	2 hours	Understand the basic concepts and theories of economics. • Analyze the economic	General Reviews and Discussions	Live, in-person learning that relies on discussion and exchange of ideas, as well as	

		behavior of individuals and markets using the tools of economic analysis. • Apply economic principles to real-life problems and explain contemporary economic phenomena.		the use of video and electronic lectures using DATASHOW	
11. Course Evaluation					
The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows: 1. Daily, weekly, and monthly written and oral tests and research reports (20%) 2. Semi-annual written tests (20%) 3. End-of-year written tests (60%)					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			There are vocabulary and lectures given to the student, and there is no specific curriculum book from the Ministry of Education.		
Main references (sources)			The course relies on numerous sources relevant to the course, the most important of which are: 1: Mohsen Hassan Al-Maamouri, Principles of Economics, Al-Yazurdi Scientific Publishing and Distribution House, Amman, Jordan, 2019. 2: Abdul Ali Al-Maamouri, History of Economic Ideas, Al-Hamed Publishing and Distribution House, Jordan, 2012. 3: Alfred Marshall, Principles of Economics, translated by Abdul Karim Nassif, 2022. 4: Recent sources: books, research, and articles taken from the Internet.		
Recommended books and references (scientific journals, reports...)			Recent sources: books, research, and articles taken from the international information network (the Internet). The Arab Journal of Economic Research, Arab Society for Economic Research in cooperation with the Center for Arab Unity Studies, Beirut. Human Development Reports, United Nations Development Programme. Video lectures		
Electronic References, Websites			1. The International Journal of Economic Studies, Arab Democratic Center, Berlin, via the website: https://democraticac.de/?page_id=50832 2. The Scientific Journal of the Faculty of		



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

6. Human Rights

Course Description Form

1. Course Name:	
Human Rights	
2. Course	
103HS	
3. Semester/Year:	
Annual System 2024/2025	
4. Date of Course Description Preparation:	
01/09/2024	
5. Available Attendance Modes:	
In-person	
6. Total Study Hours / Units:	
(2) hours per week / total of (60) study hours and academic units	
7. Course Instructors:	
<ul style="list-style-type: none"> Asst. Prof. Dr. Younis Moayad Younis Email: younis1986mmyy@uomosul.edu.iq Dr. Kawthar Hassan Ghazi Email: kawthar.hasan.gazy@uomosul.edu.iq 	
8. Course Objectives	
<ul style="list-style-type: none"> The course aims to provide a balanced scientific understanding of the principles of human rights in a simplified and accessible manner, covering the key terms and topics relevant to undergraduate students. It seeks to enhance comprehension and awareness of the fundamental elements and principles of human rights. The course aims to establish scientific knowledge on the subject of human rights by identifying its characteristics and features. It covers both individual and collective human rights, as well as political, social, and economic rights. Additionally, it includes the study of international organizations, agreements, and treaties concerned with human rights. 	The objectives of the course
The course seeks to foster creative thinking in students by focusing on their ability to recall stored knowledge and experiences and to propose quick alternatives. It also aims to develop their cognitive thinking skills.	
To develop the student's skills in understanding the importance of human rights by bridging the gap between theoretical study and current realities, in alignment with the requirements of the job market.	
To broaden the student's understanding of the foundations upon which the subject of human rights is based, and to identify the variables that hinder these rights, as well as how to confront such obstacles and find appropriate solutions.	
<ul style="list-style-type: none"> "The student should be able to identify every term related to human rights and apply it in their studies or future career." 	
9. Educational and Learning Strategies	
<input type="checkbox"/> Lectures accompanied by explanations and clarifications.	Strategy

<ul style="list-style-type: none"> – The strategy of dialogue and group discussion based on exchanging ideas. – Brainstorming strategy. – Concrete examples strategy. – Modeling strategy. □ Educational package strategy. – Project strategy; research and theoretical reports, their evaluation, and discussion. – Mind maps and conceptual maps teaching strategy. □ E-learning strategy via platforms like Google Classroom and others. – Classroom exercises strategy for participation in finding appropriate solutions. – Group work or cooperative learning strategy. □ Scientific competitions strategy. – Self-directed learning. □ Scientific field visits. □ Video lectures. – Use of illustrative and practical examples to enrich the subject matter. □ Discussion groups, seminars, workshops, and research groups. – Strategy for dealing with individual differences among students, and adopting a special teaching strategy for students with special needs, if present. – Presentation strategy; presenting material in PowerPoint format. 	
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10. Course Structure

Assessment Method	Learning Method	Unit or Topic Name	Required Learning Outcomes	Hours (Hours)	Week
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of	Definition of International Human Rights Law	<ul style="list-style-type: none"> – Knowledge and Understanding. – Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, 	2	1.

Final Basis / Homework and Preparation of Research Reports	Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.		<p>and learning successful scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>– The ability to distinguish and compare.</p> <p>– The ability to comprehend.</p> <p>•</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Definition of Human Rights, Their Characteristics, and Features	<p>– Knowledge and Understanding.</p> <p>– Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>– The ability to distinguish and compare.</p> <p>– The ability to comprehend.</p> <p>•</p>	2 (Hours)	2.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open	History of Human Rights	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to</p>	2 (Hours)	3.

Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.		<p>connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Human Rights in Roman Civilization	<p>□ Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>	2 (Hours)	4.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion	Human Rights in Roman Civilization	<p>□ Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights</p>	2 (Hours)	5.

Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.		<p>variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Human Rights in the Middle Ages	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend</p>	2 (Hours)	6.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Human Rights in Political Doctrines, Schools, and Theories	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend</p>	2 (Hours)	7.

Semester, and Final Basis / Homework and Preparation of Research Reports	Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.		<p>and scientific manner, and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Continuation: Human Rights in Political Doctrines, Schools, and Theories	<p>□ Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>	2 (Hours)	8.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of	Collective Human Rights	<p>□ Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner,</p>	2 (Hours)	9.

Final Basis / Homework and Preparation of Research Reports	Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.		<p>and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Political and Civil Rights	<p>□ Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>	2 (Hours)	10.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis /	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual	Minority Rights	<p>□ Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	11.

Homework and Preparation of Research Reports	Aids, Classroom Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Continuation: Minority Rights	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>	2 (Hours)	12.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	Economic Rights	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	13.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Social Rights	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>	2 (Hours)	14.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	Modern Human Rights	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	15.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	The Relationship Between Human Rights and Public Freedoms in International Covenants	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>	2 (Hours)	16.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	International and Regional Recognition of Human Rights 4o mini	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	17.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Amnesty International	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>□ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>	2 (ساعتان)	18.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	Human Rights Watch 40 mini	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	19.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	<p>Principles and Procedures Ensuring Human Rights and the Role of Civil Society Organizations in Safeguarding Human Rights</p> <p>4o mini</p>	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>	2 (Hours)	20.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	<p>Continuation: Principles and Procedures Ensuring Human Rights and the Role of Civil Society Organizations in Safeguarding Human Rights</p>	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	21.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Continuation: Principles and Procedures Ensuring Human Rights and the Role of Civil Society Organizations in Safeguarding Human Rights	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>– Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>□ The ability to distinguish and compare.</p> <p>□ The ability to comprehend.</p>	2 (Hours)	22.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	Guarantees for the Respect of Human Rights and Freedoms in International Organizations	<p>– Knowledge and Understanding.</p> <p>□ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	23.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		<p>scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Universal Declaration of Human Rights	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis.</p> <p>▢ Developing students' ability to describe and analyze, and enhancing descriptive skills.</p> <p>▢ The ability to distinguish and compare.</p> <p>▢ The ability to comprehend.</p>	2 (Hours)	24.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom	United Nations Branches and Specialized Agencies for Human Rights	<p>▢ Knowledge and Understanding.</p> <p>▢ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful</p>	2 (Hours)	25.

Preparation of Research Reports	Exercises for Participation in Finding Suitable Solutions.		scientific analysis. – Developing students' ability to describe and analyze, and enhancing descriptive skills. □ The ability to comprehend.		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Duties of Individuals and Restrictions on the Exercise of Human Rights	– Knowledge and Understanding. □ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis. – Developing students' ability to describe and analyze, and enhancing descriptive skills. □ The ability to distinguish and compare. □ The ability to comprehend.	2 (Hours)	26.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable	Continuation: Duties of Individuals and Restrictions on the Exercise of Human Rights	– Knowledge and Understanding. □ Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis. – Developing students' ability to describe and analyze, and enhancing	2 (Hours)	27.

	Solutions.		descriptive skills. <input type="checkbox"/> The ability to distinguish and compare. <input type="checkbox"/> The ability to comprehend.		
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Monthly Exam	<input type="checkbox"/> Knowledge and Understanding. <input type="checkbox"/> Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis. <input type="checkbox"/> Developing students' ability to describe and analyze, and enhancing descriptive skills. <input type="checkbox"/> The ability to comprehend.	2 (Hours)	28.
Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Transitional Justice	<input type="checkbox"/> Knowledge and Understanding. <input type="checkbox"/> Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis. <input type="checkbox"/> Developing students' ability to describe and analyze, and enhancing descriptive skills. <input type="checkbox"/> The ability to distinguish and compare.	2 (Hours)	29.

Daily Assessment through Discussions and Daily Participation / Practical Exercises / Written and Oral Quizzes on a Daily, Midterm, Semester, and Final Basis / Homework and Preparation of Research Reports	Lecture and Discussion, Direct and Online Education, Video Lectures, Use of Concept Maps, and Open Discussion Based on the Exchange of Ideas, Visual Aids, Classroom Exercises for Participation in Finding Suitable Solutions.	Continuation: Social Justice	<input type="checkbox"/> Knowledge and Understanding. <input type="checkbox"/> Subject-specific skills, through the ability to explore the importance of human rights, learning to connect human rights variables in a logical and scientific manner, and learning successful scientific analysis. <input type="checkbox"/> Developing students' ability to describe and analyze, and enhancing descriptive skills. <input type="checkbox"/> The ability to comprehend.	2 (Hours)	30.
11. Course Evaluation					
Grade Distribution out of (100) Based on Student Tasks Such as Daily Preparation, Written and Oral Quizzes (Daily, Weekly, Monthly), and Research Reports, as Follows:					
1. Daily, Weekly, and Monthly Written and Oral Quizzes, and Research Reports – 20% 2. Mid-Year Written Exams – 20% 3. Final Year Written Exams – 60%					
12. Learning and Teaching Resources					
Human Rights / Hafidh Alwan Hammadi Al-Dulaimi			Required Assigned Textbooks (Prescribed Curriculum, if available)		



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

Course Description Form

1. Name of the course	
Introduction to Political Science	
2. Course code	
108 ITP	
3. semester/year	
2025-2024	
4. Date this description was prepared	
2024/9/11	
5. Available attendance forms	
My presence	
6. (Number of study hours (total) / Number of units (total	
) 3 rs and one academic hours per week / Number of hours and study units The total is (90) hou0 .unit	
7. (administrator (if more than one name is mentioned Name of the course	
Dr. Zaid Rafi Sultan : Amil zrds2020@uomosul.edu.iq	
8. of the decision The goals	
<ul style="list-style-type: none"> It provides a concise summary of the course 's main features and the cted of the student, demonstrating whether he learning outcomes expe or she has made the most of the available learning opportunities . It . must be linked to the program description The course aims to establish scientific knowledge of the subject of y its characteristics and features, and address political science, identif the theories of foreign trade and the nature of global economic .systems Striving to develop creative thinking in the student, which focuses on s mind and the ability to recall information or experiences stored in hi propose quick alternatives, as well as striving to develop his cognitive .thinking Developing students' skills in understanding political science topics by bridging theoretical studies with current reality in line with labor .smarket requirement Expanding the student's horizons in understanding the foundations upon which the Introduction to Political Science course is based , knowing the variables that stand as an obstacle to international cepts and exchange , and knowing what is meant by political con .theories Providing a balanced scientific understanding of the foundations of political science principles in a simplified and understandable manner, covering most of the vocabulary and topics of interest to students and pecializations of the undergraduate stage in which fall within the s political science, striving to better understand and comprehend the basic components and principles of political studies within the .framework of political theory 	Course objectives
9. Teaching and learning strategies	
<ul style="list-style-type: none"> ctures accompanied by explanation and clarificationLe 	Strategy

<ul style="list-style-type: none"> • . Group discussion and dialogue strategy based on the exchange of ideas • .Brainstorming strategy • .Concrete example strategy • . Modeling learning strategy • .Educational bag strategy • .ical research and reports, evaluation and discussionProject strategy; theoret • . and conceptual mapping • learning strategy via-EGoogle Classroom .and others • Training strategy Safiya To participate In finding Solutions .The occasion • .Teamwork or cooperative learning strategy • . ific competitions strategyScient • .learning-Self • .Scientific field visits • . Video lectures • .Using illustrative and practical examples to enrich the scientific material • .Discussion panels, seminars, workshops and research groups • idual differences among students, and A strategy for dealing with indiv taking into account the adoption of a special education strategy for those .with special needs, if any • Presentation strategy: Present the material inPower Point format . 					
10. The structure of the decision					
Evaluation method	Learning method	Unit name and subject	quired learning Re outcomes	watches	week
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral omework tests / h and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on xchangee The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions .The occasion	Chapter One: The Concept of Political Science	<ul style="list-style-type: none"> • Knowledge and understanding • The student acquires the skills and abilities to logically analyze internal and external political interactions d and variables an their impact on state .policies • Student acquisition of work .skills • The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with	) 3 (hours	1.

			knowledge of ational laws intern and international political and .economic affairs		
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions .The occasion	The nature of politics, its teristics charac and objectives	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	2.
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions .The occasion	Political science topics	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	3.
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid oral written and tests / homework and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which e H depends on exchange The ‘ ideas means	Chapter Two: The Relationship of Political Science to Other Sciences	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with	) 3 (hours	4.

	<p>Clarification Training Safiya</p> <p>To participate In finding Solutions</p> <p>The occasion</p>		<p>knowledge of aws international l and international political and economic affairs</p>		
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means</p> <p>Clarification Training Safiya</p> <p>To participate In finding Solutions</p> <p>The occasion</p>	<p>Completing the er on the chapt relationship between politics and other sciences</p>	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies 	<p>) 3 (hours</p>	5.
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral work tests / home and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the suse of map and the conceptual discussion Open Which He depends on angeexch The ' ideas means</p> <p>Clarification Training Safiya</p> <p>To participate In finding Solutions</p> <p>The occasion</p>	<p>Completing the chapter: The Relationship between Politics and Science</p>	<ul style="list-style-type: none"> Student acquisition of work .skills 	<p>) 3 (hours</p>	6.
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means</p>	Other	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with 	<p>) 3 (hours</p>	7.

	<p>•Clarification Training Safiya To participate In finding Solutions .The occasion</p>		<p>knowledge of international laws and international political and .economic affairs</p>		
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Chapter Three: Foundations of entific Sci Research in</p>	<p>• The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies</p>	<p>) 3 (hours</p>	<p>8.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral work tests / home and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on angeexch The ‘ ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>politics</p>	<p>• Student acquisition of work .skills</p>	<p>) 3 (hours</p>	<p>9.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means</p>	<p>Chapter One: Steps of Scientific Research in Political Science</p>	<p>• The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with</p>	<p>) 3 (hours</p>	<p>10.</p>

	<p>Clarification Training Safiya</p> <p>To participate In finding Solutions</p> <p>The occasion</p>		<p>knowledge of international laws and international political and economic affairs</p>		
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means</p> <p>Clarification Training Safiya</p> <p>To participate In finding Solutions</p> <p>The occasion</p>	<p>Chapter Two: Scientific Research Methods in Political Science</p>	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state policies 	<p>) 3 (hours</p>	11.
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means</p> <p>Clarification Training Safiya</p> <p>To participate In finding Solutions</p> <p>The occasion</p>	<p>Ideal deductive approaches</p>	<ul style="list-style-type: none"> Student acquisition of work skills 	<p>) 3 (hours</p>	12.
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means</p>	<p>-Inductive realistic approaches</p>	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with 	<p>) 3 (hours</p>	13.

	<p>•Clarification Training Safiya To participate In finding Solutions .The occasion</p>		<p>knowledge of aws international l and international political and .economic affairs</p>		
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic and video lectures and use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Analytical approaches</p>	<p>• The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies</p>	<p>) 3 (hours</p>	<p>14.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Chapter Three: Methods and of means political research</p>	<p>• The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies</p>	<p>) 3 (hours</p>	<p>15.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual scussiondi Open Which He depends on exchange The ‘ ideas means</p>	<p>Observation, interview, and observation method</p>	<p>• Student acquisition of work .skills</p>	<p>) 3 (hours</p>	<p>16.</p>

	<p>•Clarification Training Safiya To participate In finding Solutions .The occasion</p>				
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	Legal method	<p>• The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs</p>	) 3 (hours	17.
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and cussion, live dis instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ‘ ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	Comparison method	<p>• The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies</p>	) 3 (hours	18.
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He dsdepen on exchange The ‘ ideas means</p>	Statistical method	<p>• Student acquisition of work .skills</p>	) 3 (hours	19.

	<p>•Clarification Training Safiya To participate In finding Solutions .The occasion</p>				
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Content analysis method</p>	<p>• The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs</p>	<p>) 3 (hours</p>	<p>20.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>ture and Lec discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Organic (biological) method</p>	<p>• The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies</p>	<p>) 3 (hours</p>	<p>21.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He endsdep on exchange The ' ideas means</p>	<p>Psychological method</p>	<p>• Student acquisition of work .skills</p>	<p>) 3 (hours</p>	<p>22.</p>

	<p>•Clarification Training Safiya To participate In finding Solutions .The occasion</p>				
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral rk tests / homework and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on geexchan The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Chapter Four: Theories of the Origin of the State</p>	<ul style="list-style-type: none"> • The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs 	<p>) 3 (hours</p>	<p>23.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>ecture and Le discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion</p>	<p>Chapter Five: Elements of the State</p>	<ul style="list-style-type: none"> • The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies 	<p>) 3 (hours</p>	<p>24.</p>
<p>Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports</p>	<p>Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual cussiondis Open Which He depends on exchange The ' ideas means</p>	<p>Chapter Six: Types of States and Their Demise</p>	<ul style="list-style-type: none"> • Student acquisition of work .skills 	<p>) 3 (hours</p>	<p>25.</p>

	•Clarification Training Safiya To participate In finding Solutions .The occasion				
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral k tests / homework and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion	Completion of Chapter Six: The Decline of States	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of laws international l and international political and .economic affairs	) 3 (hours	26.
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports	nd Lecture a discussion, live instruction and electronic and video lectures and use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion	Chapter Seven: State Functions	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	27.
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual Open discussion He Which depends on The exchange means ' ideas	Completion of Chapter Seven: Functions of States	<ul style="list-style-type: none"> Student acquisition of work .skills	) 3 (hours	.28

	•Clarification Safiya Training In To participate Solutions finding .The occasion				
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual Open discussion He Which on depends The exchange means ' ideas •Clarification Safiya Training In To participate Solutions finding .The occasion	Chapter Eight: The Constitution and the Political System	<ul style="list-style-type: none"> The ability to combine intelligence, study, and practice to become a specialized academic who possesses knowledge of the fundamentals of political science, along with knowledge of aws international l and international political and .economic affairs	) 3 (hours	.29
Daily assessment through daily discussions and participation / practical problems daily, semester, / year and final -mid written and oral homework / tests and preparation of . research reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and the conceptual discussion Open Which He depends on exchange The ' ideas means •Clarification Training Safiya To participate In finding Solutions .The occasion	Completion of Chapter Eight: ms of For Government	<ul style="list-style-type: none"> The student acquires the skills and abilities to logically analyze internal and external political interactions and variables and their impact on state .policies	) 3 (hours	.30
11. Course Evaluation					
The grade is distributed out of (100) according to the tasks assigned to the student, such as daily and as follows: '...preparation, daily, weekly and monthly written and oral tests, and research reports : The AT					
4. (Daily, weekly and monthly written and oral tests and research reports (20% 5. (annual written tests (20%-Semi 6. (year written tests (60%-of-End					
12. and teaching resources					
ry for the subject and there is no There is a vocabula specific curriculum book from the Ministry of .Education	Required textbooks (methodology if (available				
specific methodological book , which is Hafez	(Main references (sources				

<p>Dulaimi's book, Introduction to -Alwan Hammadi Al ience, Political Science, College of Political Sc .University of Baghdad</p> <p>However, many other sources related to the course :are relied upon, the most important of which are</p> <ol style="list-style-type: none"> 1. Hamdani, Introduction to -Qahtaan Ahmed Al Thaqafa, -Political Science, 1st ed., Dar Al .2012 2. .Maurice Duverger , Politics 3. .totle, PoliticsAris 4. Barsan, Political Science: -Ahmed Salim Al Concepts and Foundations: The State, Political .Behavior, International Politics 5. Michael Ruskin et al., Introduction to Political .Science, Al Fajr Publishing House, Amman <p>search and articles taken Modern sources: books, re .from the Internet</p>	
<ol style="list-style-type: none"> 1. Fawzi Abdel Ghani, Introduction to Political .Science, Dar Al Nahda Al Arabiya, Cairo 2. Adwi, Introduction to -Muhammad Ahmad Al itical Science: Theoretical Foundations and Pol .Zahra, Riyadh-Contemporary Issues, Dar Al 3. Knowledge, National Council for Culture, Arts .and Letters, Kuwait, 1970 4. Journal of Economic and Financial Research , .University of Oum El Bouag 5. orts , United Nations Human Development Rep .Development Programme 6. . Video lectures 	<p>Recommended supporting books and references (scientific journals, reports, (.etc</p>



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

8. Arabic

Course description form

1. Course Name:	
Arabic104	
2. Course Code:	
AL 104	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) hours per week / The total number of study hours and units is (60) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Salah El-Din Salim Mohammed Email: salahaldeens@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	• Basic knowledge of the Arabic language, including its linguistic and semantic divisions and developments.
	• Understanding the role of the Arabic language in daily life and its relationship to political science.
	• Linking the Arabic language to the Islamic religion (the Holy Quran and the Sunnah) and how to understand it.
	• Training in linguistic criticism and creativity, allowing for flexible interaction with Arabic vocabulary and its ability to absorb new developments, as a derivative language.
	• Preserving the tongue from errors in formulation and editing, achieving the correct use of the Arabic language.
	• Knowing common linguistic errors, to avoid them and replace them with correct ones.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Lectures accompanied by explanation and clarification. • Dialogue and group discussion strategies based on the exchange of ideas. • Brainstorming strategy. • Concrete examples strategy. • Learning by modeling strategy. • Educational portfolio strategy. • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits.

	<ul style="list-style-type: none">• Video lectures.• Using illustrative and applied examples to enrich the scientific material.• Discussion groups, seminars, workshops, and research groups.• A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any.• Presentation strategy: Present the material in PowerPoint format.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	Weekly student evaluation / theoretical discussions	Introduction to the Arabic Language	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
2	2 hours	Weekly student evaluation / theoretical discussions	The Arabic Language and Its Importance	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
3	2 hours	Weekly student evaluation / theoretical discussions	Arabic Literature	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
4	2 hours	Weekly student evaluation / theoretical discussions	The Pre-Islamic Era	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
5	2 hours	Weekly student evaluation / theoretical discussions	The Islamic Era	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
6	2 hours	Weekly student evaluation / theoretical discussions	The Umayyad Era	In-person + blended education	Written/oral tests, homework assignments, and research report

						preparation
7	2 hours	Weekly student / evaluation theoretical discussions	The Abbasid Era	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	
8	2 hours	Weekly student / evaluation theoretical discussions	The Andalusian Era	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	
9	2 hours	Weekly student / evaluation theoretical discussions	The Modern Era	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	
10	2 hours	Weekly student / evaluation theoretical discussions	The Contemporary Era	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	
11	2 hours	Weekly student / evaluation theoretical discussions	Examples of Poetry	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	
12	2 hours	Weekly student / evaluation theoretical discussions	Al-Mutanabbi	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	
13	2 hours	Weekly student / evaluation theoretical discussions	Al-Dhu'ayb Al- Hudhali	In-person + blended education	Written/oral tests, homework assignments, and research report preparation	

14	2 hours	Weekly student / evaluation theoretical discussions	Linguistic Differences	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
15	2 hours	Weekly student / evaluation theoretical discussions	Semantic Features	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
16	2 hours	Weekly student / evaluation theoretical discussions	Linguistic Evolution	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
17	2 hours	Weekly student / evaluation theoretical discussions	Semantics	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
18	2 hours	Weekly student / evaluation theoretical discussions	Spelling	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
19	2 hours	Weekly student / evaluation theoretical discussions	How to Write a Middle Hamza	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
20	2 hours	Weekly student / evaluation theoretical discussions	Writing a Hamza on the Line	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
	2 hours	Weekly student / evaluation	General Notes	In-person + blended	Written/oral tests,

21		theoretical discussions			education	homework assignments, and research report preparation
22	2 hours	Weekly student / evaluation theoretical discussions	How to Write Numbers		In-person + blended education	Written/oral tests, homework assignments, and research report preparation
23	2 hours	Weekly student / evaluation theoretical discussions	1, 2		In-person + blended education	Written/oral tests, homework assignments, and research report preparation
24	2 hours	Weekly student / evaluation theoretical discussions	3-9		In-person + blended education	Written/oral tests, homework assignments, and research report preparation
25	2 hours	Weekly student / evaluation theoretical discussions	10		In-person + blended education	Written/oral tests, homework assignments, and research report preparation
26	2 hours	Weekly student / evaluation theoretical discussions	11, 12		In-person + blended education	Written/oral tests, homework assignments, and research report preparation
27	2 hours	Weekly student / evaluation theoretical discussions	11-19		In-person + blended education	Written/oral tests, homework assignments, and research report preparation
28	2 hours	Weekly student / evaluation theoretical discussions	Conjoined Numbers		In-person + blended education	Written/oral tests, homework assignments,

					and research report preparation
29	2 hours	Weekly student evaluation / theoretical discussions	Terminal Words	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
30	2 hours	Weekly student evaluation / theoretical discussions	One Hundred, One Thousand, and One Million	In-person + blended education	Written/oral tests, homework assignments, and research report preparation

11. Course Evaluation

The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Semi-annual written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no curriculum book approved by the Ministry, only vocabulary..
Main references (sources)	<p>Main References (Sources) Several relevant sources will be relied upon for the course, the most important of which are:</p> <ol style="list-style-type: none"> 1. Muhammad Ali Al-Khuli, Semantics, Dar Al-Falah, Amman, 1st ed., 1999. 2. Ahmad Mukhtar Omar, Correct Arabic, Alam Al-Kutub, Cairo, 1st ed., 1998. 3. Mustafa Jawad, Say and Don't Say, Dar Al-Mada, Baghdad, 1st ed., 1988. 4. Abd Al-Wahhab Al-Messiri, Language and Metaphor, Dar Al-Shorouk, 1st ed., 2002. 5. Ahmad Mukhtar Omar, Dictionary of Contemporary Arabic, Alam Al-Kutub, Cairo, 1st ed., 2008..
Recommended books and references (scientific journals, reports...)	<p>1 Main References (Sources) Several relevant sources will be relied upon for the course, the most important of which are:</p> <ol style="list-style-type: none"> 1. Muhammad Ali Al-Khuli, Semantics, Dar Al-Falah, Amman, 1st ed., 1999. 2. Ahmad Mukhtar Omar, Correct Arabic, Alam Al-Kutub, Cairo, 1st ed., 1998. 3. Mustafa Jawad, Say and Don't Say, Dar Al-Mada, Baghdad, 1st ed., 1988. 4. Abd Al-Wahhab Al-Messiri, Language and Metaphor, Dar Al-Shorouk, 1st ed., 2002.

	5. Ahmad Mukhtar Omar, Dictionary of Contemporary Arabic, Alam Al-Kutub, Cairo, 1st ed., 2008.
Electronic References, Websites	1. Iraqi Scientific Journals Website https://iasj.rdd.edu.iq/journals/ 2. King Salman International Academy for the Arabic Language https://ksaa.gov.sa/ 3. Sharjah Arabic Language Academy https://www.alashj.ae/



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

9. Computer

Course Description Form

1. Course name					
Compute					
2. course Course Code					
code 105 COMP					
3. year / semester					
2024-2025					
4. description of this of preparation date					
22-9-2024					
5. Attendance forms available					
6. (number of academic hours (total) / number of units (total					
1 hours- total 30 hours					
7. (one name is mentioned name of course administrator (if more than					
Name: Ahmad Yassin Mohamed					
:Email- ahmedyassin@uomosul.edu.iq					
8. goals The					
<ul style="list-style-type: none"> • d are to introduce the student to the computer and what its characteristics an .featuresare • .Familiarize the student with the basic components of the computer • Familiarize the student with the most important parts of the basic computer .components • Learn about the most popular operating systems and what are their basic .functions 					objectives of the course
9. aching and learning strategiesTe					
1- strategic e 2- learning video lectures- 3- research groups 4- use (the) internet to get additional information 5- use 6- Direct browsing schemes for websites of international organizations 7- research posters 8- scientific competitions					Teaching and learning strategies
).course structure					
method evaluation method	learning	unit name or subject	required learning outputs	hours	week

the Mayadecided Bthe intention of

not to week	hours	required learning	subject or course	the way the education	ethod ofm assessment
1	2	assessment student weekly / discussions of the theory of	definition of computer		

2	2	Assessment student weekly / discussions of the theory of	the properties of - the computer		
3	2	assessment student weekly / discussions of eory andthe th	a review of the above + written test		
4	2	assessment student weekly / discussions of the theory	components of - the computer		
5	2	assessment student weekly / discussions of the theory of	physical components		
6	2	Assessment student ussions of weekly / disc the theory of	software components		
7	2	assessment Student Weekly / theoretical discussions	CPU		
8	2	assessment student weekly / discussions, view the	console output the storage ‘ unit's secondary		
9	2	assessment student weekly / discussions of the theory and	a review of the above + written test		
10	2	Assessment Student Weekly / theoretical discussions	motherboard , equipped with a capacity		
11	2	assessment Student Weekly / theoretical discussions	of software, operating systems		
12	2	student assessment weekly / discussions of the theory of	programming languages , application software		
13	2	assessment student weekly / discussions of the theory of	software licenses		
14	2	Assessment student weekly / discussions of the theory of	types of license ‘waresoft		
15	2	assessment student weekly / discussions of the theory and	a review of the above + written test		
16	2	assessment student weekly / discussions of the theory of	operating system Windows		
17	2	assessment student weekly / discussions of fthe theory o	the main functions of the operating system		
18	2	Assessment student weekly / discussions of	the main interface to the		

		the theory of	operating system Windows		
19	2Two) (hours	assessment Student Weekly / theoretical discussions	melodious		
20	2	t student assessmen weekly / discussions of the theory of	the taskbar		
21	2	assessment student weekly / discussions of the theory and	a review of the above + written test		
22	2	assessment student weekly / discussions of the theory of	the use of the mouse (the the 'mouse Libyan (President		
23	2	Assessment Student Weekly / theoretical discussions	windows and their characteristics		
24	2	assessment student weekly / discussions of the theory of	operation and restart the system		
25	2	assessment Student l Weekly / theoretica discussions	of the basic concepts of files and folders		
26	2	assessment student weekly / discussions of the theory of	operation of the software installed in the system		
27	2	Assessment student weekly / discussions of the theory and	a review of the written + above test		
28	2	assessment student weekly / discussions of the theory of	the list of commands shortcut to desktop		
29	2	assessment student weekly / discussions of the theory of	the list of characteristics		
30	2	assessment student of weekly / discussions the theory of	the list of options		

11. Evaluation of the course	
out of of the grade distribution100as daily such to the student assigned to the tasks according Etc and reports written exams , monthly , oral , preparation, daily	
12. eaching resourcesLearning and t	
and office applications computer basics	(required textbooks (methodology if any
of the ministry the vocabulary on relying	(main references (sources

of the electronic computing curriculum the University at center	
	ting references that are of books and suppor (...recommended (scientific journals, reports
	Electronic references, Internet sites



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

10. Headway

Course Description Form

1. Course Name:	
Headway	
2. Course Code:	

3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
3-9-2024	
5. Available Attendance Forms:	
Annual system	
6. Number of Credit Hours	
1 hour- Total : 30 hour	
7. Course administrator's name	
Name: Mohammed Saifadeen Mahmood	
Email: mohammed.saif@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>By the end of this course, students will be able to:</p> <ol style="list-style-type: none"> Develop Basic Communication Skills Use simple English to engage in everyday conversations, including greetings, introductions, asking for information, and discussing routine topics. Understand Essential Grammar and Vocabulary Recognize and correctly use key grammar structures and vocabulary introduced in the <i>Headway Beginner</i> syllabus (e.g., present simple, subject pronouns, basic prepositions, etc.). Improve Listening and Speaking Abilities Demonstrate improved listening comprehension through exposure to everyday spoken English, and enhance speaking fluency through guided dialogues and pair work. Read and Understand Basic Texts Read short, simple texts and extract relevant information, developing basic reading strategies such as scanning and skimming. Write Simple Sentences and Paragraphs Construct meaningful and grammatically correct sentences and short paragraphs on familiar topics (e.g., family, daily routines, hobbies). Build Confidence in Using English Gain confidence in using English in academic and social contexts through interactive activities, role-plays, and classroom participation. Encourage Independent Learning Develop strategies for continued learning beyond the classroom, including the use of dictionaries, online tools, and self-assessment techniques.

9. Teaching and Learning Strategies					
Strategy	<div>Teaching and Learning Strategies</div> <div><div>1. Communicative Language Teaching (CLT)</div><div>Focus on real-life communication by encouraging students to use English actively in pair work, group discussions, role-plays, and dialogues based on Headway topics.</div><div>2. Task-Based Learning</div><div>Use practical, meaningful tasks (e.g., filling forms, making schedules, giving directions) to promote language use in context and increase student engagement.</div><div>3. Scaffolded Instruction</div><div>Present new vocabulary and grammar gradually, with plenty of support through examples, visuals, and guided practice before encouraging independent use.</div><div>4. Student-Centered Learning</div><div>Prioritize active student participation by reducing teacher talk time and involving learners in interactive activities, peer teaching, and collaborative work.</div><div>5. Use of Multimedia and Visual Aids</div><div>Integrate videos, audio recordings, flashcards, and realia to enhance listening comprehension and vocabulary acquisition, and to cater to various learning styles.</div><div>6. Repetition and Recycling</div><div>Frequently review previously taught material using games, quizzes, and revision exercises to help students retain vocabulary and structures.</div><div>7. Error Correction and Feedback</div><div>Provide constructive, timely feedback on speaking and writing tasks, using a balance of direct correction and student self-correction to build confidence.</div><div>8. Integration of the Four Skills</div><div>Design lessons that incorporate listening, speaking, reading, and writing in a balanced way, ensuring well-rounded language development.</div><div>9. Differentiated Instruction</div><div>Adapt activities to suit different proficiency levels within the classroom, offering extra support or extension tasks where needed.</div><div>10. Encouragement of Independent Learning</div><div>Promote out-of-class practice using homework, language learning apps, and simple reading materials, helping students take responsibility for their progress.</div></div>				
10. Course Structure					
Week	Hours	Unit/Module Title	Intended Learning Outcomes (ILOs)	Teaching Method	Assessment Method
1	1	Unit 1: Hello!	<div>- Greet others and introduce themselves using basic expressions.</div> <div>- Recognize subject pronouns and the verb "to be" in simple sentences.</div>	declamation	ask questions

2	1	Unit 2: Your World	<ul style="list-style-type: none"> - Talk about countries, nationalities, and jobs. - Use simple present forms of "to be" and vocabulary related to geography and professions. 	declamation	ask questions
3	1	Unit 3: All About You	<ul style="list-style-type: none"> - Ask and answer questions about personal information. - Form questions and negatives in the present simple tense. 	declamation	ask questions
4	1	Unit 4: Family and Friends	<ul style="list-style-type: none"> - Describe family members and relationships. - Use possessive adjectives and 'have got' for possession. 	declamation	ask questions
5	1	Unit 5: Everyday Life	<ul style="list-style-type: none"> - Talk about daily routines using the present simple tense. - Use time expressions and adverbs of frequency. 	declamation	ask questions
6	1	Unit 6: Where I Live	<ul style="list-style-type: none"> - Describe places and homes. - Use prepositions of place and there is/there are structures. 	declamation	ask questions
7	1	Unit 7: On the Move	<ul style="list-style-type: none"> - Ask for and give directions. - Use imperative forms and vocabulary for places in town and transport. 	declamation	ask questions
8	1	Unit 8: Times Past	<ul style="list-style-type: none"> - Talk about past events using the past simple tense (regular verbs). - Write short paragraphs about personal experiences. 	declamation	ask questions
9	1	Unit 9: Food and Drink	<ul style="list-style-type: none"> - Order food and talk about likes and dislikes. - Use countable/uncountable nouns and some/any correctly. 	declamation	ask questions

10	1	Unit 10: Looking Good	<ul style="list-style-type: none"> - Talk about clothing and shopping. - Use adjectives and comparatives for making descriptions. 	declamation	ask questions
11 12	1 1	Unit 11: Around the World	<ul style="list-style-type: none"> - Compare countries, cultures, and travel experiences. - Use superlative forms and basic question forms. 	declamation	ask questions
		Unit 12: Final Review and Project	<ul style="list-style-type: none"> - Consolidate learning from all units. - Demonstrate ability to use basic English in speaking, writing, listening, and reading tasks. 	declamation	ask questions
13	1	Topic / Module	Intended Learning Outcomes (ILOs)	declamation	ask questions
14	1	Alphabet and Spelling Practice	<ul style="list-style-type: none"> - Identify and pronounce the English alphabet clearly and accurately. - Spell simple words correctly. 	declamation	ask questions
15	1	Numbers and Time	<ul style="list-style-type: none"> - Use numbers to tell time, give phone numbers, and state prices. - Understand and use ordinal and cardinal numbers. 	declamation	ask questions
16	1	Classroom Language	<ul style="list-style-type: none"> - Follow basic classroom instructions (e.g., “open your book”, “listen and repeat”). - Use classroom-related vocabulary. 	declamation	ask questions
17	1	Greetings and Social Language	<ul style="list-style-type: none"> - Use polite forms for greetings, requests, and apologies. - Engage in short, socially appropriate exchanges. 	declamation	ask questions

18	1	Questions and Answers	<ul style="list-style-type: none"> - Form and respond to Yes/No and Wh-questions correctly. - Use question words accurately in context. 	declamation	ask questions
19	1	Singular and Plural Nouns	<ul style="list-style-type: none"> - Distinguish between singular and plural nouns. - Use correct article-noun agreement (e.g., "a cat", "some cats"). 	declamation	ask questions
20	1	Articles and Determiners	<ul style="list-style-type: none"> - Use "a," "an," and "the" correctly in simple sentences. 	declamation	ask questions
21	1	Linking Ideas (Connectors)	<ul style="list-style-type: none"> - Use connectors (and, but, because) to link short sentences. 	declamation	ask questions
23	1	Listening and Nonverbal Cues	<ul style="list-style-type: none"> - Interpret meaning using tone, facial expressions, and gestures. 	declamation	ask questions
24	1	Role Plays and Situational Dialogues	<ul style="list-style-type: none"> - Use functional language in simulations like shopping, ordering food, or asking for help. 	declamation	ask questions
25	1	Listening for Gist and Detail	<ul style="list-style-type: none"> - Understand main ideas and specific information in beginner audio clips. 	declamation	ask questions
26	1	Dates and Schedules	<ul style="list-style-type: none"> - Use days, dates, and time to discuss plans and routines. 	declamation	ask questions
27	1	Email and Text Writing	<ul style="list-style-type: none"> - Write short messages or emails using correct word order and greetings. 	declamation	ask questions
28	1	Digital Literacy and Tools	<ul style="list-style-type: none"> - Use mobile apps or websites (e.g., Duolingo, Oxford Online) to support vocabulary learning. 	declamation	ask questions
29	1	Group Work and Presentations	<ul style="list-style-type: none"> - Present short information about themselves or a familiar topic in a group setting. 	declamation	ask questions

30		Final exam			
11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
1. Written tests (semi-annual - annual). 2. Oral tests (daily - weekly). 3. Homework from Google Classroom 4. Preparing research reports.					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Headway advanced			
Main references (sources)	<div><div><input type="checkbox"/> Soars, L., & Soars, J. (2019). <i>Headway Beginner Student's Book</i> (5th Edition). Oxford University Press. – The primary textbook used in the course, providing structured lessons, vocabulary, grammar, and skills practice.</div><div><input type="checkbox"/> Soars, L., & Soars, J. (2019). <i>Headway Beginner Workbook</i> (5th Edition). Oxford University Press. – Supplementary exercises for homework and independent practice.</div><div><input type="checkbox"/> Soars, L., & Soars, J. (2019). <i>Headway Beginner Teacher's Guide</i> (5th Edition). Oxford University Press. – Provides teaching tips, lesson plans, and additional classroom activities.</div><div><input type="checkbox"/> Harmer, J. (2015). <i>The Practice of English Language Teaching</i> (5th Edition). Pearson Education. – A key resource on teaching methodology, covering modern techniques and strategies for ESL/EFL classrooms.</div><div><input type="checkbox"/> Scrivener, J. (2011). <i>Learning Teaching: The Essential Guide to English Language Teaching</i> (3rd Edition). Macmillan Education. – Offers practical advice on planning lessons, classroom management, and effective teaching methods.</div><div><input type="checkbox"/> Ur, P. (2012). <i>A Course in Language Teaching: Practice and Theory</i>. Cambridge University Press. – Focuses on classroom practices and how to improve language teaching effectiveness.</div></div>				
Recommended books and references	A. Textbooks and Teaching Methodology				

(scientific journals, reports...)	<ol style="list-style-type: none"> 1. Soars, L., & Soars, J. (2019). <i>Headway Beginner Student's Book</i> (5th Ed.). Oxford University Press. 2. Harmer, J. (2015). <i>The Practice of English Language Teaching</i> (5th Ed.). Pearson Education. 3. Scrivener, J. (2011). <i>Learning Teaching: The Essential Guide to English Language Teaching</i> (3rd Ed.). Macmillan. 4. Ur, P. (2012). <i>A Course in Language Teaching: Practice and Theory</i>. Cambridge University Press. 5. Richards, J. C., & Rodgers, T. S. (2014). <i>Approaches and Methods in Language Teaching</i> (3rd Ed.). Cambridge University Press. <p>B. Scientific Journals</p> <ol style="list-style-type: none"> 6. English Language Teaching Journal (ELTJ) – Oxford University Press <i>A peer-reviewed journal offering articles on teaching theory, research, and practice.</i> Website: https://academic.oup.com/eltj 7. TESOL Quarterly – Teachers of English to Speakers of Other Languages (TESOL) <i>A leading journal in the field of English language education.</i> Website: https://onlinelibrary.wiley.com/journal/15457249 8. Language Teaching Research – SAGE Publications <i>Focuses on second language teaching methods and learner development.</i> Website: https://journals.sagepub.com/home/ltr 9. The Modern Language Journal – Wiley <i>Covers research and theory in teaching and learning foreign languages.</i> Website: https://onlinelibrary.wiley.com/journal/15404781 10. RELC Journal (Regional Language Centre Journal) – SAGE Publications <i>Focuses on language education in Asia but is globally relevant.</i> Website: https://journals.sagepub.com/home/rel <p>C. Reports and Guidelines</p> <ol style="list-style-type: none"> 11. CEFR – Common European Framework of Reference for Languages: Learning, Teaching, Assessment. (Council of Europe, 2020) <i>Framework outlining language proficiency levels (A1–C2).</i> Website: https://www.coe.int/en/web/common-european-framework-reference-languages 12. British Council – TeachingEnglish Resources <i>Reports, lesson plans, and research in English language teaching.</i> Website: https://www.teachingenglish.org.uk 13. Cambridge English – Teaching Framework and Research Papers <i>Teacher development tools and academic studies on learning English.</i> Website: https://www.cambridgeenglish.org
Electronic References, Websites	<input type="checkbox"/> Oxford English Learning – Headway Online Practice https://elt.oup.com/student/headway – Official Headway companion site with interactive activities, audio, and

	<p>grammar practice.</p> <p>❑ BBC Learning English https://www.bbc.co.uk/learningenglish – Free lessons and videos on vocabulary, grammar, and pronunciation for all levels.</p> <p>❑ Duolingo – English for Beginners https://www.duolingo.com – A gamified language learning platform for vocabulary and basic grammar practice.</p> <p>❑ Agenda Web https://agendaweb.org – A collection of free grammar and vocabulary exercises, listening activities, and printable worksheets.</p> <p>❑ ESL Lab – Randall’s Listening Lab https://www.esl-lab.com – Listening</p>
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أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

Second: Description of the course for the second stage of study

1. International Realition

Course description form

1. name The decision	
International Relations	
2. Code The decision	
201IR	
3. the chapter / the year	
2024-2025	
4. date Preparation this the description	
10/20/2024	
5. Available attendance forms	
education My presence	
6. Number of study hours (total)/number of units (total)	
(3) Two hours Weekly / number hours Necessary To implement Subject Study she (90) hours	
7. Name of the course administrator (if more than one name is mentioned)	
Name: Assoc. Prof. Dr. Tariq Mohammed Tayeb Zahir Email: dr.alqassar@uomosul.edu.iq	
Name: Dr. Omar Hashim Thanoon Email: omarhsh83@uomosul.edu.iq	
8. Course objectives	
Objectives of the study subject	<p>a) Enabling the student to understand and comprehend what occurs in the international arena by familiarizing them with: the nature of the international community and the relationships between states.</p> <p>b) Enhancing the student's analytical and strategic thinking—particularly related to international relations—through the study of key theories in international relations.</p> <p>c) Establishing a scientific framework that helps the student logically analyze developments in the international arena, thereby acquiring the skill of rationality in identifying causes.</p> <p>d) Developing the student's knowledge of the most influential factors in the international community and motivating them to engage in continuous learning about international affairs.</p> <p>e) Strengthening the student's skills in mastering the art of dialogue and debate, whether through the teaching methodology of the course or its practical application</p>
9. Teaching and learning strategies	
The strategy	<ul style="list-style-type: none"> • Lectures accompanied by explanation and clarification. • The strategy of dialogue and group discussion based on the exchange of ideas. • Brainstorming strategy. • Strategy of using concrete examples. • Learning through modeling strategy. • Educational portfolio strategy. • Project-based strategy: Theoretical research, reports, their evaluation, and discussion.

	<ul style="list-style-type: none"> • Mind mapping and conceptual mapping teaching strategy. • E-learning strategy via Google Classroom and other platforms. • In-class exercises strategy for participating in finding appropriate solutions. • Group work or cooperative learning strategy. • Academic competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the academic material. • Discussion panels, seminars, workshops, and research groups. • Strategy for addressing individual differences among students, and adopting a specialized teaching strategy for students with special needs if present. • Presentation strategy: Presenting material in PowerPoint format.
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10. Course Structure

Weeks	Hours	Required Learning Outcomes	Unit or Topic Name	Learning Method	Assessment Method
1-	Three hours	<p>. Knowledge & Comprehension.</p> <p>Subject-Specific Skills</p> <p>The ability to: Identify the root causes of international issues.</p> <p>Objectively and scientifically link global variables.</p> <p>Conduct successful political analysis.</p> <p>Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. .</p> <p>Ability to Differentiate & Compare.</p> <p>Comprehension & Retention</p>	The concept of international relations and its relationship with foreign policy, international politics, and international law.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction.</p> <p>ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions.</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
2-	Three hours	<p>. Knowledge & Comprehension.</p> <p>Subject-Specific Skills</p> <p>The ability to: Identify</p>	International relations as an independent	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional</p>	<p>Evaluation through daily discussions and</p>

		<p>the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	field.	<p>(direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
3-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	The international political system: its concept, characteristics, and units.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
4-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis.</p>	Theories of international relations: the concept of theory, the historical method, liberal theory, and neoliberalis	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written</p>

		Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	m.	understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	and oral exams / homework assignments and research report preparation
5-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	The realist school and neorealism, the behavioral approach, and the systems approach.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
6-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate &	Balance of power theory, foreign policy decision-making, constructivist theory, and game theory.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation

		Compare. Comprehension & Retention		clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	
7-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Factors influencing international relations: geographical factors, natural resources, population, economic factors, scientific factors, military factors, and the influence of decision- makers in international relations.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e- learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing m ind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
8-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Power and war: the concept of power, measuring national power, and the concept of war.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e- learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing m ind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
9-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills	Balance of power: its concept,	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended	Evaluation through daily discussions

		<p>The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	means, and patterns.	<p>Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
10-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	Disarmament and arms control: a theoretical framework.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
11-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful</p>	Motivations for disarmament and arms control.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and</p>

		political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention		diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	final written and oral exams / homework assignments and research report preparation
12-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Constraints on disarmament and arms control.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
13-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to	Collective agreements on arms control.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs,	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework

		Differentiate & Compare. Comprehension & Retention		multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	assignments and research report preparation
14-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Bilateral treaties on disarmament and arms control.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
15-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Prevention of nuclear weapons proliferation .	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation

16-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	Small and developing states in international relations.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
17-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	Theoretical exam + summary.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
18-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and</p>	Alignment and non-alignment.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or</p>	<p>Evaluation through daily discussions and participation / applied exercises /</p>

		<p>scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>		<p>live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
19-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	<p>The influence of small states in international relations.</p>	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
20-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description &</p>	<p>Collective security system: concept and application.</p>	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework</p>

		Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention		discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	assignments and research report preparation
21-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Evaluation of the collective security system.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
22-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Security under collective security.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation

				develop practical solutions	
23-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	Peacekeeping forces and evaluation of the collective security system.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
24-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	Peaceful settlement of international disputes.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
25-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues.</p>	The concept of sovereignty and human rights in light of	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video</p>	<p>Evaluation through daily discussions and participation / applied</p>

		Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	current international developments.	Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
26-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention	Sovereignty and intervention for humanitarian purposes.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation
27-	Three hours	. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in	The impact of new international developments on sovereignty.	Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea	Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams /

		<p>Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>		<p>exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>homework assignments and research report preparation</p>
28-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	<p>The concept of international relations and its relationship with foreign policy, international politics, and international law.</p>	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>
29-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension &</p>	<p>International relations as an independent field.</p>	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>

		Retention		in problem-solving activities to develop practical solutions	
30-	Three hours	<p>. Knowledge & Comprehension. Subject-Specific Skills The ability to: Identify the root causes of international issues. Objectively and scientifically link global variables. Conduct successful political analysis. Developing Students' Abilities in Description & Analysis – Enhancing descriptive skills. . Ability to Differentiate & Compare. Comprehension & Retention</p>	The international political system: its concept, characteristics, and units.	<p>Lectures and Discussions – Direct and interactive teaching through open dialogue. Blended Learning Combining traditional (direct) teaching and e-learning methods. Video Lectures – Utilizing recorded or live video-based instruction. ConceptMapping Employing mind maps and conceptual diagrams to enhance understanding. Open Debates Encouraging idea exchange and critical discussions. Visual Aids Using illustrative tools (charts, graphs, multimedia) for better clarification. In-Class Exercises – Engaging students in problem-solving activities to develop practical solutions</p>	<p>Evaluation through daily discussions and participation / applied exercises / daily, quarterly, midterm and final written and oral exams / homework assignments and research report preparation</p>

11.Course evaluation	
Distribution of Grades out of (100) Based on Assigned Tasks:	
<p>The grades will be distributed according to the student's assigned tasks, such as daily preparation, written and oral quizzes (daily, weekly, and monthly), research reports, and as follows:</p> <ol style="list-style-type: none"> 1. Daily, Weekly, and Monthly Quizzes (Written & Oral) and Research Reports → 20% 2. Midterm Written Exams → 20% 3. Final Year-End Written Exams → 60% 	
12.Learning and teaching resources	
Required textbooks (methodology, if a	There is a specified textbook, which is " <i>International Relations</i> " by Saad Haqi Tawfiq, College of Political Science, University of Baghdad, 2023. However, reliance is placed on numerous other sources relevant to the course, the most important of which include:
Main references (sources)	<ol style="list-style-type: none"> 1. "Introduction to International Relations" by Abdul Wahab Al-Kayali, Arab Studies Institute, 2010. 2. "International Relations: Theory and Reality" by Mohamed El-Sayed Selim, Dar Al-Nahda Al-Arabiya, 2015.

Recommended supporting books and references (scientific journals, reports....)	<ol style="list-style-type: none"> 1. "Theory in International Relations: A Study of Origins and Trends" by Dr. Ali El-Din Hilal, Al-Ahram Center for Political and Strategic Studies, 2008. 2. "International Relations: Basic Concepts and Theories" by Ahmed Youssef Ahmed, Dar Al-Fikr Al-Arabi, 2012. 3. "The Globalization of World Politics: An Introduction to International Relations" by John Baylis, Steve Smith, and Patricia Owens, Oxford University Press, 2020 (8th Edition).
Electronic references, Internet sites	<p>Electronic Learning Tools: Electronic maps – Websites</p> <p>Additionally, reliance is placed on various research papers and reports from the international information network (the Internet), as well as research and books published through global electronic platforms such as ResearchGate.</p>



[Handwritten signature in green ink]

أ.م.د. طارق محمد طيب ظاهر
عميد الكلية

2. Ancient and medieval political thought

Course Description Form

1. Name of the course	
ancient and medieval political thought	
2. Course code	
211AMPT	
3. semester/year	
Annual System 202 4 / 202 5	
4. Date this description was prepared	
2024/9/11	
5. Available attendance forms	
My presence	
6. (Number of study hours (total) / Number of units (total)	
Two hours per week / Number of hours and study units The kidneys are (90) hours (3) and study unit	
7. (ore than one name is mentionedName of the course administrator (if m	
Ms. Saja Fattah Zidane sajafattah@uomosul.edu.iq	
8. of the decision The goals	
<ul style="list-style-type: none"> • The course aims to provide students with a comprehensive he principles understanding of political science concepts and t .of political science 	Course objectives
<ul style="list-style-type: none"> • The course aims to provide students with knowledge of the products of human political thought in the ancient Greek and Roman eras, as well as Christian political thought in the ut the state, Middle Ages, and the ideas they carry abo international relations, justice, and authority that were put .known political thinkers of those eras-forward by the well 	
<ul style="list-style-type: none"> • Striving to develop creative thinking in students, focusing on the in their minds ability to recall information or experiences stored and propose quick alternatives, as well as striving to develop .cognitive thinking 	
<ul style="list-style-type: none"> • To be able to identify each scientific term or subject and employ it .in his studies or field of work in the future 	
<ul style="list-style-type: none"> • .cial and political analysisDeveloping the student's skills in so 	
Teaching and learning strategies .9	
<ul style="list-style-type: none"> • .Lectures accompanied by explanation and clarification • Group discussion and dialogue strategy based on the exchange of . ideas • .Brainstorming strategy • .Concrete example strategy • .odeling learning strategyM 	Strategy

<ul style="list-style-type: none"> • Educational bag strategy • Project strategy; theoretical research and reports, evaluation and discussion • Teaching strategy: mind and conceptual mapping • learning strategy via-EGoogle Classroom and others • Training strategy aSafiy To participate In finding Solutions The occasion • Teamwork or cooperative learning strategy • Scientific competitions strategy • learning-Self • Scientific field visits • Video lectures • erialUsing illustrative and practical examples to enrich the scientific m • Discussion panels, seminars, workshops and research groups • A strategy for dealing with individual differences among students, and taking into account the adoption of a special education strategy for those with special needs, if any • Power Point format rategy: Present the material inPresentation st 					
10. The structure of the decision					
Evaluation method	Learning method	Unit name and subject	Required learning outcomes	watches	week
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral homework / tests and preparation of research . reports	Lecture and discussion, direct instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Chapter One: The Concept of Political Thought: Definition, Nature, and Importance	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology klin social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to 	3 (hours)	.1

			discriminate and .parecom • Absorption capacity		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification gTrainin Safiya To participate In finding Solutions The .occasion	and ce importan of ancient political thought	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link ectively and Obj scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • Absorption capacity 	3 hours	.2
Daily assessment through daily discussions and ticipation / par practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research	Lecture and discussion, live instruction and onic Video electr lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means	State of Athens	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link 	3 hours	.3

. reports	‘Clarification Training Safiya To participate In finding Solutions The .occasion		Objectively and scientifically. And . learning For litical analysispo Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • Absorption capacity		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Sparta	• Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and ls behind issues goa related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb	3 hours	.4
Daily assessment through daily	Lecture and discussion, live	Sophists Examples of	• Knowledge and understandin	3 (hours)	.5

discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya participateTo p In finding Solutions The .occasion	political thought before Plato	<ul style="list-style-type: none"> • specific -Subject ll's , across ski abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb 		
Daily assessment through daily discussions and participation / actual pr problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct instruction and electronic Video ures and the lect use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Hippodrome	<ul style="list-style-type: none"> • edge and Knowl understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For lysispolitical ana Scientific Successful • Developing students' ability to and describe 	3 (hours)	.6

			analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Socrates	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and ues goals behind iss related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb 	3 (hours)	.7
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means	of Examples political thought before Plato	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject lls , across ski abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link 	3 (hours)	.8

. reports	‘Clarification Training Safiya To participate In finding Solutions The .occasion		Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical daily, / problems -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the f mapsuse o and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Xifon	• Knowledge and derstandinun . g • specific -Subject skills , across abilities To identify the motives and goals behind issues political to related . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis tificScien Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb	3 (hours)	.9
Daily assessment through daily discussions and	Lecture and discussion, live instruction and	Plato's political philosophy	• Knowledge and understandin . g	3 (hours)	.10

participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya teTo participa In finding Solutions The .occasion	Plato's Republic	<ul style="list-style-type: none"> • specific -Subject skills , across abilities To identify the motives and goals behind issues itical related to pol . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb 		
Daily assessment through daily cussions and dis participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct ction and instru electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Completing Plato's ideas in his book The Republic	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis ientificSc Successful • Developing students' ability to and describe analyze and 	3 (hours)	11

			developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	ting Comple ideas	• Knowledge and understandin . g • specific -Subject skills , across abilities To identify he motives and t goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb	3 (hours)	12
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification	e Plato th politician	• Knowledge and understandin . g • specific -ectSubj skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and	two) 2 (hours	13

	Training Safiya To participate In finding Solutions The .occasion		scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya cipateTo parti In finding Solutions The .occasion	ng Completi the ideas of the book The " "Politician	• Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb	3 (hours)	.14
Daily assessment through daily discussions and participation /	Lecture and discussion, live instruction and electronic Video		• and Knowledge understandin . g • specific -Subject	3 (hours)	.15

actical pr problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	ures and the lect use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Plato's Laws	skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For spolitical analysi Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya icipateTo part In finding Solutions The .occasion	ing Complet Plato's ideas in the Book of Laws	• Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and ues goals behind iss related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing	3 (hours)	.16

			.descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct instruction and electronic Video elec lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Aristotle's political theories	• e and Knowledge understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For ispolitical analys Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb	3 (hours)	.17
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya	theory State	• Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And	3 (hours)	.18

	To participate In finding Solutions The .ccasiono		<p>. learning For political analysis Scientific Successful</p> <ul style="list-style-type: none"> • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb 		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions e Th .occasion	ry Slave theory	<ul style="list-style-type: none"> • Knowledge and understandin . g • fic speci-Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb 	3 (hours)	19
Daily assessment through daily discussions and participation / practical	Lecture and discussion, direct instruction and electronic Video	Revolution the	<ul style="list-style-type: none"> • Knowledge and understandin . g • ecific sp-Subject skills , across 	3 (hours)	20

problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'clarification Training Safiya participate To In finding Solutions The .occasion		abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .arecomp • .Ability to absorb		
Daily assessment through daily discussions and ation / particip practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and Video electronic lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Aristotle's Republic	• wledge and Kno understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For nalysispolitical a Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills	3 (hours)	21

			<ul style="list-style-type: none"> • The ability to discriminate and .compare • .Ability to absorb 		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya ateTo particip In finding Solutions The .occasion	of Aspects political thought after Aristotle	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject skills , across abilities To identify the motives and behind issues goals related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb 	3 (hours)	.22
Daily assessment through daily discussions and n / participatio practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, direct instruction and o electronic Vide lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya	Roman political systems	<ul style="list-style-type: none"> • d Knowledge an understandin . g • specific -Subject skills , across abilities To identify the motives and goals behind issues political related to . sociology link social and political variables Link Objectively and scientifically. And . learning For 	3 (hours)	.23

	To participate In finding Solutions The .occasion		political analysis cientificS Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	Lecture and discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	aRoyal er Republican era Imperial Age	• Knowledge and understanding . g • specific -Subject skills , across abilities To identify the motives and nd issues goals behi related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb	3 (hours)	.24
Daily assessment through daily discussions and participation / practical problems / daily,	Lecture and discussion, live instruction and electronic Video lectures and the use of maps	Christian thought Early Church Fathers	• Knowledge and standinunder . g • specific -Subject skills , across abilities To identify	3 (hours)	.25

-semester, mid year and final written and oral tests / homework and preparation of research reports	and conceptual the discussion Open Which He depends on exchange The ' ideas means 'tionClarifica Training Safiya To participate In finding Solutions The .occasion	Islamic -Arab contribution to political thought conflict The between church and state End of the Middle Ages	the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis icScientif Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
assessment Daily through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research reports	nd Lecture a discussion, direct instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ' ideas means 'Clarification Training Safiya To participate In finding Solutions The .occasion	Intellectual trends in the late Middle Ages	• Knowledge and understanding . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . arningle For political analysis Scientific Successful • Developing students' ability to and describe	3 (hours)	26

			analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb		
assessment Daily through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	and Lecture discussion, live instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion		<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject ross skills , ac abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb 	3 (hours)	.27
Daily assessment through daily discussions and participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research	Lecture and discussion, direct instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The	lict The conf between church and state	<ul style="list-style-type: none"> • Knowledge and understandin . g • specific -Subject ross skills , ac abilities To identify the motives and goals behind issues political to related . sociology link social and political variables Link 	3 (hours)	.28

. reports	<p>‘ ideas means</p> <p>‘Clarification</p> <p>Training Safiya</p> <p>To participate In</p> <p>finding</p> <p>Solutions The</p> <p>.occasion</p>		<p>Objectively and scientifically. And</p> <p>. learning For</p> <p>political analysis</p> <p>Scientific</p> <p>Successful</p> <ul style="list-style-type: none"> • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb 		
Daily assessment through daily discussions and / participation practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	<p>Lecture and discussion, live instruction and electronic Video</p> <p>ectures and the l</p> <p>use of maps</p> <p>and conceptual</p> <p>the discussion</p> <p>Open Which He</p> <p>depends on</p> <p>exchange The</p> <p>‘ ideas means</p> <p>‘Clarification</p> <p>Training Safiya</p> <p>To participate In</p> <p>finding</p> <p>Solutions The</p> <p>.occasion</p>	The decline of church control	<ul style="list-style-type: none"> • Knowledge and standinunder . g • specific -Subject skills , across abilities To identify the motives and goals behind issues related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis icScientif Successful • Developing students' ability to and describe analyze and developing .description skills • The ability to discriminate and .compare • .Ability to absorb 	3 (hours)	.29
Daily assessment through daily discussions and	<p>Lecture and</p> <p>discussion, direct</p>	Council movement	<ul style="list-style-type: none"> • Knowledge and understandin . g 	3 (hours)	.30

participation / practical problems / daily, -semester, mid year and final written and oral tests / homework and preparation of research . reports	instruction and electronic Video lectures and the use of maps and conceptual the discussion Open Which He depends on exchange The ‘ ideas means ‘Clarification Training Safiya To participate In finding Solutions e Th .occasion		<ul style="list-style-type: none"> • specific -Subject skills , across abilities To identify the motives and issues goals behind related to political . sociology link social and political variables Link Objectively and scientifically. And . learning For political analysis Scientific Successful • Developing students' ability to and describe analyze and developing .descriptive skills • The ability to discriminate and .compare • .Ability to absorb 		
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11. Course Evaluation

according to the tasks assigned to the student, such as (100) The grade is distributed out of daily preparation, daily, weekly and monthly written and oral tests , and research reports, as : follows

7. (Daily, weekly and monthly written and oral tests and research reports (20%
8. (written tests (20% annual-Semi
9. (year written tests (60%-of-End

12. and teaching resources

specific methodological book , The Ancient and Medieval Political Moon, by Ghanem Mohammed .Saleh	Required textbooks (methodology (available
<ol style="list-style-type: none"> 1. of Political Ideas / Jean Touchard History 2. History of Political Thought / Nouredine Haroush 3. The Development of Ancient Political Thought from Solon to Ibn Khaldun / by Nashar-Mustafa Al 	(Main references (sources
Journal of Political Thought	Recommended supporting books and references (scientific journals, (.s, etcreport

1. Electronic teaching aids, maps and websites	Electronic references, websites
2. Relying on a variety of research and reports from the internet, as well as research and books published on international websites such as Research Gate ,Scopus, .and others	



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

3. Arab political systems

Course Description Form

1. Name of the course		
Arab political systems		
2. Course code		
213AS		
3. semester/year		
2024-2025		
4. Date this description was prepared		
2024/9/11		
5. Available attendance forms		
My presence		
6. (Number of study hours (total) / Number of units (total		
3 hour – total : 90 hours		
7. (ntionedName of the course administrator (if more than one name is me		
Name: Dr. Ali Hussein Yassin Email: alih.y@uomosul.edu.iq		
8. of the decision The goals		
<ul style="list-style-type: none"> • urse aims to provide a balanced scientific understanding of the The co nature of Arab political systems in a simplified and understandable manner , covering most of the terms and topics of interest to the nitial student and which fall within the specializations of the i university stage, striving to better understand and comprehend the .nature of these systems • The course aims to establish scientific knowledge on the subject of political systems, identify their characteristics and features, and al developments that have occurred in these Arab address the politic .systems since independence until now • Striving to develop creative thinking in students, focusing on the ability to recall information or experiences stored in their minds and s well as striving to develop their propose quick alternatives, a .cognitive thinking • Developing the student's skills in political analysis of these political systems and understanding the internal influences that played a .pivotal role in shaping the current political structure 	Course objectives	
<ul style="list-style-type: none"> • The student should be able to diagnose the form of the system and the nature of the societal composition of each nation From Arab countries and employ them in his studies or field of work in the .future 		
9. Teaching and learning strategies		
<ul style="list-style-type: none"> • .es accompanied by explanation and clarificationLectur • Group discussion and dialogue strategy based on the exchange of ideas 		Strategy

<ul style="list-style-type: none"> • Brainstorming strategy • Concrete example strategy • Educational bag strategy • tion and Project strategy; theoretical research and reports, evalua .discussion • . and conceptual mapping • learning strategy via-EGoogle Classroom .and others • .Teamwork or cooperative learning strategy • . Scientific competitions strategy • . Video lectures • ific Using illustrative and practical examples to enrich the scient .material • .Discussion panels, seminars, workshops and research groups • A strategy for dealing with individual differences among students, and taking into account the adoption of a special education strategy for .those with special needs, if any • ation strategy: Present the material inPresentPower Point format . 					
10. The structure of the decision					
Evaluation method	Learning method	Unit name and subject	Required learning outcomes	watches	week
Daily evaluation through daily discussions and participation/preparation . of research reports	Lecture and n, discussio direct instruction and electronic Video lectures and the use of maps conceptual and the discussion Open Which He depends on exchange ‘ The ideas And finding Solutions The .occasion	Arab Political Systems / General Characteristics of the Arab Mashreq Countries: Historical Characteristics	<ul style="list-style-type: none"> • Knowledge and understand . ding • Developing ability 'students and to describe analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb	) 3 (hours	1.
Daily evaluation through daily discussions and . participation	Lecture and discussion, direct instruction	-Socio economic characteristics Political /	<ul style="list-style-type: none"> • Knowledge and understand . ding 	3 (hours)	2.

	and electronic and video lectures	characteristics	Developing students' ability and to describe and analyze developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb		
Daily evaluation through daily discussions and . participation	Lecture and discussion, direct instruction and electronic	The nature of political tems and sys forms of exercising power: political and constitutional institutions	• Knowledge and understand . ding • Developing students' ability and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	3.
daily discussions and participation	Lecture and discussion, live instruction and electronic	Party and Electoral -Systems Political, Social and Ideological Forces	• Knowledge and understand . ding • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	4.
daily discussions and participation	Lecture and discussion, live instruction and electronic	Challenges of political life: Challenges of building -state Challenges - of development and political ionmodernizat	• Knowledge and understand . ding • eloping Dev students' ability and to describe analyze and	3 (hours)	5.

			developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb		
Daily, quarterly and annual written and -semi oral tests	Lecture and discussion, live instruction and electronic and video lectures	The Jordanian Political System: Origins , Characteristics Components , and Political Institutions	• Developing students' ability and to describe analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	6.
Daily evaluation through daily discussions and . participation	Lecture and discussion, direct instruction and electronic	Exercising Party -Power Life and Political -Participation Problems of Political zationModerni	• Knowledge and a understand . ding • Developing students' ability and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	7.
Daily evaluation through daily discussions and . participation	Lecture and discussion, live instruction and . electronic	The Egyptian Political System: Political, Social and Economic Developments	• Knowledge and understand . ding • Developing students' ability and to describe analyze and developing descriptive	3 (hours)	8.

			.sskill • The ability to discriminate and .compare • Ability to .absorb		
Daily evaluation through daily discussions and . participation	Lecture and discussion, direct instruction and electronic	Constitutional Development: Party Life and Political -icipation Parti Problems of Political Modernization	• Knowledge and understand . ding • Developing students' ability and to describe analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	9.
Daily evaluation through daily discussions and . participation	Lecture and discussion, education	The Palestinian National Authority: Its -Institutions -Challenges Palestinian Political Forces	• Knowledge and understand . ding • Developing students' ability and to describe analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	10.
Daily evaluation through daily discussions and . participation	Lecture and 'discussion	General characteristics of the Arab Gulf states: geographical location and strategic importance	• Knowledge and understand . ding • Developing students' ability and to describe analyze and	3 (hours)	11.

			developing description .skills • The ability to discriminate and .compare • Ability to .absorb		
Daily evaluation through discussions . participation	Lecture and discussion, live instruction and electronic	Social -structure Economic structure	• Knowledge and understand . ding • Developing students' ability and to describe and analyze an developing description .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	12.
Daily evaluation through discussions . participation	and Lecture discussion, direct instruction and electronic	Challenges facing political systems in the Arab Gulf states	• Knowledge and understand . ding • Developing students' ability and to describe analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb	two) 3 (hours	13.
Daily evaluation through discussions . participation	Lecture and discussion, direct instruction and electronic	Social -Challenges Tribe Foreign Labor	• Knowledge and understand . ding • Developing students' ability	3 (hours)	14.

			and to describe analyze and developing descriptive .skills • to The ability discriminate and .compare • Ability to .absorb		
ten annual tests	wri-Semi Lecture and discussion, live instruction and electronic	Economic Challenges: sided -One Economy	<ul style="list-style-type: none"> • Knowledge and understanding • eloping Dev students' ability and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb 	3 (hours)	15.
Daily through discussions . participation	evaluation daily and Lecture and discussion, direct instruction and electronic	Political challenges: the crisis of the ruling the - system crisis of -legitimacy the crisis of participation	<ul style="list-style-type: none"> • Knowledge and understanding • Developing students' ability and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb 	3 (hours)	16.
daily discussions and participation	Lecture and discussion, direct	External challenges: international	<ul style="list-style-type: none"> • Knowledge and understanding 	3 (hours)	17.

	instruction and electronic	and regional -conflict disputes and border problems	<ul style="list-style-type: none"> • Developing students' ability and ribeto desc analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb 		
Daily evaluation through daily discussions, participation, and preparation of research .reports	ecture and L discussion, live instruction and electronic	Kuwaiti political system	<ul style="list-style-type: none"> • Knowledge and understand . ding • Developing students' ability and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb 	3 (hours)	18.
Daily evaluation through daily discussions and participation/preparation . of research reports	Video lectures and the use of maps conceptual and the discussion Open Which He depends on exchange ‘ The ideas means ‘Clarification	Saudi political system	<ul style="list-style-type: none"> • Knowledge and understand . ding • Developing students' ability and to describe analyze and oping devel description .skills • The ability to discriminate and .compare • Ability to .absorb 	3 (hours)	19.
Daily assessment	open	UAE political	Knowledge	3	20.

through daily written and oral tests	discussion Which He depends on exchange • The ideas means Clarification	system	and • understanding • Developing students' ability and to describe analyze and developing ption descri .skills • The ability to discriminate and .compare • Ability to .absorb	(hours)	
Daily evaluation through daily discussions and . participation	Lecture and discussion, live instruction and electronic	General characteristics of the Maghreb countries: historical , economic , social , and icalpolit	Knowledge and • understanding • Developing students' ability and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb	3 (hours)	21.
Daily assessment through daily and ritten and quarterly w . oral tests	Lecture and discussion, direct instruction and electronic	The development of political systems in the Maghreb countries before and after independence	• Knowledge and understand . ding • Developing students' ability and to describe analyze and developing description .skills • he ability to T discriminate and .compare • Ability to .absorb	3 (hours)	22.
Daily evaluation	Lecture and	Internal and	Knowledge	3	23.

through discussions . participation	daily and	discussion, live instruction and electronic	external challenges facing political systems in the Maghreb countries: political and constitutional reform managing social diversity , globalization , and terrorism	and . understanding • Developing students' ability to and describe analyze and developing descriptive .skills • The ability to discriminate .and compare • Ability to .absorb	(hours)	
daily discussions and participation		Lecture and discussion, live instruction and electronic	Democratic transition and electoral processes in the Maghreb countries	Knowledge and . understanding • Developing students' ability to and describe analyze and developing descriptive .skills • The ability to discriminate .and compare • Ability to .absorb	3 (hours)	24.
daily discussions and participation		Lecture and discussion direct instruction	The presidential model: The Algerian political -system Structure of the system: The -constitution The three The -powers forces influencing it:	Knowledge and . understanding • Developing students' ability to and describe analyze and developing description .skills • The ability to ate and discrimin .compare	3 (hours)	25.

		The military establishment The political - forces	<ul style="list-style-type: none"> • Ability to absorb 		
daily discussions and participation	Lecture and discussion, direct instruction and . electronic	c Democrati transition, electoral processes, and the future of the political system	<ul style="list-style-type: none"> • Knowledge and understanding • Developing students' ability and to describe analyze and developing description .skills • The ability to discriminate and .compare • Ability to .absorb 	3 (hours)	26.
Daily evaluation through daily discussions and . participation	Lecture, 'discussion debate Open Which He depends on exchange ' The ideas	The parliamentary model: The Tunisian political system: The structure of -the system the authorities the forces - .influencing it	<ul style="list-style-type: none"> • Knowledge and understanding • Developing students' ability to describe d an analyze and developin g descriptio .n skills • The ability to discriminate and .compare • Ability to .absorb 	3 (hours)	27.
Daily evaluation through discussions and participation	Lecture and discussion, direct instruction and electronic	Democratic transition, electoral processes, and the future of the political system	<ul style="list-style-type: none"> • Knowledge and understanding • Developing students' ability 	3 (hours)	28.

			and to describe analyze and developing descriptive .skills • The ability to discriminate and .compare • Ability to .absorb		
Daily evaluation through daily discussions and . participation	Lecture and discussion, . education	The political system in the Kingdom of Morocco: Structure of the system: -King -Constitution s. Authoritie The future of the political .system	Knowledge and gunderstandin Developing students' ability to and describe analyze and developing descriptive .skills The ability to discriminate .and compare Ability to .absorb	3 (hours)	29.
. oral exams	exchange ‘ The ideas means ‘Clarification Training Safiya To participate In finding Solutions The .occasion	Curriculum evaluation	Knowledge and understanding -Subject specific skills developing ‘ students' ability to ‘ describe and ‘analyze develop descriptive .skills	3 (hours)	30.
11. Course Evaluation					
The grade is distributed out of (100) according to the tasks assigned to the student, such as daily, weekly and monthly written and oral tests, and research reports..., ‘daily preparation : and as follows: The AT 1. (Daily, weekly and monthly written and oral tests and research reports (20% 2. (annual written tests (20%-Semi 3. (year written tests (60%-of-End					
12. resources and teaching					

There is a vocabulary for the subject and there is no specific curriculum book from the Ministry of Education	Required textbooks (methodology (if available
<p>Relying on relevant sources By the decision and from : t important ones areThe mos</p> <p>1- Mashhadani , Arab -Dr. Muhammad Kazim Al Arabi, -Kitab Al-Political Systems, Dar Al .2023</p> <p>2- -Dr. Hamid Hanoun, Arab Systems, Dar Al .Mu'tazz, Amman, 2025</p>	(Main references (sources



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

4. Political Sociology

Course Description Form

1. Course Name:	
Political Sociology	
2. Course Code:	
212POC	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The number of hours required to implement the study material is (60) hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Walid Salim Mohammed Email: dr_waleedsalim@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>1-The course aims for the student to be familiar with the concepts of political science and to become familiar with the principles of political science.</p> <p>2- Providing a balanced scientific understanding of the foundations of political sociology in a simplified and understandable way for most of the vocabulary and topics that are of interest to the student and that fall within the specializations of the undergraduate stage in political science, seeking a better understanding and awareness of the components and initial principles of political studies within the framework of political theory.</p> <p>3- Striving to crystallize the student's creative thinking, which focuses on the ability to recall information or experiences stored in his mind and propose quick alternatives, as well as striving to crystallize his cognitive thinking.</p> <p>4- To be able to diagnose every scientific word or subject and use it in his study or field of work in the future.</p> <p>5- Developing the student's skills in social and political analysis.</p>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Lectures accompanied by explanation and clarification. • Dialogue and group discussion strategies based on the exchange of ideas. • Brainstorming strategy. • Concrete examples strategy. • Learning by modeling strategy.

	<ul style="list-style-type: none"> • Educational portfolio strategy. • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the scientific material. • Discussion groups, seminars, workshops, and research groups. • A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any. • Presentation strategy: Present the material in PowerPoint format.
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10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to 	Chapter One: Political sociology: essence and approaches	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<p>describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 			
2	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	<p>The nature of political sociology</p> <p>The field of political sociology</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

3	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	<p>Subject of political sociology</p> <p>Basic approaches to political sociology</p> <p>Marxist</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
4	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to 	<p>approach</p> <p>Max Weber's approach</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily,</p>

		<p>political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
5	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political 	The Khaldunian approach	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		appropriate solutions.	
6	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare.	Emile Durkheim's approach	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<ul style="list-style-type: none"> • The ability to comprehend. 			
7	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Chapter Two: The basic principles of political sociology	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the 	Political power Sociology of power Approaches to power The foundations of power	Lectures and discussions, live and online education, video lectures, the	Daily assessment through daily discussions and participation/

8		<p>motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
9	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and 	<p>The state between traditional and contemporary perspectives The state in the traditional perspective The state in contemporary perspective</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom</p>	<p>Daily assessment through discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation</p>

		<p>learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>exercises to participate in finding appropriate solutions.</p>	<p>n of research reports.</p>
10	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. 	<p>Chapter Three: Society and Social Systems</p> <p>The nature of society</p> <p>Social institutions</p> <p>Social mobility</p> <p>Socio-political structures</p> <p>Socio-political realities</p> <p>Structures and social change</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		<ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 			
11	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Chapter Four: Structural frameworks and political society The first topic: groups and political society (tribe/minorities/groups/ethnic)	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, 	The second topic: classes and political society The third	Lectures and discussions, live and online	Daily assessment through daily discussion

12		<p>through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 	topic: ideology and political society	education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	s and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
13	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically 	<p>Chapter Five: Social and Political Socialization</p> <p>Motives for Socialization</p> <p>Functions of Socialization</p> <p>Socialization Institutions</p>	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas,	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests /

		<p>link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>homework and preparation of research reports.</p>
14	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and 	<p>Chapter Six: Political Culture</p> <p>Elements</p> <p>Functions</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.			
15	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Political Culture Sections Types of Political Culture	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	• Knowledge and	Chapter Seven: Political	Lectures and	Daily assessment

16		<p>understanding.</p> <ul style="list-style-type: none"> • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	<p>Behavior</p> <p>Section One: Attitudes and Trends</p> <p>The Influence of Social Factors</p> <p>The Influence of Psychological Factors</p>	<p>discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>through daily discussions and participation on/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
17	2 (hours)	<p>• Knowledge and understanding.</p> <ul style="list-style-type: none"> • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn 	<p>The Influence of Biological Factors</p> <p>Changing Political Attitudes</p> <p>Section Two: Electoral Behavior</p> <p>The Sociological</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on</p>	<p>Daily assessment through daily discussions and participation on/ practical problems/ daily, semester, mid-year</p>

		to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Model The Psychological Model The Rational Model	the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	and final written and oral tests / homework and preparation of research reports.
18	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students'	Chapter Eight: Political Participation Section One: Motives and Goals	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<p>ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 			
19	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to 	<p>Section Two: The Nature of Political Participation</p> <p>Section Three: Levels of Political Participation</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		comprehend.			
20	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Section Four: Political Participation and Development	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind 	Chapter Nine: Elites and Active Forces in Social and Political Life Section One: Elites and Political Leadership	Lectures and discussions, live and online education, video lectures, the use of concept	Daily assessment through daily discussions and participation/ practical problems/d

21		<p>issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 	Social Movements	maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	aily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
22	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific 	Civil Society Media and Social Media	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research

		<p>political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		in finding appropriate solutions.	reports.
23	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and 	<p>Chapter 10: Sustainable Development</p> <p>Issue</p> <p>Foundations</p> <p>Dimensions</p> <p>Goals</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		compare. • The ability to comprehend.			
24	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Good Governance	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to 	Economic Development from a Socio-Environmental Perspective	Lectures and discussions, live and online education, video	Daily assessment through daily discussions and participati

25		<p>identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	on/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
26	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political 	<p>Chapter Eleven: Political Violence</p> <p>Nature of Political Violence</p> <p>Classification of Political Violence</p> <p>Stages of Political Violence</p>	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and	Daily assessment through discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and

		<p>variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		classroom exercises to participate in finding appropriate solutions.	preparation of research reports.
27	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive 	<p>Forms of Political Violence</p> <p>Causes of Political Violence</p>	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		skills. • The ability to distinguish and compare. • The ability to comprehend.			
28	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Political Violence and Terrorism What is Terrorism? Forms of Terrorism	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	• Knowledge and understanding. • • Subject-	Images of Terrorism Distinguishing	Lectures and discussions, live and	Daily assessment through daily

29		<p>specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 	<p>Between Political Violence and Terrorism</p> <p>Common Characteristics of Political Violence and Terrorism</p>	<p>online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
30	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and 	<p>Student discussion + exam</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange</p>	<p>Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and</p>

		scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	oral tests / homework and preparation of research reports.
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11. Course Evaluation

The grade is distributed out of (100) based on the tasks assigned to the student, such as daily preparation, daily, weekly, and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Mid-year written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is a specific methodological book, which is a book on political sociology, co-authored by (Dr. Hisham Hikmat, Dr. Waleed Salim, and Dr. Raghad Nassif)
Main references (sources)	<ol style="list-style-type: none"> 1. Political Sociology, Dr. Sadiq Al-Aswad 2. Political Sociology, Ibrahim Barash 3. Sociology of Politics, Maurice Duverger 4. Sociology, Pierre Bourdieu 5. Introduction to Sociology, Guy Rocher 6. Political Sociology, Abdullah Muhammad Abdul Rahman 7. Society and Politics, Ismail Ali Asaad
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. Idafah Journal (Arab Journal of Sociology) 2. Journal of Social Sciences (Kuwait University) 3. Moroccan Journal of Political Sociology 4. International Political Sociology (Journal) 5. Politics and Society (Journal) 6. Current Sociology (Journal)

Electronic References, Websites	<ol style="list-style-type: none"> 1. Electronic learning tools, maps, and websites. 2. Human Development Reports, via the website: https://www.un.org/ar/esa/hdr 3. Arab Journal of Humanities, Kuwait, via the website: 4. https://journals.ku.edu.kw/ajh/index.php/ajh 5. Journal of Social Sciences, Kuwait, 6. https://techniumscience.com/index.php/socialsciences 7. Journal of Human Development and Education for Specialized Research, Malaysian Institute of Science and Development, via the website: https://jhdesr.misd.tech/?lang=ar 8. Relying on various research and reports from the internet, in addition to relying on research and books published on international websites such as Research Gate, Scopus, and others.
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أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

5. Local governments

Course Description Form

1. Course name
local governments
2. Course code
LG214
3. semester/year
Annual System 2024/2025
4. Date this description was prepared
11/9/2024
5. Available attendance forms
My presence
6. Number of study hours (total) / Number of units (total)
(2) Two hours per week / number Hours and Units Academic kidneyshe (60) hours and a study unit
7. A Poison responsible A The doctor decided My head I The A Many NA poison y A male)
Prof. Dr. Zeyad Samir Zeki e-Mail : z-psc@uomosul.edu.iq
8. A Top scorer A He decided
<ul style="list-style-type: none"> • Comprehensive understanding of local governments: <ul style="list-style-type: none"> ○ To provide students with in-depth knowledge about the nature of local governments, their structures, functions, and importance in the political system.. ○ Analyzing the role of local governments in providing public services, implementing policies, and achieving local development. • Developing analytical and critical skills: <ul style="list-style-type: none"> ○ Enabling students to analyze and evaluate the performance of local governments, and identify their strengths and weaknesses.. ○ Develop students' ability to understand the challenges facing local governments and propose innovative solutions to them.. • Promoting civic participation: <ul style="list-style-type: none"> ○ Encourage students to participate actively in local affairs and understand their rights and duties as citizens.. ○ Raising awareness of the importance of community participation in local decision-making. • Preparing qualified cadres: <ul style="list-style-type: none"> ○ Qualifying students to work in the field of local governments, whether in the public or private sector or civil society organizations. ○ Providing students with the skills necessary to manage local institutions, and plan and implement development projects.. • Development of scientific research: <ul style="list-style-type: none"> ○ Encouraging scientific research in the field of local governments, and developing theoretical and applied knowledge in this field. ○ Training students to use research methods and tools in studying local issues. • Awareness of sustainable development: <ul style="list-style-type: none"> ○ Educating students about the importance of sustainable development at the local level, and how local governments can contribute to achieving their goals.. ○ Enhance students' understanding of environmental, social, and economic issues affecting local communities.. <p>In general, the Local Governments course aims to prepare graduates who are knowledgeable about local affairs and able to contribute effectively to the development of their communities.</p>

9. Teaching and learning strategiesAM					
<ul style="list-style-type: none">• Lectures accompanied by explanation and clarification.• Group discussion and dialogue strategybased on the exchange of ideas.• Brainstorming strategy.• Concrete example strategy.• Modeling learning strategy.• Educational bag strategy.• Project strategy; theoretical research and reports, evaluation and discussion.• Teaching strategy: mind and conceptual mapping.• E-learning strategy via the programGoogle Classroom and others.• Training strategyClassroom participation in finding appropriate solutions.• Teamwork or cooperative learning strategy.• strategyScientific competitions.• Self-learning.• Scientific field visits.• Video lectures.• Using illustrative and practical examples to enrich the scientific material.• Discussion panels, seminars, workshops and research groups.• A strategy for dealing with individual differences among students, and taking into account the adoption of a special education strategy for those with special needs, if any.• Presentation strategy; presenting the material in a formatPower Point.				Strategy	
10. Option Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hour s	week
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	History of Local Government - The Difference Between Local Administration and Local Government	<ul style="list-style-type: none">• Knowledge and understanding:• Understanding the organizational structures and functions of local governments.	2 (two hours)	1.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and	Concepts of local governance-Pillars of local government	<ul style="list-style-type: none">• Analysis of the relationship between local and central government	2 (two hours)	2.

final written and oral tests/Homework and research report preparation.	exchange-based AtotheAIdeas, Visual aids, classroom exercises to participate in He is fighting Appropriate solutions.		ts.		
Daily evaluation through discussions and ADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion, Direct education and electronic Video lectures and Map servers conceptual and the discussion open and exchange-based AtotheAIdeas, Visual aids, classroom exercises to participate in He is fighting Appropriate solutions.	Main features of the development of local government- Local government problems	<ul style="list-style-type: none"> Knowledge of the laws and regulations that govern the work of local governments. Understanding the challenges facing local governments in delivering public services. 	2 (two hours)	3.
Daily evaluation through discussions and ADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion, Direct education and electronic Video lectures and Map servers conceptual and the discussion open and exchange-based AtotheAIdeas, Visual aids, classroom exercises to participate in He is fighting Appropriate solutions.	Reasons for the emergence of local government - local development	<ul style="list-style-type: none"> Knowing the role of local governments in achieving sustainable development. Skills: Analysis and evaluation of local government performance. 	2 (two hours)	4.
Daily evaluation through discussions and ADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion, Direct education and electronic Video lectures and Map servers conceptual and the discussion open and exchange-based AtotheAIdeas, Visual aids,	Benefits of Local Development - The Nature of Local Government	<ul style="list-style-type: none"> Applying research methods and tools in studying local 	2 (two hours)	5.

	classroom exercises to participate inHe is fightingAppropriate solutions.		issues.		
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Focus on general principles - Management by objectives	<ul style="list-style-type: none"> • Developin g local plans and policies. • Manageme nt of local developme nt projects. • Effective communic ation with local officials and citizens. • Ability to work in a team. • Ability to solve problems. • Values and attitudes: • Raising awareness of the importance of civic participation in local affairs. • Promoting the values of transparen cy and accountabi lity in the work of local 	2 (two hours)	6.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Administrative components necessary for implementing management by objectives - the basic features of management by objectives		2 (two hours)	7.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Management by delegation - Obstacles to management by delegation		2 (two hours)	8.

	is fightingAppropriate solutions.		governmen ts.		
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Levels of delegation management - management by participation	<ul style="list-style-type: none"> Appreciating the role of local governments in serving the community . Developing a sense of social responsibility. 	2 (two hours)	9.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Benefits and Advantages of Participatory Management - What is Centralization and Decentralization?	<ul style="list-style-type: none"> Consolidating the values of good citizenship. In general, the learning outcomes of the Local Government course aim to prepare qualified graduates to contribute effectively to the development of local communities, whether through work in the public or private sectors or civil 	2 (two hours)	10.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	How to Work with Decentralization - Advantages of Administrative Decentralization		2 (two hours)	11.

Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	The main features of decentralization of local administration - administrative deconcentration (deconcentration))	society organizations.	2 (two hours)	12.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	Advantages of Administrative Decentralization - Types of Decentralization		2 (two hours)	13.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	Forms of decentralization - The concept of community decentralization		2 (two hours)	14.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	Problems of Decentralization - The		2 (two hours)	15.

posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	electronic Video lectures and Map serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Difference Between Local Government in the 20th Century and Local Government in the 21st Century			
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures and Map serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Administrative division of governorates - administrative unit		2 (two hours)	16.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures and Map serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Administrative Units in Iraq - Local Administration Finance in Iraq		2 (two hours)	17.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-	Lecture and discussion,Direct education and electronic Video lectures and Map serversconceptual	How to Organize Local Governments - How to Organize		2 (two hours)	18.

yearly and final written and oral tests/Homework and research report preparation.	and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Local Authorities			
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Local Administration Employee - Formation of Local Councils	2 (two hours)	19.	
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	The role of administrative leaders in implementing local governance - distinguishing between leadership and management	2 (two hours)	20.	
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-	Leadership Theories - Lycard's Theory of Leadership	2 (two hours)	21.	

and research report preparation.	basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.				
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Interactive- Integrative Theory - Service Leadership		2 (two hours)	22.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Local unit employees in Iraq - Governor - District Commissioner		2 (two hours)	23.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises	District Director - Conditions for Membership in Local Councils		2 (two hours)	24.

	to participate inHe is fightingAppropriate solutions.				
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Provincial Council - Provincial Council Powers		2 (two hours)	25.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate solutions.	Judicial Council and its powers - District Council and its powers		2 (two hours)	26.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures andMap serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inHe is fightingAppropriate	The emergence and development of interest in evaluating the performance of local government units - Concepts of performance evaluation		2 (two hours)	27.

	solutions.				
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures and◊Map serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	Performance Evaluation Methods - Institutional Performance Evaluation		2 (two hours)	28.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures and◊Map serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	Purposes of Institutional Performance Evaluation - Individual Performance Evaluation		2 (two hours)	29.
Daily evaluation through discussions andADaily posts/Practical questions/Daily, semesterly, mid-yearly and final written and oral tests/Homework and research report preparation.	Lecture and discussion,Direct education and electronic Video lectures and◊Map serversconceptual and the discussionopen and exchange-basedAtotheAIdeas, Visual aids, classroom exercises to participate inIHe is fightingAppropriate solutions.	Censorship in Iraq - Restrictions on Local Administration in Iraq		2 (two hours)	30.
11. Evaluation of theAHe decided					

The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily written and oral tests, and...A Weekly, monthly and research reports...As such the AT:

1. Daily, weekly and monthly written and oral tests and research reports (20%)
2. Semi-annual written tests (20%)
3. End-of-year written tests (60%)

12. Learning sources AM and teaching

There are vocabulary words for the material and no There is K My methodical repentance A Specify From the Ministry of Education.	Required textbooks (methodology available)
Book by Asst. Prof. Dr. Farah Diaa Hussein, Local Governments, College of Political Science, University of Baghdad, Second Edition, 2015.	Main references (sources)
A For research groups - workshops - video lectures	Recommended supporting books and references (scientific journals, reports, etc.)
Electronic teaching aids _ electronic maps _ websites Relying on various research and reports from the Internet, as well as research and books published on websites.	Electronic references, websites



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

6. Developments in the political system in contemporary Iraq

Course Description Form

1. Name of Rapporteur	
Political system in contemporary Iraq	
2. Symbol of decision	
CI2015	
3. Chapter/year	
2024-2025	
4. Date of preparation of this description	
Start teaching the methodological material in each academic year-2-9-2024	
5. Forms of presence available	
Teaching presence	
6. Number of hours (total)/ number of units (total)	
(2) two hours per week/ the number of hours required for the implementation of the course material is (60) hours	
7. Name of the course administrator (if more than one name is mentioned)	
:: M. D. Afara Riad Mohammed email: afraariyaad@uomosul.edu.iq	
8. Objectives of the decision	
<p>1 the BA course aims to be the student to master the concepts of political science and to learn about the principles of political science.</p> <p><input type="checkbox"/> تقديم a balanced scientific understanding does not establish the political system in contemporary Iraq in a simple and understandable way for most</p> <p>The vocabulary and topics of interest to the student and which fall within the Tex of the undergraduate elementary level in science</p> <p>The theory flew</p> <p>A</p> <p>Political, seeking a better understanding and understanding of the primary components and principles of political studies in the Politically.</p> <p><input type="checkbox"/> السعى to develop creative thinking in the student that focuses on the ability to recall information or experience</p> <p>Be stored in his mind and offer quick alternatives, as well as seek to crystallize his cognitive thinking.</p> <p><input type="checkbox"/> we were the ones who diagnosed each individual or scientific subject and employed it in his study or field of work in the future.</p> <p><input type="checkbox"/> تنمية student skills in political analysis</p>	<p>Objectives of the study material</p>
9. Teaching and learning strategies	
<p>1. Lectures accompanied by explanation and explanation.</p> <p>2. Discussion and brainstorming.</p> <p>3. Video lectures.</p> <p>4. Use illustrative and applied examples to enrich the scientific</p>	<p>Strategy</p>

material. 5. Seminars and research groups. 6. Scientific competitions. 7. Research, theoretical and analytical reports, discussion and evaluation. 8. View the PowerPoint article. 9. Use e-learning via Classroom Googleo					
10. Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Chapter I: Definition of the political system	Weekly student assessment/t heoretical discussions	2 (ساعتان)	1
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Talk about Iraqi civilizations and their role The pioneer.	Weekly student assessment/t heoretical discussions	2 (ساعتان)	2
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The period before the formation of the contemporary state	Weekly student assessment/t heoretical discussions	2 (ساعتان)	3
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	British control of Iraq	Weekly student assessment/t heoretical discussions	2 (ساعتان)	4

Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Causes of the twentieth Revolution	Weekly student assessment/t heoretical discussions	2 (ساعتان)	5
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Discuss the ca of the revolution And its reflecti	Weekly student assessment/t heoretical discussions	2 (ساعتان)	6
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The establishment of the Iraqi state in 1921	Weekly student assessment/t heoretical discussions	2 (ساعتان)	7
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Chapter II: Reasons for choosing the system The Royal	Weekly student assessment/t heoretical discussions	2 (ساعتان)	8
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Reasons for choosing King Faisal I	Weekly student assessment/t heoretical discussions	2 (ساعتان)	9
Written/oral tests, homework assignments	Direct and electronic	Chapter II: Basic	Weekly student	2 (ساعتان)	10

and preparation of research reports	education, video lectures and the use of conceptual maps	premises of political Sociology	assessment/theoretical discussions		
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Establishment of ministries for the period 1	Weekly student assessment/theoretical discussions	2 (ساعتان)	11
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Iraq at the time of King Ghazi	Weekly student assessment/theoretical discussions	2 (ساعتان)	12
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	How to take the throne of King Ghazi	Weekly student assessment/theoretical discussions	2 (ساعتان)	13
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	A very honest coup	Weekly student assessment/theoretical discussions	2 (ساعتان)	14
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video	Chapter III: Iraq after the death of Ghazi	Weekly student assessment/theoretical	2 (ساعتان)	15

	lectures and the use of conceptual maps		discussions		
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	He received the throne of God	Weekly student assessment/theoretical discussions	2 (ساعتان)	16
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The Mayes movement and the 1948 war Palestine	Weekly student assessment/theoretical discussions	2 (ساعتان)	17
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	الفصل الرابع: تموز 14/ثورة 1958	Weekly student assessment/theoretical discussions	2 (ساعتان)	18
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The causes of the revolution and how its results occurred	Weekly student assessment/theoretical discussions	2 (ساعتان)	19
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The fall of Abdul Karim Qasim how and why And reasons	Weekly student assessment/theoretical discussions	2 (ساعتان)	20

	of conceptual maps				
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Revolution of the Shaves	Weekly student assessment/theoretical discussions	2 (ساعتان)	21
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Causes and consequences	Weekly student assessment/theoretical discussions	2 (ساعتان)	22
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Chapter V: The reception of Abdeslam You know, the judges	Weekly student assessment/theoretical discussions	2 (ساعتان)	23
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Their way of judging	Weekly student assessment/theoretical discussions	2 (ساعتان)	24
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Chapter six: What are the beginnings of the repercussions that led to the downfall of the political system	Weekly student assessment/theoretical discussions	2 (ساعتان)	25

	maps				
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The US invasion of Iraq	Weekly student assessment/theoretical discussions	2 (ساعتان)	26
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Reasons for the American occupation	Weekly student assessment/theoretical discussions	2 (ساعتان)	27
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	The formation of the political system in Iraq after 2003	Weekly student assessment/theoretical discussions	2 (ساعتان)	28
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps	Writing the Permanent Constitution of 2005 the pros and cons of the Constitution	Weekly student assessment/theoretical discussions	2 (ساعتان)	29
Written/oral tests, homework assignments and preparation of research reports	Direct and electronic education, video lectures and the use of conceptual maps		Weekly student assessment/theoretical discussions	2 (ساعتان)	30
11. Evaluation of the decision					

1- written tests (semi-annual - annual) 2 - Oral tests (daily - weekly) 3- الكلية موقع من بيتية واجبات (home work) 4- preparation of research reports	
12. Sources of learning and teaching	
There is a specific methodological book, the book of the political system in Contemporary Iraq (Dr. Montazer Majid Hamid)	Required books (methodology, if any)
However, many other relevant sources are relied upon Decision and the most important of them: 1 the regime in Iraq, Dr. Majid Khourri 2 institutionalizing Power and building the Nation-State, Prof. Dr. Walid Salem. 3. The political system in Iraq, Dr. Osama Murtada. 4 Towards building a viable political system in Iraq, Dr. Taha Hamid. 5 recent sources books, research and articles taken from the network International Information (Internet)	Principal references (sources)
Research groups – workshops – video lectures	Recommended books and supporting references (scientific journals, reports...)
E-learning methods - e-maps - websites Rely on research and various reports from the International Information Network (Internet). In addition to drawing on research and books published on global websites such as Research Gate	Electronic references, Internet sites



[Handwritten signature in green ink]

أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

7. Public international law

Course Description Form

1. Course Name:					
Public International Law					
2. Course Code:					
2016IGL					
3. Semester / Year:					
Annual 2024-2025					
4. Description Preparation Date:					
1-9-2024					
5. Available Attendance Forms:					
My presence					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours annually. 2 hours per week					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Imad Khalil Ibrahim Jassim Al-Hadidi Email: dr.emadalmukhtar@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> 1. Defining the international legal rules governing subjects of public international law. 2. Analyzing the overlap between these resolutions and international political reality. 3. Achieving harmony between them in a manner that achieves the fundamental principles upon which international law is based, namely equality, sovereignty, and non-interference. 			
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> • E-learning • Video lectures • Research groups • Using the Internet to obtain additional information • Using electronic maps • Direct browsing of international organization websites • Research posters • Scientific competitions • Student seminars • Practical workshops, selecting a specific topic for discussion, analysis, and political opinion formation 				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hours) 2	Weekly student	ChapterOne:Introducti	In-person	Written/oral tests,
2	2hours) 2	evaluation/	on to	education	homework and

3	2hours) 2	theoretical	international law	+ use	preparation
4	2hours) 2	discussions	ChapterTwo:Namingpu	(DATASH	Written/oral tests,
5	2hours) 2	Weekly student	blic	OW)	homework and
6	2hours) 2	evaluation/	international law	In-person	preparation
7	2hours) 2	theoretical	ChapterThree:The	education	Written/oral tests,
8	2hours) 2	discussions	nature of	+ use	homework,and
9	2hours) 2	Weekly student	public international	(DATASH	preparing research
10	2hours) 2	evaluation/	law	OW)	reports
11	2hours) 2	theoreticaldiscussio	Chapter Four:	In-person	Written/oral
12	2hours) 2	ns	Sanctions in	education	exams,
13	2hours) 2	Weekly student	international law	+ use	homework
14	2hours) 2	evaluation/	Chapter Five: Forms	(DATASH	assignments, and
15	2hours) 2	theoretical	of	OW)	preparing research
16	2hours) 2	discussions	recognition of the	In-person	reports
17	2hours) 2	Weekly student	rules of	education	Written/oral
18	2hours) 2	evaluation/	international law	+ use	exams,
19	2hours) 2	theoretical	ChapterSix:The basis	(DATASH	homework
20	2hours) 2	discussions	of	OW)	assignments, and
21	2hours) 2	Weekly student	public international	In-person	preparing research
22	2hours) 2	evaluation/	law	education	reports
23	2hours) 2	theoretical	ChapterSeven:The	+ use	Written/oral
24	2hours) 2	discussions	relationship	(DATASH	exams,
25	2hours) 2	Weekly student	between international	OW))	homework
26	2hours) 2	evaluation/	and	In-person	assignments, and
27	2hours) 2	theoretical	domestic law	learning	preparing research
28	2hours) 2	discussions	Chapter Eight:The	+presenting	reports
29	2hours) 2	Weekly student	scope of	lectures	Written/oral
30	2hours)	evaluation/	public international	using	exams,
		theoretical	law	(DATASH	homework
		discussions	Chapter Nine: Sources	OW)	assignments, and
		Weekly student	of	In-person	preparing research
		evaluation/	international law	education	reports
		theoretical		+ use	Written/oral
		discussions	ChapterTen:Introductio	(DATASH	exams,
		Weekly student	n to international	OW)	homework
		evaluation/	treaties	In-person	assignments, and
		theoretical	Chapter Eleven:	education	preparing research
		discussions	International	+ use	reports
		Weekly student	Custom	(DATASH	Written/oral
		evaluation/	Chapter Twelve:	OW)	exams,
		theoretical	Auxiliary	In-person	homework
		discussions	sources of	education	assignments, and
		Weekly student	international law	+ use	preparing research
		evaluation/	Chapter Thirteen:	(DATASH	reports
		theoretical	Elements	OW))	Written/oral
		discussions	of the state and its	In-person	exams,
		Weekly student	legal standard	education	homework

		<p>theoretical discussions</p> <p>Weekly student evaluation/</p> <p>theoretical discussions</p> <p>Weekly student evaluation/</p> <p>theoretical discussions</p> <p>Weekly student evaluation/</p> <p>theoretical discussions</p> <p>Weekly student evaluation/</p> <p>theoretical discussions</p> <p>Weekly student evaluation/</p> <p>theoretical discussions</p>	<p>ChapterTwenty- Two:International Court of Justice Student discussions + review of the material</p>	<p>OW))</p> <p>In-person education + use (DATASH OW)</p> <p>In-person education + use (DATASH OW))</p> <p>In-person education + use (DATASH OW)</p> <p>In-person education + use (DATASH OW))</p> <p>In-person education + use (DATASH OW))</p> <p>In-person education + use (DATASH OW)</p> <p>(DAT Attendance Education + Use (DATASH OW)</p> <p>In-person education + use (DATASH OW)</p> <p>In-person education + use (DATASH OW)</p> <p>In-person education + use (DATASH OW)</p>	<p>homework assignments, and preparing research reports</p> <p>Written/oral exams, homework assignments, and preparing research reports</p> <p>Written/oral tests, homework,and preparing research reports</p> <p>Written/oral tests, homework,and preparing research reports</p> <p>Written/oral tests, homework,and preparing research reports</p> <p>Written/oral tests, homework, and preparing research reports</p> <p>Written/oral tests, homework, and preparing research reports</p> <p>Written/oral tests, homework, and preparing research reports</p> <p>Written/oral tests, homework, and preparing research reports</p> <p>Written/oral tests, homework, and preparing research reports</p>
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				In-person learning and video lectures. Documentar y film – Internationa l Court of Justice In-person education Use (DATASH OW) And video lectures	homework, and preparing research reports Review of the article
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11. Course Evaluation

100% distributed as follows: 10 marks (monthly and daily exams, discussions, and reports) for the first semester. 10 marks (monthly and daily exams, discussions, and reports) for the second semester. 20 marks (mid-year exam) 60 marks (final exam)

12. Learning and Teaching Resources

Required textbooks (curricular books if any)	Public international law, Dr. Issam Al-Attiyah, 7th edition (revised),
Main references (sources)	Al-Atak Book Industry Company, Baghdad, 2008. Charles Rousseau, Public International Law, Beirut, 1990 Pierre-Marie Dupuy, Public International Law, Beirut, 2008 Dr. Walid Bitar, Public International Law, Beirut, 2009
Electronic References, Websites	E-learning methods are used - electronic maps - websites - research groups - workshops - video lectures.



[Handwritten signature in green ink]

أ.م.د. طارق محمد طيب ظاهر
عميد الكلية

8. International Organizations in English

Course Description Form

1. Course Name:					
International organization					
2. Course Code:					
2017IOE					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
Daily attendance according to the scheduled schedule 2-9-2024					
5. Available Attendance Forms:					
Annual system					
6. Number of Credit Hours (Total) / Number of Units (Total)					
60 hour					
7. Course administrator's name (mention all, if more than one name)					
Name: Nawar Basil Mahfoudh					
Email: nawar92b92nb@gmail.com					
8. Course Objectives					
Course Objectives		<p>Introducing the subject of the history and development of international relations from the Middle Ages to the end of the twentieth century, as well as clarification</p> <p>And interpreting the most important international and modern problems and issues that affect and are affected by international relations, in order to</p> <p>bring the student to a high degree of political, intellectual and historical awareness to analyze the events and developments that occur in the world in this era.</p> <p>Modern and contemporary and try to judge them objectively.</p>			
9. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Using political and geographical maps of Europe and the world as a means of educational illustration. 2. E-learning via Google Classroom. 3. Video lectures. 4. Scientific competitions. 5. Distributing students into teams and conducting practical workshops on the lecture topic. 6. Showing video documentaries. 7. Present the material in PowerPoint. 			
10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

1	1	INTERNATIONAL ORGANIZATION	1	declamation	ask questions
2	1	TYPES of IO	1	declamation	ask questions
3	1	Historical background	1	declamation	ask questions
4	1	Arrangements	2	declamation	ask questions
5	1	Peace treaty of wesphalia	2	declamation	ask questions
6	1	vocabularies	3	declamation	ask questions
7	1	Chaeacteristics of IGO	3	declamation	ask questions
8	1		3	declamation	ask questions

9	1	ROLES OF IGO	4	declamation	ask questions
10	1		4	declamation	ask questions
11 12	1 1	FUNCTIONS OF IGO	4	declamation	ask questions
		VOCABULARIES	5	declamation	ask questions
13	1	GROWTH OF IGO	5	declamation	ask questions
14	1	REASONS OF GROTH	5	declamation	ask questions
15	1	League of nations	5	declamation	ask questions
16	1	Primary goals	6	declamation	ask questions
17	1	Structures	6	declamation	ask questions
18	1	Major organs	7	declamation	ask questions
19	1	Evaluation	7	declamation	ask questions
20	1	ERNAST HEMINGWAY	7	declamation	ask questions
21	1	United nations	8	declamation	ask questions

23	1	Establishments	8	declamation	ask questions
24	1	Objectives	8	declamation	ask questions
25	1	Principles	8	declamation	ask questions
26	1	General assembly	8	declamation	ask questions
27	1	Composition	8	Declamation	ask questions
28	1	Vocabularies	8	Declamation	ask questions
29	1	Security council	8	Declamation	ask questions
30		Final			

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

1. Written tests (semi-annual - annual).
2. Oral tests (daily - weekly).
3. Homework from Google Classroom
4. Preparing research reports.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

9. The crimes of the Baath regime in Iraq

Course Description Form

1. Course Name:	
Crimes of ba'ath regime in Iraq	
2. Course Code:	

3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The total number of study hours and units is (60) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name: lecture: hadeelnawaf Ahmed Email: hadeel -nawaf@uomosul.edu.iq ,	
8. Course Objectives	
Course Objectives	The course aims to provide a the history of ba'ath system from it rules from 1963 to the end of it endedafer 2003,this study is contained the kind of the crimes that is happening in the world,such as state crimes,legal crimes,political crimes,social crimes,economic crimes,sychological crimes etc. The aim of course it how the students to know what is the reality of the rule that ba'ath system was follow,and to see the crimes that affected on the Iraqi society. This courses is contained all the kinds crimes and it's putare in the four course, .
	This crimes divided into four types, social, sychological crimes, mass graves crimes.
	Expanding the student's understanding of the foundations upon which the subject of international economic relations is based, identifying the variables that hinder international trade, and understanding what is meant by the exchange rate, balance of payments, and trade policy.
	The student should be able to identify each term in international economics and employ it in his studies or future field of work.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Lectures accompanied by explanation and clarification. • Dialogue and group discussion strategies based on the exchange of ideas. • Brainstorming strategy. • Concrete examples strategy. • Learning by modeling strategy. • Educational portfolio strategy.

	<ul style="list-style-type: none"> • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the scientific material. • Discussion groups, seminars, workshops, and research groups. • A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any. • Presentation strategy: Present the material in PowerPoint format.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Chapter One: The Concept of crimes and it's types.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • •Developing students' ability to describe and 	Crimes of war and violations of human rights	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-

2	2 (two hours)	analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	year and final written and oral tests / homework and preparation of research reports.
3	2 (two hours)	• Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	The concepts of human rights crimes and states crimes.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
4	2 (two hours)	• Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Chapter two: social and sycology crimes, concept, effects	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		• Knowledge and	Social	Lectures and	Daily

5	2 (two hours)	<p>understanding.</p> <ul style="list-style-type: none"> • Subject-specific . •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	crimes, the situations of ba'ath regime from religion.	discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
6	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The effects of social crimes.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
7	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. 	Sychological crimes and effects	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and

		<ul style="list-style-type: none"> • The ability to comprehend. 		classroom exercises to participate in finding appropriate solutions.	preparation of research reports.
8	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The methods of psychological crimes	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
9	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The effects of psychological crimes	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and 	Chapter 3: ecology crimes concept, types, effects	Lectures and discussions, live and online education, video lectures, the use	Daily assessment through daily discussions and participation/

10	2 (two hours)	analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
11	2 (two hours)	• Knowledge and understanding.. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Burn the cities and villages	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
12	2 (two hours)	• Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Burn the farms and agriculture planets	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

				appropriate solutions.	
13	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Burn the oil farms. And pollution of the rivers	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
14	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The Iraqi Co 2005,thr r after 2005.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to 	The cases of the work of the Iraqi court.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final

15	2 (two hours)	distinguish and compare. • The ability to comprehend.		exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	written and oral tests / homework and preparation of research reports.
16	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Aldigeel case in 1982	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
17	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Alanfal case 1987.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. 	Halbjacase1 988.	Lectures and discussions, live	Daily assessment

18	2 (two hours)	.developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
19	2 (two hours)	• Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	The crime of Aljummaa prayer.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
20	2 (two hours)	• Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Shabaan, revolution 1991.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

				appropriate solutions.	
21	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The violations of human rights, the decisions of the Iraqi Court.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
22	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Chapter four4: mass graves. The concepts, and description.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
23	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. 	The mass grave of the happy of Ma revolution 1963.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests /

	hours)	<ul style="list-style-type: none"> • The ability to comprehend. 		classroom exercises to participate in finding appropriate solutions.	homework and preparation of research reports.
24	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Mass graves of the Iraqi-iranian war in 1980.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
25	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Tim classification of mass graves in Iraq) (1979-2003)	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • Developing students' ability to describe and analyze, and developing 	The mass graves of Iraqi-Iranian war in 1980.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion	Daily assessment through daily discussions and participation/ practical problems/daily,

26	2 (two hours)	<p>descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
27	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The mass graves of alnafil case 19787.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
28	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The mass graves of the happens to the barazanins, kurdin 1983.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. •Developing 	The mass graves of happens of	Lectures and discussions, live and online	Daily assessment through daily

29	2 (two hours)	<p>students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 	shabaan revolution in 1991.	education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
30	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Mass graves (some models).	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

11. Course Evaluation

The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Semi-annual written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is a vocabulary for the subject and there is no specific curriculum book from the Ministry of Education.
Main references (sources)	<p>The course will draw on numerous relevant sources, the most important of works.</p> <ol style="list-style-type: none"> 1- Archives of the political prisoners corporations. 2- Archives of martyrs corporation.

	3- The United Nations official website.
Recommended books and references (scientific journals, reports...)	1- Ayman Abdel Aziz Salamah, international liability in the crime of Cenocide. 2_ Qais Nasser ZahiAbdelHadiAl-Hatim, cognitive foundation for the study of the crimes of ba'ath party 2023.
Electronic References, Websites	1. Saleem matar, Iraqi ecology encyclopedia, 2010. 2. Human Development Reports, via the website https://www.un.org/ar/esa/hdr 3_AbbasAtiaAlqurashi, the documentary encyclopedia of the mass graves. 4_ Read Abis, United Nations reports in condemning the ba'ath regime with the violations of human rights 1991. 5. Reliance on various research and reports from the internet, in addition to relying on research and books published on international websites such as Research Gate, Scopus, and others.



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أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

10. computer principle

Course Description Form

1. Course name					
computer principles					
2. course code					
105COMP					
3. year / class					
2024-2025					
4. description of this of preparation date					
5-9-2024					
5. Attendance forms					
My attendance					
6. (number of school hours (total)/ number of units (total					
average an , per week one hour ساعة of 30 . per year hours					
7. (Name of the course administrator (if more than one name is mentioned					
Name : Ahmed Yassien Mohammed					
email : ahmedyassin@uomosul.edu.iq					
8. course					
<ul style="list-style-type: none"> are to introduce the student to the computer and what its characteristics and features are Familiarize the student with the basic components of the computer Familiarize the student with the most important parts of the basic computer components about the most popular operating systems and what are their basic functions 					objectives the objectives of the rsecou
9. Teaching and learning strategies					
1- strategic e 2- learning video lectures- 3- research groups 4- use (the) internet to get additional information 5- ousing schemes for websites of international organizations Direct br 6- research posters 7- scientific competitions					Teaching and learning strategies
10. course structure					
method evaluation method	learning	unit name or subject	required learning outputs	hours	week

the Mayadecided Bthe intention of					
not to week	hours	required learning	subject or course	education by an	the wayof rating
1	one	assessment of the	program text	education attend	tests of the

	hour	student's weekly / discussions of the theory of	editor	my lectures and video	editorial /Oral and duties of home and prepare Research reports
2	one hour	assessment of the student's weekly / discussions of the theory	features the application	of education to attend -my+built lectures, video	tests, written ies, oral, dut/ assignments, and reporting research
3	one hour	assessment of the student's weekly / discussions of the theory and	a review of the above + written examination	education my -presence+built lectures, video	shortcuts Editing /Oral and duties of home and epare pr Research reports
4	one hour	assessment of the student's weekly / discussions of the theory of	operation of the program	of Education attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
5	one hour	t of the assessmen student's weekly / discussions of the theory of	the interface of the program	of Education attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
6	one hour	assessment of the student's weekly / of the Discussions theory	straps basic	education my -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting research
7	one hour	assessment of the student's weekly / discussions of the 'theory	change the text direction	of Education nd atte -my+built lectures, video	tests written oral and / duties of home and prepare Research reports
8	One hour	assessment of the student's weekly / discussions, view the	text format	of Education attend -my+built lectures, video	tests, written oral, duties, / signments, as and reporting research
9	one hour	assessment of the student's weekly / discussions of the	a review of the above + written examination	education my -presence+built lectures, video	tests, written oral, duties, / assignments,

		theory and			g and reportin research
10	one hour	assessment of the student's weekly / Discussions of the 'theory	change the size, 'color	Education, attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
11	one hour	assessment of the s weekly / 'student theoretical discussions	and documents	education to attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
12	one hour	assessment of the student's weekly / discussions of the theory of	coordination of he paragraphst	of Education attend -my+built lectures, video	shortcuts Editing /Oral and duties of home and prepare Research reports
13	one hour	assessment of the student's weekly / discussions of the theory of the	restoration of the numbered paragraphs	Education of attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
14	one hour	assessment of the student's weekly / discussions of the theory of	inclusions	education my -presence+built lectures, video	n tests, writte oral, duties, / assignments, and reporting research
15	one hour	assessment of the student's weekly / Discussions of the theory and	a review of the above + written examination	education my -presence+built lectures, video	tests, written oral, duties, / ents, assignm and reporting research
16	one hour	assessment of the student's weekly / discussions of the theory	stuff	education my -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting research
17	one hour	assessment of the s weekly / 'student discussions of the theory of	symbols	education my -presence.+Built lectures, video	tests, written oral, duties, / assignments, and reporting research
18	one hour	assessment of the student's weekly / theoretical	inclusion of a sound	ation to educ attend -my+built	tests, written oral, duties, / assignments,

		discussions		lectures, video	and reporting research
19	one hour	assessment of the student's weekly / theoretical discussions	included charts	education to attend my lectures and video	tests of the rial /Oral edito and duties of home and prepare Research reports
20	one hour	assessment of the student's weekly / discussions of the theory of	creating table	education my -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting archrese
21	one hour	assessment of the student's weekly / discussions of the theory and	a review of the above + written examination	education my -presence+built lectures, video	shortcuts Editing /Oral and duties of home and prepare Research reports
22	one hour	sessment of the as student's weekly / theoretical discussions	add columns and rows	the education my -presence+built lectures, video	tests written oral and / duties of home and prepare Research reports
23	One H	assessment of the student's weekly / the discussions of theory and	delete columns and rows	of the education my -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting research
24	one hour	assessment of the student's weekly / theoretical discussions	to merge cells	y education, m -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting research
25	one hour	assessment of the student's weekly / discussions of the theory of	dividing cells	education my -presence.+Built lectures, video	tests, written duties, ,oral/ assignments, and reporting research
26	one hour	assessment of the student's weekly / theoretical discussions	insert data to table	education my -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting research

27	one hour	assessment of the student's weekly / discussions of the theory and	a review of the above + written examination	education my -presence+built lectures, video	shortcuts Editing /Oral and duties of home and prepare Research reports
28	one hour	f the assessment o student's weekly / discussions of the theory of the	introduction of - auto	education attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
29	one hour	assessment of the student's weekly / discussions of the theory and	formats the table	of Education attend -my+built lectures, video	tests, written oral, duties, / assignments, and reporting research
30	one hour	assessment of the student's weekly / Discussions of 'theory	practical exercises and tests	education my -presence+built lectures, video	tests, written oral, duties, / assignments, and reporting research

.Evaluation of the course	
out of of the grade distribution100as daily such to the student assigned to the tasks according Etc and reports written exams , nthlymo , oral , preparation, daily	
2. Learning and teaching resources	
Office and its computer basics	(required textbooks (methodology if any
of the ministry the vocabulary on relying ctronic computing of the ele curriculum the University at center	(applications main references (sources
	of books and supporting references that are (....recommended (scientific journals, reports
	Electronic references, Internet sites



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أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

11. Headway

Course Description Form

1. Course Name:					
Headway					
2. Course Code:					

3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
Daily attendance according to the scheduled schedule 4-9-2024					
5. Available Attendance Forms:					
Annual system					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 hour					
7. Course administrator's name (mention all, if more than one name)					
Name: Nawar Basil Mahfoudh Email: nawar92b92nb@gmail.com					
8. Course Objectives					
Course Objectives		<p>Introducing the subject of the history and development of international relations from the Middle Ages to the end of the twentieth century, as well as clarification</p> <p>And interpreting the most important international and modern problems and issues that affect and are affected by international relations, in order to bring the student to a high degree of political, intellectual and historical awareness to analyze the events and developments that occur in the world in this era.</p> <p>Modern and contemporary and try to judge them objectively.</p>			
9. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Using political and geographical maps of Europe and the world as a means of educational illustration. 2. E-learning via Google Classroom. 3. Video lectures. 4. Scientific competitions. 5. Distributing students into teams and conducting practical workshops on the lecture topic. 6. Showing video documentaries. 7. Present the material in PowerPoint. 			
10. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic	Teaching Method	Assessment Method

			Title		
1	1	Present tense	1	declamation	ask questions
2	1	SIMPLE	1	declamation	ask questions
3	1	SIMPLE AFFIRMATIVE	1	declamation	ask questions
4	1	NEGATIVE	2	declamation	ask questions
5	1	QUSTION	2	declamation	ask questions
6	1	CONTINUOUS IES	3	declamation	ask questions
7	1	CONTINOUSE AFFIRMATIVE	3	declamation	ask questions
8	1	CONTINOUSE AFFIRMATIVE	3	declamation	ask questions
9	1	CONTINOUSE NEGATIVE	4	declamation	ask questions
10	1	PAST SIMPLE	4	declamation	ask questions
11	1	PAST CONTINUOUS	4	declamation	ask questions
12	1	Present perfect	5	declamation	ask questions
13	1	PRESENT PERFECT	5	declamation	ask questions
14	1	PERFECT CONTINUOUS		declamation	ask questions

15	1	PAST PERFECT		declamation	ask questions
16	1	PAST PERFECT CONTINUOUS	6	Declamation	ask questions
17	1	ERNAST HEMINGWAY	6	Declamation	ask questions
18	1	ERNAST HEMINGWAY	7	Declamation	ask questions
19	1	QUESTIONS OF HEMINGWAY	7	Declamation	ask questions
20	1	Conjunction	7	Declamation	ask questions
21	1	Present tense	8	declamation	ask questions
23	1	SIMPLE	8	declamation	ask questions
24	1	SIMPLE AFFIRMATIVE	8	declamation	ask questions
25	1	SIMPLE AFFIRMATIVE	8	declamation	ask questions
26	1	NEGATIVE	8	declamation	ask questions
27	1	NEGATIVE	8	declamation	ask questions
28	1	Wh question	8	declamation	ask questions
29	1	Yes no question	8	declamation	ask questions
30	1	Final exam			

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

1. Written tests (semi-annual - annual).
2. Oral tests (daily - weekly).
3. Homework from Google Classroom
4. Preparing research reports.

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Elementary
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

Third: Description of the curriculum for the third stage of study

1. Introduction to the study of strategy

Course Description Form

1. name The rapporteur	
Introduction to the Study of Strategy	
2. code The decision	
325STRA	
3. the chapter / year	
2024-2025	
4. date numbers this Description	
2024 /9/1	
5. Shapes the audience Available	
Education Hadhuri	
6. number watches Academic (Total)/Number Units (kidney)	
Weekly 3 hours- total 90 hours	
7. name responsible The rapporteur Academic (if more from name It is mentioned	
the name/.A.M.D Muhamad Muyasar Fathi /Email: mohamed-kamosh@uomosul.edu.iq the name/ M.D.Ali bashar bakr/ Email : Ali . Bashar.bakr@ uomosul.edu.iq	
8. Goals The rapporteur	
<ul style="list-style-type: none"> • Definition With knowledge Strategy Delusional His hypotheses And acquisition the Hara in formulation And application Strategy. • study Most important Theories Geopolitics and theories Geostrategy and its applications in Strategies Forces International • knowledge steps formulation Strategies International And its goals. • study crises and methods circle crises International 	Goals The material Academic
9. Strategies education and learning	
<ol style="list-style-type: none"> 1. Use Maps Politics and geography Private In Europe and the world As one of means Clarification Educational. 2. education electronic via program Google Classroom 3. Lectures Video. 4. Competitions Scientific. 5. Distribution Students on appearance difference And work Workshops Applied around topic The lecture. 6. An offer Movies Documentary Video. 7. An offer The material In a way PowerPoint. 	Strategy

10. Course structure					
The week	wa tch es	Required learning outcomes	Name of unit or topic	Learning method	Evaluation method
1	3	Weekly student evaluation and theoretical discussions	Defining strategy: science and art	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
2		Weekly student evaluation and theoretical discussions	Principles of preparing strategic plans	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
3		Weekly student evaluation and theoretical discussions	StrategyNationalism and militarism	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
4		Weekly student evaluation and theoretical discussions	Strategymilitary and nationalism	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
5		Weekly student evaluation and theoretical discussions	Conceptual introductFor geometryand geographyPolitics	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
6		Weekly student evaluation and theoretical discussions	The difference between geopolitics and geopolitics	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
7		Weekly student evaluation and theoretical discussions	Theorists thought Geopolitical	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
8		Weekly student evaluation and theoretical discussions	FriedrichRatzel Rudolf Kellen	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
9		Weekly student	CarlHouseHoover	Education	Written and oral

		evaluation and theoretical discussions	Ratzel	attendance and use of videos and maps	tests, periodic reports, and homework throughout the year
10		Weekly student evaluation and theoretical discussions	oristsThethought Geostrategy	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
11		Weekly student evaluation and theoretical discussions	MacedonianNew	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
12		Weekly student evaluation and theoretical discussions	Warand conflicts Strategies confrontation traditional	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
13		Weekly student evaluation and theoretical discussions	Strategynuclear	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
14		Weekly student evaluation and theoretical discussions	Strategy Information technology	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
15		Weekly student evaluation and theoretical discussions	strategy deterrence traditional•Manifes tations stabilityrelativeTo deter	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
16		Weekly student evaluation and theoretical discussions	Thecrisis Internationaland methodsIts management	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
17		Weekly student evaluation and theoretical discussions	industry resolutionThe crisis	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year

18	Weekly student evaluation and theoretical discussions	Strategies administrationThe crisis	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
19	Weekly student evaluation and theoretical discussions	StrategyIsraeli•StrategyEuropean	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
20	Weekly student evaluation and theoretical discussions	StrategyRussian StrategyAmerican	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
21	Weekly student evaluation and theoretical discussions	StrategyChinese	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
22	Weekly student evaluation and theoretical discussions	RateAnd review General	Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
23	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
24	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
25	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
26	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
27	Weekly student		Education	Written and oral

	evaluation and theoretical discussions		attendance and use of videos and maps	tests, periodic reports, and homework throughout the year
28	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
29	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year
30	Weekly student evaluation and theoretical discussions		Education attendance and use of videos and maps	Written and oral tests, periodic reports, and homework throughout the year

11. evaluation The rapporteur

Distribution degree from 100 on according to Tasks The person in charge With it The student like Preparation Daily and exams Daily and oral And monthly and editorial and reportsetc.

1. Tests Editorial (half Annually (annual).
2. Tests Oral (Daily - Weekly).
3. Duties Home from location (Google classroom)
4. numbers Reports Research.

12. sources learning and teaching

books The rapporteur Required (Methodology that I found)	1-Abdul Qader Muhammad Fahmy / Introduction to the Study of Strategy/2-Kazem Hashem Nemah / A Brief History of Strategy.
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books References chock that Recommended With it (Magazines scientific, Reports....)	ThomasLucy/Strategies -Jean-Chilling/Saint .of Conflict, The Art of War
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the reviewer Electronic , Sites Internet	1-TheInstituteInternational/For studies2-TheAssociationPublicFor sciencePolitics
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أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

2. Public Policy

Course Description Form

1. Course Name:					
Public Policy					
2. Course Code:					
318pp					
3. Semester / Year					
:2025/2024					
4. Description Preparation Date:					
2024/9/1					
5. Available Attendance Forms:					
In-person education					
6. Number of Credit Hours (Total) / Number of Units (Total):					
3hours- 90 Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Assistant Professor Dr. Yazen Khalook Mohammed Sajed					
Email: dr_yazenkhalook@uomosul.edu.iq					
Name:Saad shihab Ahmed					
Email:saad.ahmed@uomosul.edu.iq					
8. Course Objectives					
Defining public policy, its concept, characteristics, stages of drawing it up, mechanism of implementation, methods of analyzing and evaluating it Attempting to study realistic models of public policies in terms of their creation and the factors affecting them Developing the student's skills in economic and political analysis Bringing theoretical study closer to current reality					
9. Teaching and Learning Strategies					
Strategy		1. Using political and geographical maps of Europe and the world as one of the educational means of clarification. 2. E-learning via Google Classroom 3. Video lectures. 4. Scientific competitions. 5. Distributing students into teams and conducting practical workshops on the lecture topic. 6. Showing video documentaries. 7. Presenting the material in PowerPoint.			
10. Course Structure					
We ek	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	3hours	Weekly student evaluation / theoretical discussions	Definition of public policy and some terms related to the subject	In-person education, video lectures and the use of maps	Written/oral tests, homework and research report preparation
2	3hours		Public Policy Environment		
3	3hours		Social Environment		
4	3hours		Cultural Environment		
5	3hours		Geographical Environment		
6	3hours		Economic Environment		
7	3hours		Political Environment		
8	3hours		International Environment		
9	3hours		Approaches to the Study of Public Policy		
10	3hours		Political Systems Theory		
11	3hours		Group Theory		
12	3 hours		Elite Theory		
13	3hours		Institutional Theory		
14	3hours		Functional Process Theory		
15	3hours		Stages of Public Policy Making		
16	3hours		Defining the Public Problem		
17	3hours		Raising the Government's		
18	3hours		Interest and Including the Problem in its Agenda		
19	3hours		Preparing and Approving		
20	3hours		Public Policy Proposals		

21	3hours		Student Discussion + Examination		
22	3hours		Implementation of Public Policy		
23	3hours		Requirements for Implementing Public Policy		
24	3hours		Proper Implementation of Public Policy		
25	3hours		Proper Implementation of Public Policy		
26	3hours		Authorities Implementing Public Policy		
27	3hours		Compliance with Public Policy		
28	3hours		Public Policy Analysis and Its Objectives		
29	3hours		Public Policy Analysis Methods		
30	3hours		Public Policy Evaluation and Its Importance Types of Evaluation and Its Obstacles Student discussion + exam		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

1. Written tests (semi-annual - annual).
2. Oral tests (daily - weekly).
3. Homework from Google Classroom
4. Preparing research reports.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is no curriculum book from the ministry - only vocabulary from the ministry
Main references (sources)	Khairy Abdel Qawi, Public

	Policy Study
Recommended books and references (scientific journals, reports...)	James Anderson, Public Policy Making
Electronic References, Websites	https://publicpolicy.com



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

3. Political systems in Asia and Africa

Course Description Form

1. Course Name:	
Political Systems in Asia and Africa	
2. Course Code:	
PSAA319	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
2024/9/7	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(3) hours per week / The total number of hours and academic units is (90) hours and academic units.	
7. Course administrator's name (mention all, if more than one name)	
Name: Assistant Professor Mohammed Saleh Shutaib Email: mohammedshteeb@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	|| Introducing political issues facing countries in Asia and Africa, followed by examples of political systems in these regions, understanding how these systems are formed, how political decisions are made, and the challenges they face.
	|| Developing students' skills in economic and political analysis.
	|| Bridging the gap between theoretical study and current reality.
	|| Striving to cultivate students' creative thinking by enhancing their ability to recall stored information or experiences and propose quick alternatives, as well as fostering their cognitive thinking.
	|| Aiming to establish a scientific foundation in the study of political systems and identify their characteristics and features.
	|| Understanding the key problems and challenges facing political systems in Asia and Africa.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Lectures accompanied by explanation and clarification. 2. Discussion and brainstorming. 3. Using illustrative and practical examples to enrich the scientific content.

	4. Discussion sessions and research groups. 5. Scientific competitions. 6. Research papers and analytical reports, along with their discussion and evaluation. 7. Presenting the material using PowerPoint. 8. Utilizing e-learning through Google Classroom.
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10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours	<ul style="list-style-type: none"> || Understanding the key issues of political systems in African and Asian countries. || Weekly student assessment through theoretical discussions. || Knowledge and understanding of the functioning of the three branches of government. || Developing students' ability to describe, analyze, and enhance descriptive skills. || The ability to distinguish and compare these systems. || The ability to comprehend. 	Introduction to the political system / The phenomenon of searching for a political system.	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
2	3 hours	<ul style="list-style-type: none"> || Understanding the key issues of political systems in African and Asian countries. || Weekly student assessment through theoretical discussions. || Knowledge and understanding of the functioning of the three branches of government. || Developing students' 	Presenting a summary of some of the problems facing these two continents / Political development / Military coups.	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final

		<p>ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>			<p>basis/ homework assignments and preparation of research reports.</p>
3	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	Part One: Political Systems in Asia	Direct and online learning, video lectures, and the use of maps	<p>Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
4	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive</p>	General Characteristics of the Asian Continent: Geographical, Social, and Economic	Direct and online learning, video lectures, and the use of maps	<p>Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and</p>

		<p>skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>			preparation of research reports.
5	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	Political Developments in Asia	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
6	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p>	The Political System in China - The Role of the Communist Party	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research

		<p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>			reports.
7	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>□ The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	The Central Committee - The Political Bureau - The Standing Committee	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
8	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish</p>	State Institutions : Legislative Authority - Executive Authority The Relationship Between the Branches of Government	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.

		and compare these systems. || The ability to comprehend.			
9	3 hours	<ul style="list-style-type: none"> || Understanding the key issues of political systems in African and Asian countries. || Weekly student assessment through theoretical discussions. || Knowledge and understanding of the functioning of the three branches of government. || Developing students' ability to describe, analyze, and enhance descriptive skills. || The ability to distinguish and compare these systems. || The ability to comprehend. 	The Electoral System - The Role of the Military Institution	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
10	3 hours	<ul style="list-style-type: none"> || Understanding the key issues of political systems in African and Asian countries. || Weekly student assessment through theoretical discussions. || Knowledge and understanding of the functioning of the three branches of government. || Developing students' ability to describe, analyze, and enhance descriptive skills. || The ability to distinguish and compare these systems. 	Problems of the Political System in China	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.

		<ul style="list-style-type: none"> □ The ability to comprehend. 			
11	3 hours	<ul style="list-style-type: none"> □ Understanding the key issues of political systems in African and Asian countries. □ Weekly student assessment through theoretical discussions. □ Knowledge and understanding of the functioning of the three branches of government. □ Developing students' ability to describe, analyze, and enhance descriptive skills. □ The ability to distinguish and compare these systems. □ The ability to comprehend. 	The Political System in India: Central Government Institutions Executive Authority	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
12	3 hours	<ul style="list-style-type: none"> □ Understanding the key issues of political systems in African and Asian countries. □ Weekly student assessment through theoretical discussions. □ Knowledge and understanding of the functioning of the three branches of government. □ Developing students' ability to describe, analyze, and enhance descriptive skills. □ The ability to distinguish and compare these systems. □ The ability to comprehend. 	The Relationship Between the Branches of Government The Electoral System Political and Party Forces	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.

13	3 hours	<ul style="list-style-type: none"> □ Understanding the key issues of political systems in African and Asian countries. □ Weekly student assessment through theoretical discussions. □ Knowledge and understanding of the functioning of the three branches of government. □ Developing students' ability to describe, analyze, and enhance descriptive skills. □ The ability to distinguish and compare these systems. □ The ability to comprehend. 	The Regional and International Environment Influencing the System	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
14	3 hours	<ul style="list-style-type: none"> □ Understanding the key issues of political systems in African and Asian countries. □ Weekly student assessment through theoretical discussions. □ Knowledge and understanding of the functioning of the three branches of government. □ Developing students' ability to describe, analyze, and enhance descriptive skills. □ The ability to distinguish and compare these systems. □ The ability to comprehend. 	The Political System in Indonesia Legislative and Executive Authority	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
15	3 hours	<ul style="list-style-type: none"> □ Understanding the key issues of political systems in 	The Role of the	Direct and online	Daily assessment

		<p>African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	<p>People's Assembly</p> <p>The Role of the Military Institution</p> <p>The Electoral System</p>	<p>learning, video lectures, and the use of maps</p>	<p>through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
16	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	<p>The Regional and International Environment Influencing the System</p>	<p>Direct and online learning, video lectures, and the use of maps</p>	<p>Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
17	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p>	<p>Part Two: Political Systems in</p>	<p>Direct and online learning, video</p>	<p>Daily assessment through discussions</p>

		<p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	Africa	lectures, and the use of maps	and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
18	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	Pre-Independence Stage: Characteristics Post-Independence Stage: Main Forms	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
19	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through</p>	Internal and External Challenges	Direct and online learning, video lectures, and the use	Daily assessment through discussions and daily participation/

		<p>theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	Facing African Systems	of maps	<p>practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
20	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	Democratic Transition in the African Continent The Electoral System		<p>Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
21	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p>	Presidential Model (Nigeria) - Political History	Direct and online learning, video lectures, and the use of maps	<p>Daily assessment through discussions and daily participation/ practical issues/ written</p>

		<p>II Knowledge and understanding of the functioning of the three branches of government.</p> <p>II Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>II The ability to distinguish and compare these systems.</p> <p>II The ability to comprehend.</p>			and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
22	3 hours	<p>II Understanding the key issues of political systems in African and Asian countries.</p> <p>II Weekly student assessment through theoretical discussions.</p> <p>II Knowledge and understanding of the functioning of the three branches of government.</p> <p>II Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>II The ability to distinguish and compare these systems.</p> <p>II The ability to comprehend.</p>	Stages of Political Development in Nigeria Democratic Transition	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
23	3 hours	<p>II Understanding the key issues of political systems in African and Asian countries.</p> <p>II Weekly student assessment through theoretical discussions.</p> <p>II Knowledge and understanding of the</p>	Government Institutions Challenges Facing Nigeria	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily,

		<p>functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>			<p>quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
24	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	The Political System in Tanzania: Political Development	Direct and online learning, video lectures, and the use of maps	<p>Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.</p>
25	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three</p>	Characteristics of the Political System in Tanzania Political Institutions	Direct and online learning, video lectures, and the use of maps	<p>Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual,</p>

		<p>branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>			and final basis/ homework assignments and preparation of research reports.
26	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p> <p>|| Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>|| The ability to distinguish and compare these systems.</p> <p>|| The ability to comprehend.</p>	The Developmental Experience – Challenges Facing the Tanzanian Political System	Direct and online learning, video lectures, and the use of maps	**Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.**
27	3 hours	<p>|| Understanding the key issues of political systems in African and Asian countries.</p> <p>|| Weekly student assessment through theoretical discussions.</p> <p>|| Knowledge and understanding of the functioning of the three branches of government.</p>	The Political System in South Africa - Political Development	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/

		<p>I Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>II The ability to distinguish and compare these systems.</p> <p>III The ability to comprehend.</p>			homework assignments and preparation of research reports.
28	3 hours	<p>I Understanding the key issues of political systems in African and Asian countries.</p> <p>II Weekly student assessment through theoretical discussions.</p> <p>III Knowledge and understanding of the functioning of the three branches of government.</p> <p>IV Developing students' ability to describe, analyze, and enhance descriptive skills.</p> <p>V The ability to distinguish and compare these systems.</p> <p>VI The ability to comprehend.</p>	Social Structure - Political System	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
29	3 hours	<p>I Understanding the key issues of political systems in African and Asian countries.</p> <p>II Weekly student assessment through theoretical discussions.</p> <p>III Knowledge and understanding of the functioning of the three branches of government.</p> <p>IV Developing students' ability to describe, analyze,</p>	Democratic Transition After 1991 - The Role of Political Elites	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments

		and enhance descriptive skills. || The ability to distinguish and compare these systems. || The ability to comprehend.			and preparation of research reports.
30	3 hours	|| Understanding the key issues of political systems in African and Asian countries. || Weekly student assessment through theoretical discussions. || Knowledge and understanding of the functioning of the three branches of government. || Developing students' ability to describe, analyze, and enhance descriptive skills. || The ability to distinguish and compare these systems. || The ability to comprehend.	Challenges Facing the Political System	Direct and online learning, video lectures, and the use of maps	Daily assessment through discussions and daily participation/ practical issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports.
11. Course Evaluation					
The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows: 1. Daily, weekly, and monthly written and oral tests and research reports (20%) 2. Semi-annual written tests (20%) 3. End-of-year written tests (60%)					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			There is no official textbook from the ministry, only vocabulary provided by the ministry.		
Main references (sources)			1- Studies in African Political Systems, Dr. Hamdi Abdel Rahman Hassan 2- Political Parties and Political Practice, Dr. Ahmed Al-Sabbagh 3- Political Pluralism in Asia, Dr. Raghad		

	Nasif Jassim
Recommended books and references (scientific journals, reports...)	<p>1- Hamdi Abdel Rahman, Modern Trends in the Study of Political Systems, with African Systems as a Model.</p> <p>2- Sami Al-Qaisi, Political Developments in India.</p> <p>3- Ahmed Aqla Al-Mu'mini, Regional Geography of the World: The Asian Continent.</p>
Electronic References, Websites	<p>1- Freedom Onyoha, Paths of Democratic Transition in Africa: Successes and Failures- https://studies.aljazeera.net/ar/report</p> <p>2- Ahmed Abdel Rahman, The Case of Democratic Transition in Africa https://qiraatafrican.com/wp-content/uploads/2023/8</p> <p>3-. Relying on various research papers and reports from the internet, as well as published research and books available on global online platforms such as ResearchGate, Scopus, and others.</p> <p>4- Scientific journals on the Iraqi, Egyptian, and Algerian academic journal websites.</p> <p>5- - The Scientific Journal of the Faculty of Economic Studies and Political Science, Faculty of Economics and Political Science, Cairo University, available at: https://esalexu.journals.ekb.eg</p>



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

4. Arab Islamic political thought

Course Description Form

1.	Name of Rapporteur
	Arab Islamic political thought
2.	Symbol of decision
	323AIPT
3.	Chapter/year
	2024-2025
4.	Date of preparation of this description
	11/9/2024
5.	Forms of presence available
	Integrated + Inclusive Education
6.	Number of hours (total)/ number of units (total)
	(3) hours per week/ the number of hours required for the implementation of the course material is (90) hours.
7.	Name of the course administrator (if more than one name is mentioned)
	Dr. Ali Ghanem Hamid altaee email: dr.alighanimhamid@uomosul.edu.iq
8.	Objectives of the decision
1-	Basic knowledge of Arab-Islamic political thought in terms of the most prominent thinkers and their ideas, as well as the most prominent Arab-Islamic political concepts.
2-	Identify the main schools and intellectual trends in Arab-Islamic political thought.
3-	Dialogue and discussions regarding criticism of Islamic political ideas.
4-	Attempt to link Arab-Islamic political thought with contemporary Islamic political reality, in an effort to link theory with practice.
9.	Teaching and learning strategies

<ol style="list-style-type: none"> 1. Using political and geographical maps of Europe and the world as a means of educational illustration. 2. Google classroom 3. Video lectures. 4. Scientific competitions. 5. Distribution of students in the form of teams and practical workshops on the subject of the lecture. 6. Show video documentaries. 7. View the material in a PowerPoint way. 	Strategy
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10. Structure of the decision

Method of assessment	Method of education	Name of unit/course or subject	Required learning outcomes	Hours	The week
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	The nature of Arab-Islamic political thought, its sources and characteristics	Weekly student assessment /theoretical discussions	3	1
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Al-Farabi The human society, its types and the utopian city in its thought	Weekly student assessment /theoretical discussions	3	2
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Ibn Sina Society and the City in Ibn Sina's Thought The Caliph and Confronting Enemies and Those Who Oppose the Sunnah	Weekly student assessment /theoretical discussions	3	3
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Mineral oil Their terms and conditions	Weekly student assessment /theoretical discussions	3 (ساعات)	4
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Al-Mawardi Ministry and Emirate	Weekly student assessment /theoretical discussions	3 (ساعات)	5
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Al-Mawardi Types of Kingship and Political Practice	Weekly student assessment /theoretical discussions	3 (ساعات)	6

Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Judge Abdul Jabbar al-Mu'tazili His Political Ideas	Weekly student assessment /theoretical discussions	3	7
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	The Sheriff ordered His political ideas	Weekly student assessment /theoretical discussions	3	8
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Son of them Humanitarian Meeting and Governance	Weekly student assessment /theoretical discussions	3	9
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Son of them The concept of the state, its creation and its stages	Weekly student assessment /theoretical discussions	3	10
Written/oral tests, homework assignments and preparation of research reports	Education is inclusive + inclusive	Son of Blue The nerve and the king and the succession	Weekly student assessment /theoretical discussions	3)	11
Written/oral tests and homework	Education is inclusive + inclusive	Son of Blue Conditions of Imamate, obedience and Sultan	Weekly student assessment /theoretical discussions	3	12
Written/oral tests and homework	Education is inclusive + inclusive	It's cold Liberal political thought and politics	Weekly student assessment /theoretical discussions	3 ()	13
Written/oral tests and homework	Education is inclusive + inclusive	It's cold The theory of separation of powers, the judiciary and the ruler	Weekly student assessment /theoretical discussions	3	14
Written/oral tests and homework	Education is inclusive + inclusive	It's cold Freedom, equality and the issue of going out of power	Weekly student assessment /theoretical	3 (ساعات)	15

			discussions		
Written/oral tests and homework	Education is inclusive + inclusive	The Afghan beauty Western methods of intervention and appropriation	Weekly student assessment /theoretical discussions	3)	16
Written/oral tests and homework	Education is inclusive + inclusive	The Afghan beauty Constitutional rule, consultation, unity and sovereignty	Weekly student assessment /theoretical discussions	3 (س)	17
Written/oral tests and homework	Education is inclusive + inclusive	The Afghan beauty Revolution, intolerance and the importance of language in advancement and glory	Weekly student assessment /theoretical discussions	3 (ساعات)	18
Written/oral tests and homework	Education is inclusive + inclusive	The Afghan beauty Prophecy and philosophy	Weekly student assessment /theoretical discussions	3 (ساعات)	19
Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Abdo His influence on Afghanistan, his approach and the concept of the homeland	Weekly student assessment /theoretical discussions	3 (ساعات)	20
Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Abdo His position on secularism, modern laws, sexual intolerance and religious intolerance	Weekly student assessment /theoretical discussions	3 (ساعات)	21
Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Abdo Shura, religious reform, social solidarity and economic injustice	Weekly student assessment /theoretical discussions	3 (ساعات)	22
Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Abdo Amending the Egyptian Constitution and its position on the Ottoman Empire	Weekly student assessment /theoretical discussions	3 (ساعات)	23
Written/oral tests and homework	Education is inclusive	Abdul Rahman Al-	Weekly student	3 (	24

	+ inclusive	Kawakibi Reasons for the Weakness of the Nation, the Appropriate Roles of Nationalities, and the Concept of Freedom Parliamentary Councils, the Caliphate, and Autocratic Rule	assessment /theoretical discussions	ساعات)	
Written/oral tests and homework	Education is inclusive + inclusive	Abdul Rahman Al- Kawakibi Tyranny, Morality, and Religion Tyranny, Science, and Educat	Weekly student assessment /theoretical discussions	3 (ساعات)	25
Written/oral tests and homework	Education is inclusive + inclusive	Abdul Rahman Al- Kawakibi Glory, glorification, the idea of monotheism, and the rejection of tyranny	Weekly student assessment /theoretical discussions	3 (ساعات)	26
Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Rashid Rida Law, order and legislative authority	Weekly student assessment /theoretical discussions	3 (ساعات)	27

Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Rashid Rida Quoting from the West and calling for the unification of schools of jurisprudence	Weekly student assessment /theoretical discussions	3 (ساعات)	28
Written/oral tests and homework	Education is inclusive + inclusive	Mohammed Rashid Rida Jihad, the re-establishment of the state and the construction of the original caliphate	Weekly student assessment /theoretical discussions	3	29
Written/oral tests and homework	Education is inclusive + inclusive	General review of the decision	Weekly student assessment /theoretical discussions	3	30

1. Evaluation of the decision	
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.	
<ol style="list-style-type: none"> 1. Written tests (semi-annual). 2. Oral tests (daily - weekly). 3. (Google classroom) 4. Preparation of research reports. 	
2. Sources of learning and teaching	
There is a specific methodological book, the book of Arab-Islamic political thought, Jihad Taqi Sadiq.	Required books (methodology, if any)
<ol style="list-style-type: none"> 1. Muhammad Abu Ruman, Political Reform in Islamic Thought: Approaches, Forces, Priorities, and Strategies, Arab Network for Research and Publishing, Beirut, 1st ed., 2010. 2. Zaki Al-Milad, Islamic Thought: Readings and Reviews, Arab Network for Research and Publishing, Beirut, 1st ed., 2012. 3. Mohsen Abdel Hamid, Renewal of Islamic 	Principal references (sources)

Thought, International Institute of Islamic Thought, Virginia, 1st ed., 1995.	
1. Journal of Political Science, College of Political Science, University of Baghdad. 2. Journal of International Politics, College of Political Science, Al-Mustansiriya University. 3. Journal of International Politics, Al-Ahram Center for Political Studies, Cairo. 4. Journal of the Arab Future, Center for Arab Unity Studies, Beirut.	Recommended books and supporting references (scientific journals, reports...)
Books, research, and articles from the Internet, including: 1. The Higher Institute of Islamic Thought https://iiit.org/ar .	Electronic references, Internet sites



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

5. Modern Western political thought

Course Description Form

1. Course Name:					
Modern Western political thought					
2. Course Code:					
320MPT					
3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
11/9/2024					
5. Available Attendance Forms:					
In-person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
(3) Three hours per week / The number of hours required to implement the study material is (90) hours					
7. Course administrator's name (mention all, if more than one name)					
Lecture: Abed Shater Abdulrahman dr-abdshater@uomosul.edu.iq					
8. Course Objectives					
Course Objectives		1- This course aims to introduce the student to modern Western political thought and its relationship to political science and political philosophy. Enabling the student to understand the course of contemporary intellectual transformations and the impact of political thinkers and their contributions. 2- Developing the student's skills in political analysis. 3- Bringing the theoretical study closer to the current reality.			
9. Teaching and Learning Strategies					
Strategy		1. Lectures accompanied by explanation and clarification. 2. Discussion and brainstorming. 3. Video lectures. 4. Using illustrative and applied examples to enrich the scientific material. 5. Discussions and research groups. 6. Scientific competitions. 7. Theoretical and analytical research and reports, discussed and evaluated. 8. Presentation of the PowerPoint article. 9. Using e-learning via Google Classroom			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1	3 hours)	Weekly student evaluation/theoretical discussions	Introduction to political thought	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
2	3 hours)	Weekly student evaluation/theoretical discussions	Characteristics of the European Renaissance	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
3	3 hours)	Weekly student evaluation/theoretical discussions	Machiavelli's political thought	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
4	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of Thomas More	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
5	3 hours)	Weekly student evaluation/theoretical discussions	The political thought of Thomas More	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
6	3 hours)	Weekly student evaluation/theoretical discussions	Western political thought, Christian humanism	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
7	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of Martin Luther	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
8	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of John Calvin	Live and electronic education, video lectures, and the use of	Written/oral exams, homework assignments, and preparing

				maps	research reports
9	3 hours)	Weekly student evaluation/theoretical discussions	The political thought of the Monarchomaks	Live and electronic education, video lectures, and the use of maps	Written/or al exams, homework assignments, and preparing research reports
10	3 hours)	Weekly student evaluation/theoretical discussions	Political thought among the Jesuits	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
11	3 hours)	Weekly student evaluation/theoretical discussions	Characteristics of Western liberal political thought	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
12	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of John Locke 1	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
13	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of John Locke 2	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
14	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of Montesquieu 1	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports

15	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of Montesquieu 2	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
16	3 hours)	Weekly student evaluation/theoretical discussions	Voltaire's political thought	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
17	3 hours)	Weekly student evaluation/theoretical discussions	Political thought according to David Hume	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
18	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of Jean-Jacques Rousseau 1	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
19	3 hours)	Weekly student evaluation/theoretical discussions	The political thought of Edmund Breck	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
20	3 hours)	Weekly student evaluation/theoretical discussions	The political thought of Alexis Tocqueville	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
21	3 hours)	Weekly student evaluation/theoretical discussions	Political thought of John Stuart Mill	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
22	3 hours)	Weekly student evaluation/theoretical discussions	Hegel's political thought	Live and electronic education, video lectures, and the use of	Written/oral exams, homework assignments, and preparing

				maps	research reports
23	3 hours)	Weekly student evaluation/theoretical discussions	Utopian socialist ideas in France	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
24	3 hours)	Weekly student evaluation/theoretical discussions	Utopian socialist ideas in Germany	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
25	3 hours)	Weekly student evaluation/theoretical discussions	Utopian socialist ideas in England	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
26	3 hours)	Weekly student evaluation/theoretical discussions	Marxist socialist political thought 1	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
27	3 hours)	Weekly student evaluation/theoretical discussions	Marxist socialist political thought 2	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
28	3 hours)	Weekly student evaluation/theoretical discussions	Reformist socialist political thought	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
29	3 hours)	Weekly student evaluation/theoretical discussions	Socialist thought according to Edward Bernstein	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
30	3 hours)	Weekly student evaluation/theoretical	Socialist thought according to Jean Jaurès	Live and electronic education, video lectures,	Written/oral exams, homework assignments,

		discussions		and the use of maps	and preparing research reports
11. Course Evaluation					
1-Written tests (semi-annual - annual)					
2-Oral tests (daily - weekly)					
3- Homework from the college website (home work)					
4- Preparing research reports					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Modern Western Political Thought, Part One (Abdul Redha Al-Ta'an and Others			
Main References (sources)		<ol style="list-style-type: none"> 1. Ahmed Mohammed Al-Asbahi, "A Reading in the Development of Political Thought: Its Pioneers, Trends, and Issues," Part Three, Modern and Contemporary Western Political Thought, Amman, Al-Bashir House and Al-Risalah Foundation, 2000. 2. Jean-Jacques Chevallier, "History of Political Thought," translated by Mohammed Arab Mamila, Beirut, University Foundation for Studies, Publishing, and Distribution, 1985. 3. Donald Stromberg, "History of Modern European Thought (1601–1977)," translated by Ahmed Al-Shaibani, 3rd Edition, Cairo, Al-Qari Al-Arabi House, 1994. 4. Allen, J.W., A History of Political Thought in the 16th Century, London, Methun, 1967. 5. Breuilly, Nationalism and the State, Manchester, Manchester University Press, 1985. 			
<ol style="list-style-type: none"> 1. Journal of Political Science, University of Baghdad 2. Journal of Legal and Political Thought – Algeria 3. The Political Encyclopedia 4. Journal of Political Thought – Arab Writers Union, Damascus 		Research groups - workshops - video lectures			
<ol style="list-style-type: none"> 1. Digital Library – Al-Madinah International University http://dlibrary.mediun.edu.my/bib/202802 2. Noor Library https://www.noor-book.com/ 		Electronic teaching aids, electronic maps, and websites Relying on various research and reports from the International Information Network (the Internet). In addition to relying on research and books published on international websites such as Research Gate			

3. *Harmoon Center for
Contemporary Studies*
<https://www.harmoon.org>



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

6. International Economic Relations

Course Description Form

1. Course Name:	
International Economic Relations / Third academic stage	
2. Course Code:	
321IER	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The total number of study hours and units is (60) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Marwan Salem Ali Email: dr-marwanalali82@uomosul.edu.iq Name: Asst. Dr. Mohanad Hamid Abbas Email: mohanad.h.alsaleem@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	The course aims to provide a balanced scientific understanding of the foundations of international economic relations in a simplified and understandable manner, covering most of the terms and topics of interest to the student and which fall within the specializations of the initial university stage, striving to better understand and comprehend the basic components and principles of international economics.
	The course aims to consolidate scientific knowledge on the subject of international economic relations and foreign trade, identify their characteristics and features, and address theories of foreign trade and the nature of global economic systems.
	Striving to develop creative thinking in students, focusing on the ability to recall information or experiences stored in their minds and propose quick alternatives, as well as striving to develop their cognitive thinking.
	Developing students' skills in economic and political analysis by bridging theoretical studies with current reality in line with labor market requirements.
	Expanding the student's understanding of the foundations upon which the subject of international economic relations is based, identifying the variables that hinder international trade, and understanding what is meant by the exchange rate, balance of payments, and trade policy.
	The student should be able to identify each term in international

		economics and employ it in his studies or future field of work.			
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none">• Lectures accompanied by explanation and clarification.• Dialogue and group discussion strategies based on the exchange of ideas.• Brainstorming strategy.• Concrete examples strategy.• Learning by modeling strategy.• Educational portfolio strategy.• Project strategy: theoretical research and reports, their evaluation, and discussion.• Teaching strategy: mind and conceptual mapping.• E-learning strategy via Google Classroom and others.• Classroom exercises strategy to participate in finding appropriate solutions.• Group work or cooperative learning strategy.• Scientific competitions strategy.• Self-learning.• Scientific field visits.• Video lectures.• Using illustrative and applied examples to enrich the scientific material.• Discussion groups, seminars, workshops, and research groups.• A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any.• Presentation strategy: Present the material in PowerPoint format.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 (two hours)	<ul style="list-style-type: none">• Knowledge and understanding.• Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis.• Developing students' ability to describe and	Chapter One: The Concept of International Economic Relations and Their Importance	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		solutions.	
2	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Stages of development of the global economy and similarities and differences between internal and external economic relations	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
3	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international 	Factors causing the emergence and development of international economic relations	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and

		<p>economic variables. Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>preparation of research reports.</p>
4	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	<p>characteristics of international economic relations</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the 	<p>Completing the characteristics of international economic relations</p>	<p>Lectures and discussions, live and online education,</p>	<p>Daily assessment through daily discussions and participation/</p>

5	2 (two hours)	<p>true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
6	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. 	Chapter Two: Global CNMC Systems. Th Capital CNMC Systems	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		<ul style="list-style-type: none"> • The ability to comprehend. 			
7	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	socialist economic system	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
8	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to 	Mixed economic system and Islamic economic system	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		appropriate solutions.	
9	2 (two hours)	• Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Chapter Three: Foreign Trade Theories Traditional (Classical) Theories	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid- year and final written and oral tests / homework and preparation of research reports.
10	2 (two)	• Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link	Modern (neoclassical) theories	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid- year and final written and oral tests /

	hours)	<p>international economic variables. Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>homework and preparation of research reports.</p>
11	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Contemporary theories	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the 	Dependency theories (socialist school)	<p>Lectures and discussions, live and online</p>	<p>Daily assessment through daily discussions and</p>

12	2 (two hours)	<p>ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
13	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and 	Chapter Four: Exchange Rate	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		<p>compare.</p> <ul style="list-style-type: none"> • The ability to comprehend. 			
14	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	balance payments	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
15	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing 	Chapter Five: Methods of International Trade Policy.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<p>students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		finding appropriate solutions.	
16	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. <p>Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	International trade policy instruments.	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
17	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. <p>Learning to objectively and</p>	Chapter Six: International Economic Organizations International Monetary Fund	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and

	hours)	scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	oral tests / homework and preparation of research reports.
18	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	International Bank for Reconstruction and Development	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific 	World Trade Organization	Lectures and discussions, live and	Daily assessment through daily

19	2 (two hours)	<p>skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
20	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to 	<p>Chapter Seven: Good Governance, the Economics of Climate Change, Sustainable Development, and Energy Wars.</p> <p>- Good Governance</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		distinguish and compare. • The ability to comprehend.			
21	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Climate Change Economics	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
22	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. 	sustainable development	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<ul style="list-style-type: none"> •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		participate in finding appropriate solutions.	
23	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Energy Wars	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
24	2	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to 	Chapter Eight: New Regional Economic Blocs	Lectures and discussions, live and online education, video lectures, the use of concept maps, open	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final

	(two hours)	objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	written and oral tests / homework and preparation of research reports.
25	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	New regionalism: its concept, characteristics and levels	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. 	Models of new regional blocs	Lectures and discussions,	Daily assessment

26	2 (two hours)	<ul style="list-style-type: none"> • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	in the Americas	live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
27	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. 	New regional bloc models in the Asia-Pacific	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 			
28	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Models of new regional blocs in the African continent	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
29	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic 	Chapter Nine: Contemporary Global Economic Projects - The India-US-Middle East-Europe Global Trade Corridor	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		exercises to participate in finding appropriate solutions.	
30	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. Learning to objectively and scientifically link international economic variables. Learning successful scientific economic analysis. •Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Belt and Road Initiative - The New Levant Project	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

11. Course Evaluation

The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Semi-annual written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	There is a vocabulary for the subject and there is no specific curriculum book from the Ministry of Education.
Main references (sources)	<p>The course will draw on numerous relevant sources, the most important of which are:</p> <ol style="list-style-type: none"> 1. John Hudson and Mark Honder, International Economic Relations, translated by Taha Abdullah Mansour, Mars Publishing House, Egypt, 2023. 2. Hazem Hamad Musa Al-Janabi, International Economic Relations (Theories, Policies, Blocs, Digital Transformations), Academic Publishing Center, Sultanate of Oman, 2025. 3. Muhammad Fahmi Lahita, Egyptian Renaissance Library, Cairo, 2019. 4. Ali Hatem Al-Quraishi, International Economic Relations, Euphrates Basin Press, Iraq, 2020. 5. Faris Rashid Al-Bayati, A Brief Introduction to International Economic Relations, 2024. 6. Marwan Salem Al-Ali, New Regionalism and the International System, Al-Sanhouri Publishing House, Beirut, 2019. 7. Recent Sources: Books, research, and articles taken from the Internet
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. James Gerber et al., International Economics, Arab League Educational, Cultural and Scientific Organization, Tunis, 2014. 2. Hazem Hamad Musa Al-Janabi, International Economic Relations (Theories, Policies, Blocs, Digital Transformations), Academic Center for Publishing, Sultanate of Oman, 2025. 3. Reda Abdel Salam, International Economic Relations: From Theory to Practice, Dar Al Nahda Al Arabiya, Beirut, 2025. 4. Hazem El-Beblawi, The Contemporary International Economic System, World of Knowledge Series, National Council for Culture, Arts, and Letters, Kuwait, 1970. 5. Journal of Economic and Financial Research, Umm Al-Bouaq University. 6. Arab Journal of Economic Research, Arab Society for Economic Research in cooperation with the Center for Arab Unity Studies, Beirut. 7. Human Development Reports, United Nations Development Program. 8. Video Lectures.
Electronic References, Websites	<ol style="list-style-type: none"> 1. Electronic learning tools, maps, and websites. 2. Human Development Reports, via the website https://www.un.org/ar/esa/hdr 3. International Journal of Economic Studies, Arab Democratic Center, Berlin, via the website: https://democraticac.de/?page_id=50832 4. Journal of Human Development and Education for Specialized Research, Malaysian Institute of Science and Development, via

	<p>the website: https://jhdesr.misd.tech/?lang=ar 5. Scientific Journal of the Faculty of Economics and Political Science, Faculty of Economics and Political Science, Cairo University, via the website: https://esalexu.journals.ekb.eg 6. Reliance on various research and reports from the internet, in addition to relying on research and books published on international websites such as Research Gate, Scopus, and others.</p>
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أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

7. International organizations

Course Description Form

1 -Course name:						
Systems organizations						
2 -Course code:						
324 IO						
Year : Annual /						
/Annual System/ Phase III 2024-2025						
prepared at this description was:4-						
1-9-2024						
Available attendance forms:5-						
Presence						
(Number of study hours (total) / Number of units (total:6-						
60 / theoretical hours2theoretical hours per week / units 2						
onedName of the course administrator (if more than one name is menti:7-						
mohamedzuhair87@uomosul.edu.iq Assist Prof Dr Tareq Mohammed Dhannoon Al Taie						
Course objectives1-						
<p>firstudents understand, comprehend and acquire the nature of international organizations, the science and their importance in international relations and global politics, especially in international cooperation</p> <p>Expanding the reading , dialogue and discussion skills of political science students on the-topics of international organizations</p> <p>-xplaining the most important modern ideas and global and regional examples in the topicsE international organizations As a basis for international cooperation</p> <p>Enabling students to understand international organizations, their development an-types, and reducing students to the structures of global organizations such as the United Nations and int their types as a basis for moving the wheel of international relations and international cooperation</p> <p>roles played -to understand the To create an understanding and aware generation by enabling it by international organizations in the fields of international relations and international cooperation, achieving peace and security, economic cooperation, diplomacy, and developing globally cultural, social, and scientific relations</p>						
Teaching and learning strategies2-						
<p>-Interactive lecture</p> <p>-Brainstorming</p> <p>-Dialogue and discussion</p> <p>learning -Self</p> <p>.Education strategy planning collaborative concept</p>						
Course structure3-						
Evaluation method	Learning method	or topic Name of the unit	Required learning outcomes	Watches	The week	
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and	nition of the term Defi international organization	The student should be able to understand and explain the	2 theoretical	1	

	-discussion, self learning		phenomena related to the concept of international organization and its relationship with other concepts and its distinction from them		
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Historical origins of international organization	Enable the student to understand and interpret the historical origins of national the inter organization and its .development	2 theoretical	2
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	International organization between balance of power policy and collective stemsecurity sy	The student should be able to tand the unders presentation of information related to the international organization and how it developed according to the systems of balance of power and .collective security	2 theoretical	3
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	The nature of international organization	Enabling the student to understand and explain the nature of the international organization and its distinction from the mestic do organization	2 theoretical	4
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self nglearni	Legal personality of international organizations	To provide the student with basic information related to the legal personality of the international organization and the importance of it as a basis for practicing its work at the	2 theoretical	5

			.international level		
Short tests, homework, midterm exam	Interactive e, lectur brainstorming, dialogue and -discussion, self learning	Membership in international organizations	The student should be able to understand and explain the phenomena related to membership in international organizations and their origins	2 theoretical	6
Short tests , homework , midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Loss of membership	The student should be able to understand An explanation of how a state loses its membership in an international organization during of cases of loss . membership	2 theoretical	7
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	The problem of representation in international organizations	The student should be able to understand the problem of representation and s in its implication international .organizations	2 theoretical	8
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Voting problem	The student should be able to erstand the und problem of representation and its implications in international .organizations	2 theoretical	9
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self earningl	Classification of international organizations	Enabling the student to understand and comprehend the types of international organizations and the general foundations for classifying them as	2 theoretical	10

			.global and regional		
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	League of Nations	The student will be familiar with and understand how the League of Nations was formed as an example of a comprehensive global organization for maintaining peace and global security in the twentieth century	2 theoretical	11
Short tests homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Formation of the League and its organs	The student should be able to understand, explain and distinguish how the League of Nations was formed, the circumstances surrounding it, the organs of the organization, and the scope of work and specialization of each one	2 theoretical	12
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	League Calendar	The student should understand the work of the league and whether it has succeeded in achieving its goals , a general through evaluation of the league	2 theoretical	13
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Formation of the United Nations	The student should be able to understand, interpret and know the preliminary procedures and important steps that preceded the formation of the United Nations and that the procedure	2 theoretical	14

			were followed in its formation and declaration as a global organization for maintaining peace and global security		
Short tests, homework, midterm exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	goals and principles of the United Nations	The student should be able to understand and distinguish And explain the important general objectives of the United Nations as the largest comprehensive global organization specialized in maintaining international peace and security and developing friendly relations among nations	2 theoretical	15
Quizzes , homework , final exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	United Nations goals	The student should be able to understand and be able to comprehend the political objectives of the United Nations	2 theoretical	16
Short tests, Homework, Final Exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	United Nations Principles	The student will understand the main principles of the United Nations Charter on which its work is based	2 theoretical	17
s, Short test Homework, Final Exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	The main organs of the United Nations	The student should be able to understand, interpret and distinguish the work of the United Nations agencies on which they depend in their global work and activities	2 theoretical	18
Short tests,	Interactive	General Assembly	To make the student	2	19

mework, Ho Final Exam	lecture, brainstorming, dialogue and -discussion, self learning		understand what the General Assembly is and how it works as a global legislative .body	theoret ical	
Short tests, Homework, Final Exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Assembly and General the Partition of Palestine Resolution	Explain to the student the resolution issued by the General Assembly regarding the Palestinian issue regarding the partition of Palestine, which shows the position of the United Nations on the .Palestinian issue	2 theoret ical	20
Short tests , Homework, Final Exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Security Council	The student should be able to understand and comprehend the ure nature and struct of the Security Council and how it works as an important body of the United Nations specialized in maintaining international peace .and security	2 theoret ical	21
izzes , Qu homework , final exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Economic and Social Council	Explain to the student what the United Nations Economic and Social Council is .and how it works	2 theoret ical	22
Quizzes , homework , final exam	Interactive lecture, brainstorming, dialogue and -discussion, self arningle	Guardianship Council and Guardianship System	Explain to the student what the Guardianship Council is How it works under the United Nations	2 theoret ical	23
Quizzes , homework , final exam	Interactive lecture, rainstorming, b	United Nations and Governing -Self-Non Territories	The student should be able to understand and	2 theoret ical	24

	dialogue and -discussion, self learning		comprehend the position of the United Nations on governing -self-non .territories		
Quizzes , homework , final exam	Interactive lecture, brainstorming, e and dialogu -discussion, self learning	General Secretariat	The student should understand and comprehend the work of the United .Nations Secretariat	2 theoret ical	25
Quizzes , homework , final exam	tive Interac lecture, brainstorming, dialogue and -discussion, self learning	International Court of Justice	The student will understand the structure and work of the International Court of Justice and how it performs its .global judicial work	2 theoret ical	26
Quizzes , homework , final exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	Specialized agencies	The student should understand and comprehend the work of the specialized agencies, their importance and their relationship to .Nations the United	2 theoret ical	27
Quizzes , homework , final exam	Interactive lecture, brainstorming, dialogue and -discussion, self learning	International Labour Organization	The student should be familiar with and understand the International Labour Organization as a lized specia international .organization	2 theoret ical	28
Quizzes , homework , final exam	Interactive lecture, brainstorming, dialogue and -discussion, self nglearn	United Nations Educational, Scientific and Cultural Organization	The student should understand and comprehend the work formation and of the United Nations Educational, Scientific and Cultural Organization and the importance of its .work globally	2 theoret ical	29
Quizzes , homework ,	Interactive lecture,	Regional Organization League of Arab "	The student should understand the work	2 theoret	30

final exam	brainstorming, dialogue and -discussion, self learning	"States	of the regional organization, the difference between it and the global organization, the field of specialization of the work of the regional organization, and the League address of Arab States as a regional .organization	ical	
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Course Evaluation:4-

d out ofThe grade is distribute100as the tasks assigned to the student such as daily preparation, ‘ oral or monthly exams, daily written exams and homework. To etc. be from20is the annual year exam is-effort rate for the subject . The mid60ar exam isye-of-theoretical and the end 60 ‘ : as follows

Learning and teaching resources:5-

Relying on the approved curriculum agreed upon by the : faculties of political science in Iraq Titled en by: The Mediator in International Organization , writt ‘Intisar Press-Hadith, Al-Khalil Ismail Al University of Baghdad, -College of Political Science ‘Iraq -Baghdad	(Required textbooks (methodology if a
Hassan Attar, International Organizations, 1st ed., Shafiq ‘Syria-Press, Damascus2020. nited Nations and the Statute of the The Charter of the U .International Court of Justice Ali Youssef Shukri, International Organizations, 1st ed., ‘Lebanon-Legal Library, Beirut2023. Yossi M. Hanimaki , The United Nations: A Very Short .n, Cairo, EgyptIntroduction, 1st ed., Hindawi Foundatio 2013. Mahna, International Organizations, -Fakhri Rashid Al ‘Lebanon-st ed., Legal Library, Beirut12017. Osama Arafat, International Organizations, 1st ed., Dar ‘Syria-Ajada, Damascus-Al2017. on, 1st Suhail Hussein Fatlawi, International Organizati ed., Dar Al Thaqafa Al Arabiya for Publishing and .Distribution, Cairo, Egypt 2013. Clark Eichelberger , The United Nations in a Quarter -Century, st ed., Dar Al Afak Publications, Beirut	(Main References (Sources

<p>Lebanon2012.</p> <p>ury, 1st Hassan Nafaa, The United Nations in Half a Cent .Kuwait -Ma'rifa, Kuwait -ed., Alam Al</p>	
<p>Muhammad Hassan Dakhil, International -Organizations, st ed., Zain Legal Publications, Beirut Lebanon2018.</p> <p>kri , International, Regional and Shu-Ali Youssef Al Specialized Organizations, 1st ed., Itrak Printing and Publishing House, Cairo, Egypt2004.</p> <p>Abdul Salam Saleh Arafa, International and Regional . Sanhour House-Organizations, 4th ed., Al</p>	<p>Recommended supporting books and references (scientific journals, (.reports, etc</p>
<p>https://www.un.org/ar/global-issues/human-rightsUnited : Nations website of the High Commissioner for Human Rights The website of the Office https://www.ohchr.org/ar/hr-bodies/hrc/home UNICEF website: :https://www.unicef.org/ar/</p> <p>https://arabmpi.org/index.php/ar/home Arab League website</p>	<p>Electronic references, websites</p>



[Handwritten signature in green ink]

أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

8. Public policy in English

Course Description Form

1. Course Name:	
Public Policy	
2. Course Code:	
322PPIE	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
Presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The number of hours required to implement the study material is (60) hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Aseel Ghanim Abid(lecturer assistant) Email: aseel.ghanim@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>1-The course aims for the student to be familiar with the concepts of political science and to become familiar with the principles of political science.</p> <p>2- Providing a balanced scientific understanding of the bases of Public Policy in a simplified and understandable way for most of the vocabulary and topics that are of interest to the student and that fall within the specializations of the undergraduate stage in political science, seeking a better understanding and awareness of the components and initial principles of political studies within the framework of political theory.</p> <p>3- Striving to crystallize the student's creative thinking, which focuses on the ability to recall information or experiences stored in his mind and propose quick alternatives, as well as striving to crystallize his cognitive thinking.</p> <p>4- To be able to diagnose every scientific word or subject and use it in his study or field of work in the future.</p> <p>5- Developing the student's skills in social and political analysis.</p>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Lectures accompanied by explanation and clarification. • Dialogue and group discussion strategies based on the exchange of ideas. • Brainstorming strategy. • Concrete examples strategy. • Learning by modeling strategy. • Educational portfolio strategy.

	<ul style="list-style-type: none"> • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the scientific material. • Discussion groups, seminars, workshops, and research groups. • A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any. • Presentation strategy: Present the material in PowerPoint format.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Chapter One: Public Policy what is public policy Definition and bases	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific 	The examples of Public Policy	Lectures and discussions,	Daily assessment through

2		skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	in Iraq	live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
3	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Examples of Public Policy in Iraq	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2 (hours)	• Knowledge and understanding.	More Examples	Lectures and	Daily assessment

4		<ul style="list-style-type: none"> • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	and applications	discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
5	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	History of Public Policy in Iraq	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
	2	<ul style="list-style-type: none"> • Knowledge and 	Decision -	Lectures	Daily

6	(hours)	<p>understanding.</p> <ul style="list-style-type: none"> • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	making in Public Policy	and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
7	2 (hours)	<p>understanding.</p> <ul style="list-style-type: none"> • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Key elements and stages of Decision - making in Public Policy	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

8	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The main components of the Government in Iraq	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
9	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to 	The difference between these components	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		comprehend.		solutions.	
10	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The main dominant theories of public policy	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
11	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. 	The pioneers of political theories	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

		<ul style="list-style-type: none"> • The ability to comprehend. 		appropriate solutions.	
12	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Inputs of public policy process	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
13	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and 	Outputs of public policy process	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate	Daily assessment through discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research

		compare. • The ability to comprehend.		in finding appropriate solutions.	reports.
14	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Kinds of Political Theories	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
15	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to 	The political systems theory	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of

		distinguish and compare. • The ability to comprehend.		participate in finding appropriate solutions.	research reports.
16	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	procedures	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
17	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. 	criticisms	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation

		<ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		exercises to participate in finding appropriate solutions.	n of research reports.
18	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	The elite theory	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussion s and participati on/ practical problems/d aily, semester, mid-year and final written and oral tests / homework and preparatio n of research reports.
19	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing 	Procedures	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and	Daily assessment through daily discussion s and participati on/ practical problems/d aily, semester, mid-year and final written and oral tests / homework and

		descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		classroom exercises to participate in finding appropriate solutions.	preparation of research reports.
20	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Criticisms	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
21	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze,	Community Theory	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids,	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework

		and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		and classroom exercises to participate in finding appropriate solutions.	and preparation of research reports.
22	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Procedures	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
23	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to	Criticisms	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas,	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests /

		describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		visual aids, and classroom exercises to participate in finding appropriate solutions.	homework and preparation of research reports.
24	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Institutional Theory	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
25	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing	Procedures	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and

		<p>students' ability to describe and analyze, and developing descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>oral tests / homework and preparation of research reports.</p>
26	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Criticisms	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
27	2 (hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political 	Comparison between theories	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final</p>

		analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	written and oral tests / homework and preparation of research reports.
28	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Summary and Conclusion	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
29	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific	Common Examples	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on	Daily assessment through discussions and participation/ practical problems/ daily, semester, mid-year

		political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	and final written and oral tests / homework and preparation of research reports.
30	2 (hours)	• Knowledge and understanding. • • Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and scientifically link social and political variables, and learn successful scientific political analysis. • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Student discussions + exam	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/ daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

11. Course Evaluation

The grade is distributed out of (100) based on the tasks assigned to the student, such as daily preparation, daily, weekly, and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Mid-year written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

Required textbooks (curricular books if any)	
Main references (sources)	Books: 1. "Public Policy: Analysis and Management of

	<p>Political Processes" by Michael Howard.</p> <p>2. "Theories of Public Policy: Foundations and Applications" by Paul A. Sabatier and Christopher M. Weible.</p> <p>3. "Analyzing Public Policy: Concepts, Practices, and Issues" by David L. Weimer and Aidan R. Vining.</p> <p>4. "Managing Public Policy: Strategies and Case Studies" by Eric E. Oten and Lawrence M. Mead.</p> <p>Scientific Journals:</p> <p>1. Journal of Public Policy - A journal focusing on public policy research and analysis.</p> <p>2. Public Administration Review - Includes articles on public administration and the impact of policies.</p> <p>3. Policy Sciences - Publishes research on theoretical and practical developments in the field of policy.</p>
Recommended books and references (scientific journals, reports...)	Research groups - workshops - video lectures
Electronic References, Websites	<p>Electronic teaching aids, electronic maps, and websites</p> <p>Relying on various research and reports from the International Information Network (the Internet). In addition to relying on research and books published on international websites such as Research Gate</p>



[Handwritten signature in green ink]

أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

9. Headway

Course Description Form

1. Course Name:					
Headway					
2. Course Code:					

3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
9-9-2024					
5. Number of Credit Hours (Total) / Number of Units (Total)					
1 hour weak - total: 30 hour					
6. Course administrator's name (mention all, if more than one name)					
Name: Aseel Ghanim Abid					
Email: aseel.ghanim@uomosul.com					
7. Course Objectives					
Course Objectives		Introducing the subject of the most important components of English Language; grammar, vocabulary, and conversation. Then applying these components to the students through several new methods, which makes the students able to (at least if not more) understand English and express themselves using it..			
8. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Using colours, tables, and geographical maps of Europe and the world as a means of educational illustration. 2. E-learning via Google Classroom. 3. Video lectures. 4. Scientific competitions. 5. Distributing students into teams and conducting practical workshops on the lecture topic. 6. Showing video documentaries. 7. Present the material in PowerPoint. 8. Using new strategies of active learning. 			
9. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	1	Basic rules of grammar	1	The inductive method	Give examples and ask questions

2	1	Basic rules of grammar	1	The inductive method	Give examples and ask questions
3	1	The past simple tense	1	The inductive method	Give examples and ask questions
4	1	The indicators of past simple tense	2	The inductive method	Give examples and ask questions
5	1	exercises of the past tense	2	The inductive method	Give examples and ask questions
6	1	Exam	3		Normal questions and MCQ questions
7	1	A paragraph on Bill Gates	3	Declamation	Reading and ask questions
8	1	Present simple Tense	3	The inductive method	Give examples and ask questions
9	1	The indicators of Present simple tense	3	The inductive method	Give examples and ask questions
10	1	Exercises on Present simple tense	4	The inductive method	Give examples and ask questions

11 12	1 1	A paragraph on Queen Elizabeth II	4	Declamation	Reading and ask questions
		Exercises on the paragraph	5		Ask questions
13	1	Exam	5		True/ False questions and MCQ questions
14	1	Adjectives and the opposites	5	Declamation	Give examples and ask questions
15	1	Declarative sentences	5	The Inductive method	Give examples and ask questions
16	1	Composing declarative sentences	5	The Inductive method	Give examples and ask questions
17	1	Composing declarative sentences	5	The Inductive method	Give examples and ask questions
18	1	Negative sentences	6	The Inductive method	Give examples and ask questions
19	1	Composing negative sentences	6	The inductive method	Give examples and ask questions

20	1	Composing negative sentences	7	The inductive method	Give examples and ask questions
21	1	Interrogative sentences	7	The inductive method	Give examples and ask questions
22	1	Composing Interrogative sentences	8	The inductive method	Give examples and ask questions
23	1	Composing Interrogative sentences	8	The inductive method	Give examples and ask questions
24	1	A paragraph on Barack Obama	8	Declamation	Reading and ask questions
25	1	Exercises on the paragraph	8		ask questions
26	1	Singular and plural	8	Reading examples	Give examples and ask questions
27	1	Nationalities	8	Reading examples	Give examples and ask questions
28	1	How to derive nationalities	8	Do Exercises	Give examples and ask questions

29		Exercises			Reading and ask questions
30		Final exam			Short answers True/False questions And MCQ questions
10. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					
1. Written tests (semi-annual - annual).					
2. Oral tests (daily - weekly).					
3. Homework from Google Classroom					
4. Preparing research reports.					
11. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Headway (beginners)		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

Fourth: Description of the course for the fourth stage of study

1. Foreign Policy

Course Description Form

1. Course Name:					
Foreign Policy					
2. Course Code:					
434FP					
3. Semester / Year:					
Annual 2024-2025					
4. Description Preparation Date:					
11/9/2024					
5. Available Attendance Forms:					
Attendance in classrooms only					
6. Number of Credit Hours (Total) / Number of Units (Total)					
(3) Two hours per week / The total number of study hours and units is (90) study hours and units.					
7. Course administrator's name (mention all, if more than one name)					
Name: Prof. Adnan Khalaf Al-Badrani Email: dr-adnanalparany1963@uomosul.edu.iq					
Name: Maha Ahmed Ibrahim Email: mahaalmola@uomosul.edu.iq					
8. Course Objectives					
Identify the concept of foreign policy and the concepts related to it Learn about foreign policy approaches and how to use them to analyze foreign policy and predict its paths Understanding the factors influencing foreign policy and studying an applied model (making Iraqi foreign policy)					
9. Teaching and Learning Strategies					
<ul style="list-style-type: none"> •Brainstorming strategy. •Concrete example strategy. •Modeling learning strategy. •Educational portfolio strategy. • Project strategy: theoretical research and reports, their evaluation, and discussion 					
1. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 theoretical	The student must be able to understand and interpret the meaning of .foreign policy	On the Meaning and Concept of Foreign Policy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
2	3 theoretical	To enable the student to understand the relationship between foreign policy and other .political fields	The Relationships of Foreign Policy to Other Fields	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
3	3 theoretical	To enable the student to understand the relationship between foreign policy and	The Relationship of Foreign Policy to International Politics	Interactive lecture, brainstorming, dialogue and discussion, self-	Short tests, homework, final exam

		.international politics		learning	
4	3 theoretic al	To enable the student to understand and interpret the relationship between foreign policy and .strategy	The Relationship of Foreign Policy to Strategy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
5	3 theoretic al	To provide the student with basic information related to the interrelationship between foreign policy and .international relations	The Relationship of Foreign Policy and International Relations	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
6	3 theoretic al	The student should be able to understand and explain the relationship between foreign policy .and diplomacy	Foreign Policy and Diplomacy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
7	3 theoretic al	The student should be able to understand and explain the interrelationship between foreign policy and .domestic policy	The Relationship of Foreign Policy to Domestic Policy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
8	3 theoretic al	The student should be able to understand foreign policy .approaches	Foreign Policy Approaches	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
9	3 theoretic al	The student should be able to understand traditional approaches to .foreign policy	Traditional Approaches	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
10	3 theoretic al	The student should be able to understand and comprehend contemporary approaches to foreign policy and .interpret them	Contemporary Approaches	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
11	3 theoretic al	The student should be knowledgeable and understanding of foreign .policy decisions	Foreign Policy Decision-Making	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
12	3 theoretic al	The student should be able to identify the stages of foreign policy .decision-making	Stages of Foreign Policy Decision-Making	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
13	3 theoretic	The student should understand the objectives	Foreign Policy Objectives and the	Interactive lecture, brainstorming,	Short tests, homework, final

	al	of foreign policy and the .decision-making process	Decision-Making Process	dialogue and discussion, self-learning	exam
14	3 theoretic al	The student should be able to understand, interpret, and recognize the constraints that apply to foreign policy .decisions	Constraints on Decision-Making in Foreign Policy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
15	3 theoretic al	The student should be able to understand, distinguish, and interpret the phenomenon of leadership in the foreign .sphere	Leadership in Foreign Policy Decision-Making	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
16	3 theoretic al	The student must understand and be able to comprehend leadership .theories	Leadership Theories	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
17	3 theoretic al	The student must understand the factors that determine the role of .leadership	Factors Determining the Role of Leadership in the Political System	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
18	3 theoretic al	The student must be able to understand, interpret, and distinguish the influences on countries' .foreign policy	Factors Influencing Foreign Policy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
19	3 theoretic al	The student must understand the nature of .economic dependency	International Economic Dependence	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
20	3 theoretic al	The student must understand the concept of globalization and its impact on countries' .foreign policies	Globalization	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
21	3 theoretic al	The student must be able to understand and comprehend the nature of population and its impact on shaping a country's .foreign policy	Demographic Factor	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
22	3 theoretic al	The student must understand the nature of the military factor and its role in planning foreign .policy	Military Factor	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam

23	3 theoretic al	The student must understand the nature of .social structure	Social Structure and National Formation	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
24	3 theoretic al	The student must be able to understand and comprehend global public opinion and its role in influencing .foreign policy	World Public Opinion	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
25	3 theoretic al	The student must understand and comprehend the operation of foreign .policy tools	Foreign Policy Tools	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
26	3 theoretic al	The student must understand the patterns of .foreign policy	Foreign Policy Patterns	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
27	3 theoretic al	The student must understand and comprehend the international system and its impact on the policies .of states	The International System and Foreign Policy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
28	3 theoretic al	The student must be aware of and understand the asymmetric threats that have significantly influenced the foreign .policies of states	Foreign Policy and Asymmetric Threats	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
29	3 theoretic al	The student must understand and comprehend the foundations and principles of Iraqi foreign policy, as well as the most important institutions and structures .involved in its formation	Iraqi Foreign Policy after 2003	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam
30	3 theoretic al	The student should understand the most important negative and positive aspects of Iraqi .foreign policy	Evaluation of Iraqi Foreign Policy	Interactive lecture, brainstorming, dialogue and discussion, self-learning	Short tests, homework, final exam

11. Course Evaluation

The distribution is as follows: 20 marks for monthly and daily exams for the first and second semester. 20 marks for the mid-year exams and 60 marks for the final exam

1. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Ahmed Nouri Al-Naimi, Foreign Policy, 1st ed., (Jordan: Zahran Publishing and Distribution House, 2011).
Main references (sources)	Ismail Sabry Muqalled, Foreign Policy: Theoretical Principles and Practical Applications, 1st ed. (Egypt: Academic Library, 2013).
Recommended books and references (scientific journals, reports...)	<p>1- Muthanna Ali Al-Mahdawi, Foreign Policy: A General Theoretical Study, 1st ed. (Baghdad: Al-Nahrain Center for Strategic Studies, 2020).</p> <p>2- Ahmed Nouri Al-Nuaimi, Diplomatic Work and Its Importance in Foreign Policy Planning, Journal of Political Science, Issue 50, College of Political Science, University of Baghdad, Baghdad, 2019.</p> <p>3- Glenn Palmer and Clifton Morgan, Foreign Policy Theory, translated by Abdul Salam Ali Nuwair, 1st ed. (Riyadh: King Saud University, 2011).</p> <p>4- Arabi Ladmi Muhammad, Foreign Policy: A Study of Concepts, Trends, and Determinants, Studies and Research Journal, Issue 25, Algeria, 2016.</p> <p>5- Mustafa Bousboua, The Development of Approaches to Foreign Policy Analysis, Algerian Journal of Public Policy, Issue 11, Algeria, 2016.</p>
Electronic References, Websites	https://www.researchgate.net/ https://iasj.rdd.edu.iq/journals/ https://studies.aljazeera.net/ar https://www.academia.edu/ https://scholar.google.com/schhp?hl=ar



أ.م.د. طارق محمد طيب ظاهر
عميد الكلية

2. Contemporary Islamic political thought

Course description form

1. Course Name:	
Contemporary Islamic Political Thought	
2. Course Code:	
433CIPT	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(3) hours per week / The total number of study hours and units is (90) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Dr. Mohammed Hazim Hamid Email: mohammedhazm@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	• Basic knowledge of contemporary Islamic political thought, in terms of the most prominent thinkers and the ideas they addressed, as well as the most prominent contemporary Islamic political concepts.
	• Knowledge of the main intellectual schools and trends included in contemporary Islamic political thought, and the direction of the most prominent contemporary political intellectual issues.
	• Striving to develop creative thinking in the student, which focuses on the ability to recall information or experiences stored in his mind and propose quick alternatives, as well as striving to develop his cognitive thinking.
	• Training in argumentation and dialogue regarding criticism of contemporary Islamic political ideas.
	• Linking contemporary Islamic political thought with contemporary Islamic political reality, striving to link theory with practice.
	• Protecting students intellectually and culturally from extremist ideas, and instilling the values of tolerance and peaceful coexistence..
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Lectures accompanied by explanation and clarification. • Dialogue and group discussion strategies based on the exchange of ideas. • Brainstorming strategy. • Concrete examples strategy. • Learning by modeling strategy. • Educational portfolio strategy.

	<ul style="list-style-type: none"> • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the scientific material. • Discussion groups, seminars, workshops, and research groups. • A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any. • Presentation strategy: Present the material in PowerPoint format.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours	Weekly student evaluation / theoretical discussions	Introduction to the Concept of Contemporary Islamic Political Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
2	3 hours	Weekly student evaluation / theoretical discussions	Chapter One: The State in Contemporary Islamic Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
3	3 hours	Weekly student evaluation / theoretical discussions	The Nature of the State and Its Elements	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
4	3 hours	Weekly student evaluation / theoretical discussions	The Position on the State in Islamic Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
5	3 hours	Weekly student evaluation / theoretical discussions	The Concept of the State and Its Elements	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
	3 hours	Weekly student	The Functions of	In-person +	Written/oral

6		evaluation / theoretical discussions	the State	blended education	tests, homework assignments, and research report preparation
7	3 hours	Weekly student evaluation / theoretical discussions	Internal Functions	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
8	3 hours	Weekly student evaluation / theoretical discussions	External Functions	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
9	3 hours	Weekly student evaluation / theoretical discussions	Characteristics and Objectives of the Islamic State	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
10	3 hours	Weekly student evaluation / theoretical discussions	Characteristics of the State	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
11	3 hours	Weekly student evaluation / theoretical discussions	Objectives of the State	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
12	3 hours	Weekly student evaluation / theoretical discussions	Chapter Two: Authority in Contemporary Islamic Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
13	3 hours	Weekly student evaluation / theoretical discussions	The Concept of Authority and Its Legitimacy	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
14	3 hours	Weekly student evaluation / theoretical discussions	The Concept Authority	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
15	3 hours	Weekly student evaluation / theoretical	The Legitimacy of Authority	In-person + blended education	Written/oral tests, homework assignments, and

		discussions			research report preparation
16	3 hours	Weekly student evaluation / theoretical discussions	Means of Choosing Authority in Islamic Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
17	3 hours	Weekly student evaluation / theoretical discussions	Shura	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
18	3 hours	Weekly student evaluation / theoretical discussions	Election	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
19	3 hours	Weekly student evaluation / theoretical discussions	Appointment	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
20	3 hours	Weekly student evaluation / theoretical discussions	The Position on Democracy in Contemporary Islamic Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
21	3 hours	Weekly student evaluation / theoretical discussions	The Opposing Trend	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
22	3 hours	Weekly student evaluation / theoretical discussions	The Supportive Trend	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
23	3 hours	Weekly student evaluation / theoretical discussions	The Trend Reconciling Shura and Democracy	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
24	3 hours	Weekly student evaluation / theoretical	Chapter Three: The Nation's Oversight of Authority in	In-person + blended education	Written/oral tests, homework assignments, and

		discussions	Contemporary Islamic Thought		research report preparation
25	3 hours	Weekly student evaluation / theoretical discussions	Popular Oversight	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
26	3 hours	Weekly student evaluation / theoretical discussions	Enjoining Good and Forbidding Evil	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
27	3 hours	Weekly student evaluation / theoretical discussions	Advice and Consultation	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
28	3 hours	Weekly student evaluation / theoretical discussions	Party Oversight	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
29	3 hours	Weekly student evaluation / theoretical discussions	The Position on Parties in Contemporary Islamic Thought	In-person + blended education	Written/oral tests, homework assignments, and research report preparation
30	3 hours	Weekly student evaluation / theoretical discussions	Party Oversight Inside and Outside Parliament	In-person + blended education	Written/oral tests, homework assignments, and research report preparation

11. Course Evaluation

The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Semi-annual written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

quired textbooks (curricular books, if any)	There is a methodological book, (Contemporary Islamic Political Thought), by Amal Hindi and Khalil Makhif.
Main references (sources)	The course relies on several relevant sources, the most important of which are: 1. Ghazi al-Tawbah, Contemporary Islamic Thought: A Study and Evaluation, Dar al-Qalam, Beirut, 3rd

	<p>ed., 1977.</p> <p>2. Muhammad Amara, The Crisis of Contemporary Islamic Thought, Dar al-Sharq al-Awsat, Cairo, 1st ed., 1999.</p> <p>3. Muhammad Abu Rumman, Political Reform in Islamic Thought: Approaches, Forces, Priorities, and Strategies, Arab Network for Research and Publishing, Beirut, 1st ed., 2010.</p> <p>4. Zaki al-Milad, Islamic Thought: Readings and Reviews, Arab Network for Research and Publishing, Beirut, 1st ed., 2012.</p> <p>5. Mohsen Abdel Hamid, Renewal of Islamic Thought, International Institute of Islamic Thought, Virginia, 1st ed., 1995.</p>
Recommended books and references (scientific journals, reports...)	<p>1. Journal of Political Science, College of Political Science, University of Baghdad.</p> <p>2. Journal of the Arab Future, Center for Arab Unity Studies, Beirut.</p> <p>3. Journal of International Politics, Al-Ahram Center for Political Studies, Cairo.</p> <p>4. Journal of International Politics, College of Political Science, Al-Mustansiriya University.</p> <p>5. Journal of Political Issues, College of Political Science, Al-Nahrain University.</p> <p>6. Journal of the Iraqi Political Science Association, Iraqi Political Science Association..</p>
Electronic References, Websites	<p>1. Iraqi Scientific Journals Website https://iasj.rdd.edu.iq/journals/</p> <p>2. Mominoun Without Borders Studies Foundation https://www.mominoun.com/</p> <p>3. International Institute of Islamic Thought https://iiit.org/ar/</p>



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أ.م.د. طارق محمد طيب ظاهر
عميد الكلية

4. Contemporary Western Political Thought

Course Description Form

1. Course Name:.	
Contemporary Western Political Thought	
2. Course Code:	
430 CWPT	
3. Semester / Year:	
Annual System 2024/2025.	
4. Description Preparation Date:	
12-9-2024	
5. Available Attendance Forms:	
in presence+ virtual.	
6. Number of Credit Hours (Total):	
60 hours / Total credit units: 3 hours per week	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Dr. Leith Mzahim Khudhyer Email: dr_alabedwees@uomosul.edu.iq Name: Asst. Teacher. hothifa Fathallah Ali Email: hothifaFathallahA@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Enable students to understand and interpret the philosophical and political foundations of prominent modern Western political theories. • Study the historical transformations in political thought from the Renaissance to the present and understand their impact on contemporary political systems. • Train students to compare various political theories, such as liberalism, Marxism, and socialism, and assess their influence on contemporary political realities. • Enhance students' ability to analyze political texts and evaluate different intellectual arguments, enabling them to form independent perspectives on current political issues. • Help students understand how Western political theories are applied in modern political systems and conduct comparisons between different governance models.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • Brainstorming Strategy: Pose open-ended questions on contemporary intellectual issues, such as <i>"What is the impact of liberalism on modern political systems?"</i>, allowing students to think freely and express their opinions. • Debate and Discussion Strategy: Divide students into groups, each representing a specific ideological current (e.g., liberalism vs.

	<p>Marxism), and conduct intellectual debates to enhance critical thinking.</p> <ul style="list-style-type: none"> • Case Study Strategy: Analyze real-world examples of how Western political theories influence modern states, such as comparing democratic and authoritarian systems in light of political thought. • Interactive Lecture Strategy: Deliver lectures in an engaging manner by incorporating open-ended questions, instant polls, and real-world applications of theoretical concepts. • Project-Based Learning Strategy: Assign students short research papers or analytical projects on prominent political thinkers like John Locke or Karl Marx, presenting their findings in class. • Critical Reading and Text Analysis Strategy: Study excerpts from original philosophical texts, such as the writings of John Stuart Mill or Jean-Jacques Rousseau, and critically analyze them in contemporary contexts. • Multimedia Strategy: Use documentaries or video clips on Western intellectual developments, followed by group discussions linking the content to current political issues. • Political Problem-Solving Strategy: Present students with hypothetical political scenarios or complex intellectual dilemmas, encouraging them to propose solutions based on the political theories they study. • Cooperative Learning Strategy: Organize students into small groups to discuss intellectual topics or prepare presentations on different political schools of thought, fostering engagement and collaboration.
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10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The student understands the purpose of studying Western thought	A general introduction to contemporary Western thought.	Lecture and Discussion	Daily Test
2	3	The student understands the purpose of studying Western thought	Modern Cultural and Philosophical Influences in Western Societies	Brainstorming	Analytical Questions
3	3	3. The student understands the purpose of studying Western thought	The Development of Western Thought from Ancient Times to the Modern Era	Interactive Lecture	Comparative Reasoning Tests
4	3	The student understands the purpose of studying Western thought	Analysis of Major Intellectual Trends and Concepts in Contemporary Western	Multimedia	Deduction and Induction

			Philosophy		
5	3	The student is introduced to the development of liberal thought and its types	Western Liberal Political Thought	Critical Reading and Text Analysis	Pop-Up Exam
6	3	The student is introduced to the development of liberal thought and its types	The Development of Western Liberal Thought	Collaborative and Collaborative Learning	Write a Prompt Paper
7	3	The student is introduced to the development of liberal thought and its types	Traditional Liberalism	Lecture and Discussion	Suggest Titles
8	3	The student is introduced to the development of liberal thought and its types	Radical Liberalism	Critical Reading and Text Analysis	Scheduled Exam
9	3	9. The student is introduced to the development of liberal thought and its types	Existential Liberalism	Critical Reading and Text Analysis	Role Swap
10	3	The student is introduced to the connection between intellectual developments and their impact on Western politics	Pragmatism	Lecture and Discussion	Daily Test
11	3	The student is introduced to the connection between intellectual developments and their impact on Western politics	General Elitism	Lecture and Discussion	Analytical Questions
12	3	The student is introduced to the connection between	Technobureaucracy	Brainstorming	Comparative Reasoning Tests

		intellectual developments and their impact on Western politics			
13	3	The student is introduced to the connection between intellectual developments and their impact on Western politics	Elite Theories	Interactive Lecture	Deduction and Induction
14	3	The student is introduced to the connection between intellectual developments and their impact on Western politics	Theories of Bureaucracy	Multimedia	Pop-Up Exam
15	3	The student is able to analyze and compare ideas	Criticism of Liberal Thought	Critical Reading and Text Analysis	Write a Prompt Paper
16	3	16. The student is able to analyze ideas and compare them	A Critical Analysis of the Basic Concepts in Liberal Thought	Brainstorming	Suggest Titles
17	3	The student will be able to analyze and compare ideas	The Economic, Social, and Political Transformations Behind the Emergence of Liberal Thought	Critical Reading and Text Analysis	Scheduled Exam
18	3	The student will be able to analyze and compare ideas	Transformations in Liberal Thought: Between Individual Freedom and Social Responsibility	Brainstorming	Role Swap
19	3	19. The student will be able to analyze and compare ideas	Internal Contradictions in Liberal Thought	Critical Reading and Text Analysis	Daily Test
20	3	The student will be familiar with the developments in Marxist	Neo-Marxism	Lecture and Discussion	Analytical Questions

		thought after the collapse of communist regimes			
21	3	The student will be familiar with the developments in Marxist thought after the collapse of communist regimes	Leftism and the European Left	Critical Reading and Text Analysis	Comparative Reasoning Tests
22	3	The student will be familiar with the developments in Marxist thought after the collapse of communist regimes	The Development of Leftist Thought in Europe: From its Origins to Modern Transformations	Collaborative and Collaborative Learning	Deduction and Induction
23	3	23. The student will be familiar with the developments in Marxist thought after the collapse of communist regimes	A Critical Analysis of the Basic Concepts in European Leftism	Lecture and Discussion	Pop-Up Exam
24	3	The student will be familiar with the developments in Marxist thought after the collapse of communist regimes	The European Left and Political Identity	Critical Reading and Text Analysis	Write a Prompt Paper
25	3	25. The student will be able to critique thought based on the content of the course material taught to them	Criticism of Marxist Thought: An Analysis of Classic Marxism, Its Established Concepts, and the Extent of Its Departure from Western Marxism and Its Future	Lecture and Divide the students into two groups, each group critiquing the other's thought (liberal, Marxist.)	Papers Submitted for Criticism
26	3	The student will	Theories of	Critical	Daily Test

		be able to identify contemporary intellectual output and the extent to which it has been influenced by previous ideas	Globalization, the Clash of Civilizations, and the End of History	Reading and Text Analysis	
27	3	27. The student will be able to form a coherent picture of contemporary feminist political philosophy	New Trends in Western Political Thought: Feminist Theory	Collaborative and Collaborative Learning	Analytical Questions
28	3	The student will be equipped with the skills of environmental moral criticism and recognize the dangers that threaten humanity as a whole	New Trends in Western Political Thought: Ecological Theory	Critical Reading and Text Analysis	Comparative Reasoning Tests
29	3	The student will be familiar with the intellectual principles governing the concept of transcending citizenship The Nation-State	New Trends in Western Political Thought: Global Justice and Global Citizenship	Lecture and Discussion	Deduction and Induction
30	3	Familiarize the student with the principles of analyzing the structure of social oppression evident in modern AI-based surveillance systems.	New Trends in Western Political Thought: The Surveillance State and Artificial Intelligence	Lecture and Discussion	Pop-Up Exam

11. Course Evaluation

The total grade is distributed out of 100 based on the tasks and duties assigned to the student, with attention paid to cumulative effort, such as daily preparation, daily and surprise non-traditional exams, monthly and written exams, papers, reports, case studies, and critical texts. Attention should be paid to individual differences between the various

achievement and testing paths. The percentage of the grade for the above-mentioned efforts should not exceed 40% of the total grade, with the annual written final exam grade fixed at 60%.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Contemporary Western Political Thought, Vol. 2, Ali Abbas Murad and others, Baghdad University Press (a textbook).
Main references (sources)	<ol style="list-style-type: none"> 1> Ellen Meiksnes Wood, Citizens and Masters: A Social History of Western Political Thought, translated by Muhammad Fathi Khedr, National Center for Translation, 2020. 2> Antoine Roger, Olivier Nay, and Johann Michel, Dictionary of Political Thought: Ideas, Doctrines, and Philosophers, translated by Lutfi Al-Sayyid Mansour, Dar Al-Rafidain, 2020. 3> Jacqueline Ross, The Adventure of European Thought: The Story of Western Ideas, translated by Amal Dibo, Abu Dhabi Authority for Culture and Heritage, Kalima Translation Project, 2011. 4> Jean Touchard, History of Political Thought, International House for Printing, Publishing, and Distribution, 1983. 5> Abbas Ali Omeid Al-Zanjani, Foundations of Islamic Political Thought, translated by Alaa Al-Ridai, Art Directed by Muhammad Saleh, Dar Al-Hadara Al-Islamiyya, 2023. 6> Abdul Khaliq Abdullah, The Tale of Politics, University Foundation for Studies and Publishing, 2006. 7> Abdul Aziz Al-Amari, On Arab-Islamic Political Thought, Jadawel for Publishing, Translation, and Distribution, 2015. 8> Leo Strauss Joseph Cropsey, A History of Political Philosophy, translated by Mahmoud Sayed Ahmed, reviewed and introduced by Imam Abdel Fattah Imam, Supreme Council of Culture, 2005. 9> Muhammad al-Masbakawi, The Journey of the Western Mind from Dualism to Pluralism, Dar Vers, 2020. 10> Muhammad Atwan, Images of the Other in Contemporary Arab Political Thought, Dar al-Rafidain for Printing, Publishing, and Distribution, 2017.
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. International Politics Journal, published by the Al-Ahram Center for Strategic Studies, Cairo. 2. Al-Istighrab Journal, Islamic Center for Strategic Studies, Beirut. 3. Law and Political Science Journals in Political Science

	Faculties.
Electronic References, Websites	<ol style="list-style-type: none"> 1. Stanford Encyclopedia of Philosophy. 2. The Digital Encyclopedia Britannica of Political Thought. 3. Cambridge University Press – Political Theory 4. Brookings Institution.



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

4. Political systems in Europe and the Americas

Course Description Form

Political systems in Europe and the Americas					
2. Course code					
426PSUA					
3. Semester/year					
2025 -2024					
4. The date this description was prepared					
2024/9/12					
5. Available attendance forms					
In-person education					
6. Number of academic hours (total)/number of units (total)					
2 Weekly / Total (60) hours.					
7. Name of the course leader (if more than one name is mentioned)					
Political systems in Europe and the Americas					
Name: Professor Saadi Ibrahim Hussein					
Email: dr.saadialabraham@uomosul.edu.iq					
-8Top scorer					
Objectives of the study material: Increasing the scientific and knowledge accumulation of students about the political systems on the continents of Europe and the Americas.		<ul style="list-style-type: none"> - Introducing the nature of political systems in the continents: Europe, North America, and Latin America. -Conducting a scientific comparison between these systems, their performance and public policies. -Trying to project some of the experiences of the above systems onto the case of Iraq. -Urging the student to think about the mechanisms that can solve our country's problems in the future, as the political systems studied in this subject did. 			
.9Teaching and learning strategies					
.1Using political and geographical maps of Europe and the world as a means of educational illustration. .2E-learning via Google Classroom .3Video lectures. .4Scientific competitions. .5Distributing students into teams and conducting practical workshops on the lecture topic. .6Showing video documentaries. .7Present the material in PowerPoint.					The strategy
.10Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required educational	hours	the week

			outcomes		
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Introducing the scientific subject, its vocabulary, and how to benefit from it throughout the school year	Weekly student evaluation/theoretical discussions	2 (hours)	.1
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Part One - Political Systems in Europe	Weekly student evaluation/theoretical discussions	2 (hours)	.2
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The importance of studying political systems in Europe	Weekly student evaluation/theoretical discussions	2 (hours)	.3
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Challenges of building political systems in Europe	Weekly student evaluation/theoretical discussions	2 (hours)	.4
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Stages of building political systems in Europe	Weekly student evaluation/theoretical discussions	2 (hours)	.5
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Germany: the roots of the system - its official institutions - its informal institutions	Weekly student evaluation/theoretical discussions	2 (hours)	.6
Written/oral exams, homework assignments, and preparing	In-person + blended learning and video lectures	The political system in Germany: Distribution of powers	Weekly student evaluation/theoretical discussions	2 (hours)	.7

research reports		between the central government and local governments			
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Germany: political parties and forces	Weekly student evaluation/theoretical discussions	2 (hours)	.8
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Belgium: the roots of the system and its formal and informal institutions	Weekly student evaluation/theoretical discussions	2 (hours)	.9
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The Belgian political system: Distribution of federal powers between the center and the regions	Weekly student evaluation/theoretical discussions	2 (hours)	.10
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The Belgian political system: consociational democracy	Weekly student evaluation/theoretical discussions	2 (hours)	.11
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in the Russian Federation: the roots of the system - the Soviet period	Weekly student evaluation/theoretical discussions	2 (hours)	.12
Written/oral exams, homework assignments, and preparing	In-person + blended learning and video lectures	The political system in the Russian Federation: political and	Weekly student evaluation/theoretical discussions	2 (hours)	.13

research reports		constitutional institutions after 1990			
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in the Russian Federation: distribution of powers between the center and the states	Weekly student evaluation/theoretical discussions	2 (hours)	.14
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in the Russian Federation: political forces - parties - pressure groups	Weekly student evaluation/theoretical discussions	2 (hours)	.15
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Part Two: Political systems in the Americas	Weekly student evaluation/theoretical discussions	2 (hours)	.16
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Political systems in North America: An overview of the political systems in North America	Weekly student evaluation/theoretical discussions	2 (hours)	.17
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in the United States of America: the Constitution - the three powers	Weekly student evaluation/theoretical discussions	2 (hours)	.18
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in the United States of America: parties, political forces, pressure groups, and public opinion	Weekly student evaluation/theoretical discussions	2 (hours)	.19
Written/oral exams, homework	In-person + blended learning and	The political system in the United States of	Weekly student evaluation/theoretical discussions	2 (hours)	.20

assignments, and preparing research reports	video lectures	America: internal and external public policies			
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Canada: the system's historical roots	Weekly student evaluation/theoretical discussions	2 (hours)	.21
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Canada: formal and informal institutions	Weekly student evaluation/theoretical discussions	2 (hours)	.22
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Canada: the electoral and party system	Weekly student evaluation/theoretical discussions	2 (hours)	.23
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Part Three: Political systems in Latin America - common general characteristics of political systems	Weekly student evaluation/theoretical discussions	2 (hours)	.24
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Political system in Mexico: Constitution - Executive power	Weekly student evaluation/theoretical discussions	2 (hours)	.25
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Mexico: legislative and judicial power	Weekly student evaluation/theoretical discussions	2 (hours)	.26
Written/oral exams, homework assignments, and preparing	In-person + blended learning and video lectures	The political system in Mexico: the electoral and party system	Weekly student evaluation/theoretical discussions	2 (hours)	.27

research reports					
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Brazil: Constitution - Executive power	Weekly student evaluation/theoretical discussions	2 (hours)	.28
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	The political system in Brazil: Constitution - Executive power	Weekly student evaluation/theoretical discussions	2 (hours)	.29
Written/oral exams, homework assignments, and preparing research reports	In-person + blended learning and video lectures	Full review	Weekly student evaluation/theoretical discussions	2 (hours)	.30

11. Course evaluation

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

.1Written tests (semi-annual - annual.(

.2Oral tests (daily - weekly.(

.3Homework from Google Classroom

Preparing research reports.

.12Learning and teaching resources

There is only vocabulary for the subject, and there is no official book from the ministry

Required textbooks (methodology, if any(

Various books on political systems

Main references (sources(

Book: Political Systems in Europe and the Americas.

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

The scientific material is prepared based on various solid scientific sources: Arabic and foreign.

Electronic references, Internet sites



أ.م.د. طارق محمد طيب ظاهر
عميد الكلية

5. Regional Political Systems

Course Description Form

1. Course Name:	
International Economic Relations	
2. Course Code:	
321IER	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The total number of study hours and units is (60) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name:.. Prof. Dr. Jamal kamal Ismail Email: dr_jamalkamal@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	Introducing political science students to the nature of political systems in neighbouring non-Arab countries - Türkiye, Iran, and Israel. And clarifying its ideology, the structure of the ruling authorities, and the relationship between these authorities. In addition to the variables that occurred in the systems and the factors affecting them. In addition, the mechanism of political decision-making in these countries, the nature of party life and important political developments affect the nature of the political system and the future of their political systems.
	The course aims to establish scientific knowledge of the nature of the political systems neighbouring Iraq and the mechanism of decision-making about these systems.
	Focusing on enhancing the student's creative thinking involves improving their ability to recall information and experiences stored in their mind, while also developing their cognitive thinking skills.
	To be able to diagnose each topic or scientific subject and employ it in his studies or field of work in the future.
	Expanding the student's understanding of the foundations upon which the subject of regional political systems is based and knowledge of the changes that may occur to them.
	The student should be able to diagnose each term of the political systems in Türkiye, Iran, and Israel and employ it in his study or field of work in the future.
9. Teaching and Learning Strategies	
Strategy	• Lectures accompanied by explanation and clarification.

	<ul style="list-style-type: none"> • Dialogue and group discussion strategies based on the exchange of ideas. • Brainstorming strategy. • Concrete examples strategy. • Learning by modeling strategy. • Educational portfolio strategy. • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the scientific material. • Discussion groups, seminars, workshops, and research groups. • A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any. • Presentation strategy: Present the material in PowerPoint format.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend 	Part One: The political system in Turkey. Chapter One: The foundation of the modern Turkish Republic (1923-1960), its principles and development. The Kemalist National Movement and Atatürk's principles	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.

		complex concepts. - In-depth knowledge and understanding.			
2	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<p>The 1923 Lausanne Conference and the form of the government system.</p> <p>•The Constitution of 1924 and the nature of the three authorities</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations..</p>
3	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to 	<p>The political environment 1923-1945.</p> <p>Chapter Two The Transition to Multipartyism. Internal and External Factors</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with</p>

		distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.		used to collaboratively find appropriate solutions.	homework assignments and research report preparations.
4	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<ul style="list-style-type: none"> - The period of rule of the Democratic party - Second Republic And the coup of 1960. Constitution of 1961: Changes that occurred in the legislative and executive authority 	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
5	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of 	<ul style="list-style-type: none"> • The Judicial Authority: The Structure of Power • The Constitutional Court pillars of Power. • Features of the Turkish political regime 	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests /

		<p>students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.</p>	<p>• The emergence of the Islamic and nationalist right and the ideological struggle Political violence The emergence of the crisis of electing the President of the Republic</p>	<p>ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>homework and preparation of research reports.</p>
6	2 (two hours)	<p>- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.</p>	<p>Political developments and the coup of 1980. Chapter 3: The heritage of September 12 and the 1982 constitution. Amendments to the legislative and executive authorities</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
		<p>- Knowledge and understanding of the subject matter. - Development of subject-specific</p>	<p>Political developments, the 1997 coup, and the secular-Islamic ideological</p>	<p>Lectures, discussions, present and online education, video lectures,</p>	<p>Daily assessments are conducted through discussions, contributions,</p>

7	2 (two hours)	skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.	struggle. Chapter Four The rise of the Justice and Development Party. • The Justice and Development Party's political project. Political and economic programme.	concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
8	2 (two hours)	- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.	• The third presidency crisis of 2007 and the ideological conflict. • Amendments to the mechanism for electing the President of the Republic. • The Justice and Development Party's constitutional amendments Reforms and the exclusion of the military establishment from the political scene.	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
		- Knowledge and	• The 2016 coup	Lectures,	Daily

9	2 (two hours)	<p>understanding of the subject matter.</p> <ul style="list-style-type: none"> - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<p>and the shift to the presidential system</p> <p>Presidential Elections 2017.</p> <p>Part Two: The Iranian political system: historical roots.</p>	<p>discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
10	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex 	<p>The Constitution of 1906 and the nature of the legislative and executive powers.</p> <ul style="list-style-type: none"> • Political and constitutional institutions in the Pahlavi monarchy <p>Shah Reza Khan's policy of excluding the religious establishment.</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>

		concepts. - In-depth knowledge and understanding.			
11	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<p>Political developments, parties and political powers.</p> <p>The second chapter:</p> <ul style="list-style-type: none"> • The White Revolution and its consequences. <p>And the emergence of Imam Khomeini's personality</p> <ul style="list-style-type: none"> • The 1979 Revolution <p>Iran's political map during the 1979 revolutionary</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
12	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and 	<p>The second chapter:</p> <ul style="list-style-type: none"> • The White Revolution and its consequences. <p>And the emergence of Imam Khomeini's personality</p> <ul style="list-style-type: none"> • The 1979 Revolution <p>Iran's political map during the 1979 revolutionary.</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework</p>

		compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.		collaboratively find appropriate solutions.	assignments and research report preparations.
13	2 (two hours)	- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.	Procedures of the religious institution, political and legal. Guardianship of the Jurist: Conditions, election mechanism and powers.	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
14	2 (two hours)	- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability	Executive power Presidency of the Republic and the electoral mechanism Council of Minister	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily,

		<p>to describe and analyze information.</p> <ul style="list-style-type: none"> - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 		<p>aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
15	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<ul style="list-style-type: none"> • Legislative authority: • The Islamic Shura Council for the Preservation of the Constitution. 	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
		<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through 	<ul style="list-style-type: none"> • Judicial authority - Structural. - Parties and political forces 	<p>Lectures, discussions, present and online education, video lectures, concept maps,</p>	<p>Daily assessments are conducted through discussions, contributions, and applied</p>

16	2 (two hours)	<p>exploration of the regional political system.</p> <ul style="list-style-type: none"> - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 		<p>open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
17	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<p>The Second Republican Era: The Evolution of the Political and Constitutional System after 1989 Amendments to the Guardianship of the Jurist and Executive Authority.</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
		<ul style="list-style-type: none"> - Knowledge and understanding of 	<p>Factors affecting political decision-</p>	<p>Lectures, discussions,</p>	<p>Daily assessments</p>

18	2 (two hours)	<p>the subject matter.</p> <ul style="list-style-type: none"> - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	making in Iran. Conservatives and reformists.	present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
19	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In- 	Electoral competition between reformists and conservatives.	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.

		depth knowledge and understanding.			
20	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	<p>Section Three</p> <p>Chapter one</p> <ul style="list-style-type: none"> -Israeli political system -The intellectual and regulatory roots of the Israeli political system 	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
21	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various 	<ul style="list-style-type: none"> • The foundations of Jewish thought 	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments</p>

		<ul style="list-style-type: none"> elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 		find appropriate solutions.	and research report preparations.
22	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	Jewish fundamentalism and the form of the government system - Secular Zionism and the form of the government system	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
23	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and 	Organizational role of the political system: The Jewish Agency	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly,

		<p>analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.</p>		<p>classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>semi-annual, and final basis, along with homework assignments and research report preparations.</p>
24	2 (two hours)	<p>- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.</p>	<p>Structure of the political system: legislative authority (the Knesset)</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
		<p>- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the</p>	<p>Executive authority: Head of State, Cabinet</p>	<p>Lectures, discussions, present and online education, video lectures, concept maps, open</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues,</p>

25	2 (two hours)	regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.		discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
26	2 (two hours)	- Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding.	Judicial authority: sources of laws, courts, relationships with other authorities.	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
		- Knowledge and understanding of the subject	The second chapter Israel party	Lectures, discussions, present and	Daily assessments are conducted

27	2 (two hours)	<ul style="list-style-type: none"> - matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	system	<p>online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>
28	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge 	The Israeli electoral system	<p>Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.</p>	<p>Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.</p>

		and understanding.			
29	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. - Capacity to comprehend complex concepts. - In-depth knowledge and understanding. 	The third chapter The peace process	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find appropriate solutions.	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research report preparations.
30	2 (two hours)	<ul style="list-style-type: none"> - Knowledge and understanding of the subject matter. - Development of subject-specific skills through exploration of the regional political system. - Enhancement of students' ability to describe and analyze information. - Ability to distinguish and compare various elements. 	The future of the Arab-Israeli conflict	Lectures, discussions, present and online education, video lectures, concept maps, open discussions based on the exchange of ideas, visual aids, and classroom exercises are all methods used to collaboratively find	Daily assessments are conducted through discussions, contributions, and applied issues, including written and oral tests on a daily, quarterly, semi-annual, and final basis, along with homework assignments and research

	Capacity to comprehend complex concepts. - In-depth knowledge and understanding.		appropriate solutions.	report preparations.
11. Course Evaluation				
<p>The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows:</p> <ol style="list-style-type: none"> 1. Daily, weekly, and monthly written and oral tests and research reports (20%) 2. Semi-annual written tests (20%) 3. End-of-year written tests (60%) 				
12. Learning and Teaching Resources				
Required textbooks (curricular books, if any)	There are methodological topics, and currently, there is no specific textbook provided by the Ministry of Higher Education and Scientific Research. The lectures are prepared by the subject teacher, drawing on the Turkish and Iranian constitutions, as well as various diverse sources related to the topic.			
Main references (sources)	Numerous sources relevant to the course are relied upon, including books and periodicals			
Recommended books and references (scientific journals, reports...)	<ol style="list-style-type: none"> 1. The Turkish constitutions in effect 2. Iranian Constitution of 1979 and its amendments in 1989 3. Journals, periodicals and books related to the Zionist entity 			
Electronic References, Websites				



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

6. Political parties and public opinion

Course Description Form

1. Course Name:	
Political parties and public opinion	
2. Course Code	
428ppo	
3. Semester / Year:	
2025-2024	
4. Description Preparation Date:	
3-9-2024	
5. Available Attendance Forms:	
In-person and electronic education	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The number of hours required to implement the study material is (60) hours	
7. Course administrator's name (mention all, if more than one name)	
Name: Prof. Dr. Salim Mutar Abdullah Email: dr-salimalsabaawi2000@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<p>-That the course be an intellectual and methodological introduction for the student of political science/fourth stage to contribute effectively to forming his knowledge base on the subject of political parties and public opinion through studying:</p> <ol style="list-style-type: none"> 1- Theoretical foundations for studying political parties and public opinion in terms of (concept, origin, importance, types). 2- Study the methods used to influence public opinion and attempt to dominate it, how it is formed and its importance. 3- Methods of financing political parties, the position of political parties in constitutional texts and democratic transformation. 4- Affiliation and membership in political parties. 5- Methods and methods for measuring public opinion. 6- Discovering propaganda and psychological warfare methods and their impact on public opinion. 7- The relationship of public opinion to foreign policy.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Lectures accompanied by explanation and clarification. 2. Discussion and brainstorming. 3. Video lectures. 4. Using illustrative and applied examples to enrich the scientific material. 5. Discussions and research groups. 6. Scientific competitions. 7. Theoretical and analytical research and reports, discussed and evaluated 8. Presentation of the PowerPoint article. 9. Using e-learning via Google Classroom

10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
	2 (hours)	Weekly student evaluation/theoretical discussions	Definition of the political party and its elements	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	The internal composition of political parties	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	The emergence of political parties	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	The position of political parties in the political system	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Classification of political parties	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Types of party systems	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2	Weekly	Affiliation	Live and	Written/oral

	(hours)	student evaluation/theoretical discussions	and membership	electronic education, video lectures, and the use of maps	exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	The general structure of political parties and main leadership bodies	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Political parties in constitutional texts	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-The constitutional organization of political parties in Iraq	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Democracy in the political party	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Mechanism for alternating leadership and political pluralism	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Political parties and pressure groups	Live and electronic education, video lectures, and the use of	Written/oral exams, homework assignments, and preparing research

				maps	reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Political parties and constitutional reform	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Political parties and democratic transformation	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Chapter Two: A general introduction to public opinion	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	- Framing public opinion	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-The concept and elements of public opinion	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Public opinion functions	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical	-Types of public opinion (Part 1)	Live and electronic education, video	Written/oral exams, homework assignments,

		discussions		lectures, and the use of maps	and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Types of public opinion (Part 2)	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Types of public opinion (Part 3)	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Measuring and polling public opinion (Part 1)	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Measuring and polling public opinion (Part 2)	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Measuring and polling public opinion (Part 3)	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Formation of public opinion	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student	-Methods of changing	Live and electronic	Written/oral exams,

		evaluation/theoretical discussions	public opinion	education, video lectures, and the use of maps	homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	- Communication and public opinion	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	-Public opinion and political life	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports
	2 (hours)	Weekly student evaluation/theoretical discussions	Public opinion and foreign policy	Live and electronic education, video lectures, and the use of maps	Written/oral exams, homework assignments, and preparing research reports

11. Course Evaluation

- 1-Written tests (semi-annual - annual)
- 2-Oral tests (daily - weekly)
- 3- Homework from the college website (home work)
- 4- Preparing research reports

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Tariq Ali Al-Rubaie, Political Parties/A Methodical Book 2- Amer Hassan Fayyad, Public Opinion and Human Rights / Methodological Book 3- Lectures prepared by the subject teacher
Main references (sources)	1. Maurice Duverger, Political Parties 2. Sadiq Al-Aswad, Public Opinion 3. Imad Ghalioun, the political party. 4. Bassiouni Ibrahim Hamadeh, Public opinion and its importance in decision-making Recent sources: books, research, and articles taken from the International Information Network (the Internet).
Recommended books and references (scientific journals,	Research groups - workshops - video lectures

reports...)	
Electronic References, Websites	<p>Electronic teaching aids, electronic maps, and websites</p> <p>Relying on various research and reports from the International Information Network (the Internet).</p> <p>In addition to relying on research and books published on international websites such as Research Gate</p>



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 عميد الكلية

7. diplomacy

Course Description Form

1. Course Name:	
Diplomacy	
2. Course Code:	
431DY	
3. Semester / Year:	
Annual System 2024/2025	
4. Description Preparation Date:	
11/9/2024	
5. Available Attendance Forms:	
My presence	
6. Number of Credit Hours (Total) / Number of Units (Total)	
(2) Two hours per week / The total number of study hours and units is (60) study hours and units.	
7. Course administrator's name (mention all, if more than one name)	
Name: dr. younis muayad younis Email: younis1986mmyy@uomosul.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> Introducing the concept of diplomacy in terms of concept, origin, development, and practice, and the most important things related to it in terms of immunities and privileges that allow the diplomat to practice his diplomatic activity and tasks represented by diplomatic representation, negotiation, observation, and the extent of change that occurs in diplomatic practices with the development of international relations
	<ul style="list-style-type: none"> It seeks to develop creative thinking in students, focusing on the ability to recall information or experiences stored in their minds and propose quick alternatives, as well as to develop their cognitive thinking
	<ul style="list-style-type: none"> Developing students' diplomatic skills by bridging theoretical knowledge with current reality, in line with labor market requirements
	Expanding students' understanding of the foundations of diplomacy and diplomatic engagement between countries
	Enable students to identify each diplomatic term and apply it to their future studies or work.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> Lectures accompanied by explanation and clarification. Dialogue and group discussion strategies based on the exchange of ideas. Brainstorming strategy. Concrete examples strategy. Learning by modeling strategy.

	<ul style="list-style-type: none"> • Educational portfolio strategy. • Project strategy: theoretical research and reports, their evaluation, and discussion. • Teaching strategy: mind and conceptual mapping. • E-learning strategy via Google Classroom and others. • Classroom exercises strategy to participate in finding appropriate solutions. • Group work or cooperative learning strategy. • Scientific competitions strategy. • Self-learning. • Scientific field visits. • Video lectures. • Using illustrative and applied examples to enrich the scientific material. • Discussion groups, seminars, workshops, and research groups. • A strategy for addressing individual differences among students, and considering adopting a special education strategy for those with special needs, if any. • Presentation strategy: Present the material in PowerPoint format.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Knowing the concept of its limits, and its importance in managing negotiations	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true 	The development of diplomacy	Lectures and discussions, live and online education, video lectures,	Daily assessment through daily discussions and participation/ practical problems/daily,

2	2 (two hours)	<p>foundations of diplomacy and diplomatic dealings.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
3	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. • The ability to comprehend. 	Features of modern diplomacy	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
4	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing 	Manifestations of contemporary diplomacy	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation</p>

		<p>students' ability to describe and develop descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>of research reports.</p>
5	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. <p>Learning to objectively and scientifically link international economic variables.</p> <p>Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Models of diplomacy	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of 	Sources of diplomatic law	<p>Lectures and discussions, live and online education, video lectures, the use of</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-</p>

6	2 (two hours)	<p>diplomacy and diplomatic dealings.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>year and final written and oral tests / homework and preparation of research reports.</p>
7	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Diplomatic immunities and privileges	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
8	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop 	Diplomatic ranks	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		classroom exercises to participate in finding appropriate solutions.	
9	2 (two hours)	• Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend..	Diplomatic missions	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
10	2 (two hours)	• Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend..	Consular missions	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		• Knowledge and	Conditions for	Lectures and	Daily assessment

11	2 (two hours)	<p>understanding.</p> <ul style="list-style-type: none"> • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	selecting diplomats	<p>discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
12	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.. 	Head of State	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and 	Minister of Foreign	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps,</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final</p>

13	2 (two hours)	<p>diplomatic dealings.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>written and oral tests / homework and preparation of research reports.</p>
14	2 (two hours)	<ul style="list-style-type: none"> • • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Affairs Diplomatic Duties	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
15	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true causes of international economic problems. <p>Learning to objectively and scientifically link international economic variables.</p>	Limits of diplomatic privileges and immunities..	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		<p>Learning successful scientific economic analysis.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>exercises to participate in finding appropriate solutions.</p>	
16	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Who has the right to diplomatic representation?	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
17	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing 	Diplomatic language	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation</p>

		<p>students' ability to describe and develop descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>of research reports.</p>
18	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Diplomatic correspondence	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
19	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. 	Methods of diplomatic negotiations	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		<ul style="list-style-type: none"> • The ability to comprehend. 		appropriate solutions.	
20	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.. 	Bilateral negotiations	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
21	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	International Conference Diplomacy	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
22	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore 	Results of bilateral negotiations	Lectures and discussions, live and online education,	Daily assessment through daily discussions and participation/ practical

	hours)	<p>the true foundations of diplomacy and diplomatic dealings.</p> <ul style="list-style-type: none"> • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 		<p>video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
23	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Principles of hold diplomatic conferences and meetings	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
24	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to 	Diplomatic protocols	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research</p>

		<p>describe and develop descriptive skills.</p> <ul style="list-style-type: none"> • The ability to distinguish and compare. • The ability to comprehend. 		<p>ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>reports.</p>
25	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	<p>Banquet and Party Protocols</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>
26	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to 	<p>End of the diplomatic mission</p>	<p>Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate</p>	<p>Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.</p>

		comprehend..		solutions.	
27	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.. 	Digital Diplomacy	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
28	2 (two hours)	<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. 	Power Diplomacy	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.
		<ul style="list-style-type: none"> • Knowledge and understanding. • Subject-specific skills, through the ability to explore the true 	Debt Trap Diplomacy	Lectures and discussions, live and online education, video lectures,	Daily assessment through daily discussions and participation/ practical problems/daily,

29	2 (two hours)	foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.		the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	semester, mid-year and final written and oral tests / homework and preparation of research reports.
30	2 (two hours)	• Knowledge and understanding. • Subject-specific skills, through the ability to explore the true foundations of diplomacy and diplomatic dealings. • Developing students' ability to describe and develop descriptive skills. • The ability to distinguish and compare. • The ability to comprehend.	Health Diplomacy	Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.	Daily assessment through daily discussions and participation/ practical problems/daily, semester, mid-year and final written and oral tests / homework and preparation of research reports.

11. Course Evaluation

The grade is distributed out of (100) according to the tasks assigned to the student, such as daily preparation, daily, weekly and monthly written and oral tests, and research reports, as follows:

1. Daily, weekly, and monthly written and oral tests and research reports (20%)
2. Semi-annual written tests (20%)
3. End-of-year written tests (60%)

12. Learning and Teaching Resources

Required textbooks (curricular books, any)	Diplomacy in a Changing World Dr. Fadel Zaki Muhammad
Main references (sources)	Diplomacy in a Changing World Dr. Fadel Zaki Muhammad
Recommended books and references	1 1- Shaker Al-Bayati and Ali Al-Aqabi, The

(scientific journals, reports...)	<p>Diplomatic Guide, 2015</p> <p>2- Adnan Abdullah Rashid, Preventive Diplomacy: Where to? A Future Analytical Study, 2018</p> <p>3- Faisal bin Abdulaziz Al-Kharijin, Your Path to Diplomatic Career: Basics of the World of Diplomacy and Law, 2019</p> <p>4- Alaa Abu Amer, The Diplomatic Function: Its Origins, Institutions, Rules, and Laws, 2001</p> <p>5- Ismat Al-Hajjar Al-Malhouq, Diplomacy: Front and Confrontation, 2017.</p>
Electronic References, Websites	<p>Reliance on various research and reports from the internet, in addition to relying on research and books published on international websites such as Research Gate, Scopus, and others.</p>



أ.م.د. طارق محمد طيب ظاهر
عميد الكلية

8. Political research

Course Description Form

1. Name of Rapporteur	Political research			
2. Symbol of decision	429Pr			
3. Chapter/year	2024-2025			
4. Date of preparation of this description	1/9/2024			
5. Forms of presence available	Teaching presence			
6. Number of hours (total)/ number of units (total)	2 hours Weekly/ the number of hours required for the implementation of the course material is (30) hours.			
7. Name of the course administrator (if more than one name is mentioned)	Name: jasm mohama' taha email: jasim1967@uomosul.edu.iq Name:			
8. Objectives of the decision	<table border="1"> <tr> <td> Objectives of the study material Enable the student easily and easily to write the graduate research, and then be eligible to enter the research job market, in research centers As a political researcher, or even when he wishes to complete Studying, his mastery of the research methodology will help him write research papers, and who Then the master's thesis, and then doctoral thesis </td> <td> Teaching the student in political science to the theoretical aspects and qualifying him to write scientific research Academic. Introduce the student to the basics of scientific research and the methods used in political science. Training the student to write research according to an academic scientific approach. Assist the student in the preparation of working papers and graduate research using methods of description and analysis. </td> </tr> </table>		Objectives of the study material Enable the student easily and easily to write the graduate research, and then be eligible to enter the research job market, in research centers As a political researcher, or even when he wishes to complete Studying, his mastery of the research methodology will help him write research papers, and who Then the master's thesis, and then doctoral thesis	Teaching the student in political science to the theoretical aspects and qualifying him to write scientific research Academic. Introduce the student to the basics of scientific research and the methods used in political science. Training the student to write research according to an academic scientific approach. Assist the student in the preparation of working papers and graduate research using methods of description and analysis.
Objectives of the study material Enable the student easily and easily to write the graduate research, and then be eligible to enter the research job market, in research centers As a political researcher, or even when he wishes to complete Studying, his mastery of the research methodology will help him write research papers, and who Then the master's thesis, and then doctoral thesis	Teaching the student in political science to the theoretical aspects and qualifying him to write scientific research Academic. Introduce the student to the basics of scientific research and the methods used in political science. Training the student to write research according to an academic scientific approach. Assist the student in the preparation of working papers and graduate research using methods of description and analysis.			
9. Teaching and learning strategies	<table border="1"> <tr> <td> 1. Knowledge and understanding through lectures accompanied by explanation and explanation. 2. Use the blackboard to install the entrances and sections of the main lecture and some summary points. 3. Video lectures. 4. Modern programs in the delivery of scientific material (data show). 5. Distribution of students in the form of teams and practical workshops on the subject of the lecture. 6. Use the method of gathering information and brainstorming. 7. Student seminars. 8. Enhance thinking, discussion and analysis skills. </td> <td> Strategy </td> </tr> </table>		1. Knowledge and understanding through lectures accompanied by explanation and explanation. 2. Use the blackboard to install the entrances and sections of the main lecture and some summary points. 3. Video lectures. 4. Modern programs in the delivery of scientific material (data show). 5. Distribution of students in the form of teams and practical workshops on the subject of the lecture. 6. Use the method of gathering information and brainstorming. 7. Student seminars. 8. Enhance thinking, discussion and analysis skills.	Strategy
1. Knowledge and understanding through lectures accompanied by explanation and explanation. 2. Use the blackboard to install the entrances and sections of the main lecture and some summary points. 3. Video lectures. 4. Modern programs in the delivery of scientific material (data show). 5. Distribution of students in the form of teams and practical workshops on the subject of the lecture. 6. Use the method of gathering information and brainstorming. 7. Student seminars. 8. Enhance thinking, discussion and analysis skills.	Strategy			

9. Enhancing the skills of political analysis after appropriate mastery of thinking and discussion abilities.					
10. Industry capabilities develop solutions and options after a problem is raised for discussion.					
).Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Written test	Blow my mind	Theoretical entrance	Science, logic.	(2 hours)	1
Daily participation	Building research capacity	The investigative method	Methodology	(2 hours)	2
Oral testing	Thinking	The deductive method	Historical, descriptive, systematic, comparative analysis.	(2 hours)	3
Testing	Construction of formulations	Approaches and approaches		(2 hours)	4
Discussions		Elements of research	Choose the title, search for sources.	(2 hours)	5
Duties	Construction of formulations	Drafting of title	Dependent variable, independent variable,	(2 hours)	6
Written test	Connecting ideas	The foreground	compatibility with problem and hypothesis.	(2 hours)	7
Discussions	Understand	Formulation of problem and hypothesis	Importance, purpose, problem, hypothesis,	(2 hours)	8

Class participation	my view Understand my view	Division of Research	method, structurally. The problem, the assumption	(2 hours)	9
Written test	I understand my theory and my work	Quote	Chapters, investigations and demands, balance and formality.	(2 hours)	10
Discussion	I understand my theory and my work	Marginalization and methods of documenting sources	Quote by text, quote by deed.	(2 hours)	11
Discussion	Building thinking	Analysis	The Chicago Method, Book Documentation and other References	(Hours)	12
Test my work	Building thinking	Conclusion and results	Analysis of texts and data, Maps and tables Conclusion, conclusions and recommendations	(2 hours)	13
Student symposium	I understand my theory and my work	End of the search sources list			
Assessment	Discussions	Completion of research Workshop	Methods of writing sources end of research, ranking according to methodology.	(2 hours)	14
	Ability to debate Assessment		View research, discuss research.	(2 hours)	15

	of level		Discussions, dialog, opinions, testing		
1. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
1. Written tests (half-term, end-of-term). 2. Oral tests (weekly). 3. Preparation of research reports.					
2. Sources of learning and teaching					
Mohammed Jamal al-Din al-Alawi, Scientific Research Method.			Required books (methodology, if any)		
Muhammad Safi al-Di Kharbush, Research methods in political Science. The good news, the political research method.			Principal references (sources)		
Salem Matar Al-Sabawi, the Chicago Method of documenting sources			Recommended books and supporting references (scientific journals, reports...)		
Magazine locations according to magazine templates			Electronic references, Internet sites		



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

9. International Politics

Course Description Form

1. Name of Rapporteur	
Political research	
2. Symbol of decision	
429Pr	
3. Chapter/year	
2024-2025	
4. Date of preparation of this description	
1/9/2024	
5. Forms of presence available	
Teaching presence	
6. Number of hours (total)/ number of units (total)	
2 hours Weekly/ the number of hours required for the implementation of the course material is (30) hours.	
7. Name of the course administrator (if more than one name is mentioned)	
Name: jasm mohama' taha email: jasim1967@uomosul.edu.iq	
8. Objectives of the decision	
Objectives of the study material Enable the student easily and easily to write the graduate research, and then be eligible to enter the research job market, in research centers As a political researcher, or even when he wishes to complete Studying, his mastery of the research methodology will help him write research papers, and who Then the master's thesis, and then doctoral thesis	Teaching the student in political science to the theoretical aspects and qualifying him to write scientific research Academic. Introduce the student to the basics of scientific research and the methods used in political science. Training the student to write research according to an academic scientific approach. Assist the student in the preparation of working papers and graduate research using methods of description and analysis.
9. Teaching and learning strategies	
11. Knowledge and understanding through lectures accompanied by explanation and explanation. 12. Use the blackboard to install the entrances and sections of the main lecture and some summary points. 13. Video lectures. 14. Modern programs in the delivery of scientific material (data show). 15. Distribution of students in the form of teams and practical workshops on the subject of the lecture. 16. Use the method of gathering information and brainstorming. 17. Student seminars. 18. Enhance thinking, discussion and analysis skills. 19. Enhancing the skills of political analysis after appropriate mastery of thinking and discussion abilities.	Strategy

20. Industry capabilities develop solutions and options after a problem is raised for discussion.					
).Structure of the decision					
Method of assessment	Way of learning	Name of unit or subject	Required learning outcomes	Hours	The week
Written test	Blow my mind	Theoretical entrance	Science, logic.	(2 hours)	1
Daily participation	Building research capacity	The investigative method	Methodology	(2 hours)	2
Oral testing	Thinking	The deductive method	Historical, descriptive, systematic, comparative analysis.	(2 hours)	3
Testing	Construction of formulations	Approaches and approaches	Choose the title, search for sources.	(2 hours)	4
Discussions	Construction of formulations	Elements of research	Dependent variable, independent variable, compatibility with problem and hypothesis.	(2 hours)	5
Duties	Connecting ideas	Drafting of title	Importance, purpose, problem, hypothesis, method, structurally.	(2 hours)	6
Written test	Understand my view	The foreground			
Discussions	Understand	Formulation of problem and hypothesis	The problem, the assumption	(2 hours)	7

	my view				
Class participation	I understand my theory and my work	Division of Research	Chapters, investigations and demands, balance and formality.	(2 hours)	8
Written test	I understand my theory and my work	Quote	Quote by text, quote by deed.	(2 hours)	9
Discussion	Building thinking	Marginalization and methods of documenting sources	The Chicago Method, Book Documentation and other References	(2 hours)	10
Discussion	Building thinking	Analysis	Analysis of texts and data, Maps and tables Conclusion, conclusions and recommendations	(2 hours)	11
Test my work	I understand my theory and my work	Conclusion and results	Methods of writing sources end of research, ranking according to methodology.	(Hours)	12
Student symposium					
Assessment	Discussions	End of the search sources list	View research, discuss research.	(2 hours)	13
	Ability to debate Assessment of level	Completion of research Workshop	Discussions, dialog, opinions, testing	(2 hours)	14

				(2 hours)	15
1. Evaluation of the decision					
The distribution of the degree from 100 according to the tasks assigned to the student such as daily preparation, daily, oral, monthly, editorial and reports Etc.					
1. Written tests (half-term, end-of-term). 2. Oral tests (weekly). 3. Preparation of research reports.					
12.Sources of learning and teaching					
Mohammed Jamal al-Din al-Alawi, Scientific Research Method.			Required books (methodology, if any)		
Muhammad Safi al-Di Kharbush, Research methods in political Science. The good news, the political research method.			Principal references (sources)		
Salem Matar Al-Sabawi, the Chicago Method of documenting sources			Recommended books and supporting references (scientific journals, reports...)		
Magazine locations according to magazine templates			Electronic references, Internet sites		



أ.م.د. طارق محمد طيب ظاهر
ع. عميد الكلية

10. Headway

Course Description Form

1. Course Name:					
Headway					
2. Course Code:					

3. Semester / Year:					
2024-2025					
4. Description Preparation Date:					
9-9-2024					
5. Number of Credit Hours (Total) / Number of Units (Total)					
30 hour					
6. Course administrator's name (mention all, if more than one name)					
Name: Nawar Basil Mahfoudh					
Email: nawar92b92nb@gmail.com					
7. Course Objectives					
Course Objectives		<p>Introducing the subject of the history and development of international relations from the Middle Ages to the end of the twentieth century, as well as clarification</p> <p>And interpreting the most important international and modern problems and issues that affect and are affected by international relations, in order to bring the student to a high degree of political, intellectual and historical awareness to analyze the events and developments that occur in the world in this era.</p> <p>Modern and contemporary and try to judge them objectively.</p>			
8. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Using political and geographical maps of Europe and the world as a means of educational illustration. 2. E-learning via Google Classroom. 3. Video lectures. 4. Scientific competitions. 5. Distributing students into teams and conducting practical workshops on the lecture topic. 6. Showing video documentaries. 7. Present the material in PowerPoint. 			
9. Course Structure					
Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method

1	1	Present tense	1	declamation	ask questions
2	1	SIMPLE	1	declamation	ask questions
3	1	SIMPLE AFFIRMATIVE	1	declamation	ask questions
4	1	NEGATIVE	2	declamation	ask questions
5	1	QUESTION	2	declamation	ask questions
6	1	CONTINUOUS IES	3	declamation	ask questions
7	1	CONTINUOUS AFFIRMATIVE	3	declamation	ask questions
8	1	CONTINUOUS AFFIRMATIVE	3	declamation	ask questions
9	1	CONTINUOUS NEGATIVE	4	declamation	ask questions
10	1	PAST SIMPLE	4	declamation	ask questions
11 12	1 1	PAST CONTINUOUS	4	declamation	ask questions
		Present perfect	5	declamation	ask questions
13	1	PRESENT PERFECT	5	declamation	ask questions
14	1	PERFECT CONTINUOUS	5	declamation	ask questions

15	1	PAST PERFECT	5	declamation	ask questions
16	1	PAST PERFECT CONTINUOUS	6	declamation	ask questions
17	1	ERNAST HEMINGWAY	6	declamation	ask questions
18	1	ERNAST HEMINGWAY	7	declamation	ask questions
19	1	QUESTIONS OF HEMINGWAY	7	declamation	ask questions
20	1	Tenses	7	declamation	ask questions
21	1	Present tense	8	declamation	ask questions
23	1	SIMPLE	8	declamation	ask questions
24	1	SIMPLE AFFIRMATIVE	8	declamation	ask questions
25	1	NEGATIVE	8	declamation	ask questions
26	1	A world manner	8	declamation	ask questions
27	1	A world manner	8	declamation	ask questions
28	1	Hemingway	8	declamation	ask questions
29	1	Hemingway	8	declamation	ask questions
30		Final exam			

10. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc

1. Written tests (semi-annual - annual).

2. Oral tests (daily - weekly).

3. Homework from Google Classroom

4. Preparing research reports.	
11. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Headway advanced
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Authorized by the Dean
Assoc. Prof. Tariq Mohammed Tayeb Zaher