Course Description Form

| 1. | 1. Course Name: | | | |
|-------------|--|---|--|--|
| Pol | litical Systems in Asia and Africa | ca | | |
| 2. | Course Code: | | | |
| P | SAA319 | | | |
| 3. | Semester / Year: | | | |
| | nnual System 2024/2025 | | | |
| | Description Preparation Date | : | | |
| | 024/9/7 | | | |
| 5. . | Available Attendance Forms: | | | |
| | In-person | | | |
| 6. | Number of Credit Hours (Tot | | | |
| | | number of hours and academic units is (90) hours | | |
| | and academic units. | (4 11 10 41 | | |
| | | (mention all, if more than one name) | | |
| | Name: Assistant Professor Moh Email: mohammedshteeb@uon | | | |
| | Course Objectives | losui.euu.iq | | |
| | e Objectives | ☐ Introducing political issues facing countries in | | |
| Course | c Objectives | 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 Strate | | | |
| Strates | | | | |
| - 6 | 2. Discussion and br | • | | |
| | | and practical examples to enrich the scientific | | |
| | content. | | | |
| | | ns and research groups. | | |
| | 5. Scientific compet | | | |
| | 6. Research papers a | and analytical reports, along with their discussion | | |

and evaluation.

- 7. Presenting the material using PowerPoint.8. Utilizing e-learning through Google Classroom.

| Week | Hours | Required Learning | Unit or | Learning | Evaluation |
|---------|---------|---|--|--|---|
| VV CCIA | Hours | _ | | _ | |
| 1 | 3 hours | Outcomes ☐ 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. | method Direct and online learning, video lectures, and the use of maps | method 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 | • | 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 basis/ homework |

| | | analyze, and enhance | | | assignments |
|---|---------|--|------------------------------|--------------------|-------------------------|
| | | descriptive skills. | | | and |
| | | 1 | | | preparation of |
| | | \Box The ability to | | | research |
| | | distinguish and compare | | | reports. |
| | | these systems. | | | |
| | | | | | |
| | | ☐ The ability to | | | |
| 2 | 2.1 | comprehend. | D O | D : 1 | D '1 |
| 3 | 3 hours | S | Part One: | | Daily |
| | | key issues of political | Political | online | assessment |
| | | systems in African and Asian countries. | Systems in Asia | learning, video | through discussions |
| | | Asian countries. | Asia | lectures, | and daily |
| | | ☐ Weekly student | | and the use | participation/ |
| | | assessment through | | of maps | practical |
| | | theoretical discussions. | | P | issues/ written |
| | | | | | and oral tests |
| | | \square Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final |
| | | □ D1 | | | basis/ |
| | | ☐ Developing students' | | | homework |
| | | ability to describe, | | | assignments |
| | | analyze, and enhance descriptive skills. | | | and |
| | | descriptive skins. | | | preparation of research |
| | | ☐ The ability to | | | |
| | | distinguish and compare | | | reports. |
| | | these systems. | | | |
| | | • | | | |
| | | \Box The ability to | | | |
| | | comprehend. | | | |
| 4 | 3 hours | \mathcal{E} | General | Direct and | • |
| | | key issues of political | Characteristic | online | assessment |
| | | systems in African and Asian countries. | s of the Asian Continent: | learning, | through discussions |
| | | Asian countries. | | video lectures, | and daily |
| | | ☐ Weekly student | Geographical, Social, and | and the use | participation/ |
| | | assessment through | Economic | of maps | practical |
| | | theoretical discussions. | Leonomic | or maps | issues/ written |
| | | | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | | | | homework |

| 5 | 3 hours | 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. | Political Development s in Asia | Direct and online learning, video lectures, and the use of maps | assignments and preparation of research reports. 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. |
|---|---------|---|--|---|---|
| | | ☐ The ability to comprehend. | | | |
| 6 | 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 | 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, |

| 7 | 3 hours | 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 Central Committee - The Political Bureau - The Standing Committee | online learning, video lectures, and the use of maps | 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 | ☐ Understanding the key issues of political | State Institutions: | Direct and online | Daily assessment |
| O | | systems in African and Asian countries. | Legislative Authority - Executive | learning, video lectures, | through discussions and daily |
| | | ☐ Weekly student assessment through theoretical discussions. | Authority The Relationship Between the | and the use of maps | participation/ practical issues/ written and oral tests |
| | | ☐ Knowledge and | Branches of | | on a daily, |

| | | understanding of the | Government | | quarterly, |
|----|---------|--|----------------------------|--------------------|----------------------------------|
| | | functioning of the three branches of government. | | | semi-annual, and final basis/ |
| | | ☐ Developing students' | | | homework assignments |
| | | ability to describe, | | | and |
| | | analyze, and enhance | | | preparation of |
| | | descriptive skills. | | | research |
| | | ☐ The ability to | | | reports. |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | ☐ The ability to | | | |
| | 2.1 | comprehend. | TD1 TD1 / 1 | D: 1 | D '1 |
| 9 | 3 hours | ☐ Understanding the key issues of political | The Electoral System - The | Direct and online | Daily assessment |
| 9 | | systems in African and | Role of the | learning, | through |
| | | Asian countries. | Military | video | discussions |
| | | 1 Island Co Walker Co. | Institution | lectures, | and daily |
| | | ☐ Weekly student | | and the use | participation/ |
| | | assessment through | | of maps | practical |
| | | theoretical discussions. | | | issues/ written |
| | | □ V | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the functioning of the three | | | quarterly, semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | ☐ Developing students' | | | homework |
| | | ability to describe, | | | assignments and |
| | | analyze, and enhance | | | preparation of |
| | | descriptive skills. | | | research |
| | | ☐ The ability to | | | reports. |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | ☐ The ability to | | | |
| | | comprehend. | | | |
| 10 | 3 hours | ~ | Problems of | | Daily |
| 10 | | key issues of political | the Political | online | assessment |
| | | systems in African and Asian countries. | System in China | learning, video | through discussions |
| | | Asian countries. | Cillia | lectures, | and daily |
| | | ☐ Weekly student | | and the use | • |
| | | assessment through | | of maps | practical |
| | | | | 1 | issues/ written |

| | | 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. | | | and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports. |
|----|---------|--|--|---|---|
| 11 | 3 hours | 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 | | The Relationship Between the Branches of Government | Direct and online learning, video lectures, | Daily assessment through discussions and daily |

| 3 hours | 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. ☐ 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. ☐ Understanding the key issues of political | The Regional and International Environment Influencing the System The Political System in | online learning, video lectures, and the use of maps | issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports. 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. Daily assessment |
|---------|--|--|--|--|
| | systems in African and | Indonesia | learning, | through |

| | | Asian countries. Ueekly student assessment through theoretical discussions. Knowledge and | Legislative and Executive Authority | video lectures, and the use of maps | discussions and daily participation/ practical issues/ written and oral tests on a daily, |
|----|---------|--|---|---|---|
| | | understanding of the functioning of the three branches of government. ☐ Developing students' ability to describe, | | | quarterly, semi-annual, and final basis/ homework assignments and |
| | | analyze, and enhance descriptive skills.☐ The ability to distinguish and compare | | | preparation of research reports. |
| 15 | 3 hours | these systems. ☐ The ability to comprehend. ☐ Understanding the key issues of political | The Role of the People's | Direct and online | Daily assessment |
| 13 | | systems in African and Asian countries. Weekly student assessment through | Assembly The Role of the Military Institution The Electoral | learning, video lectures, and the use of maps | through discussions and daily participation/ practical |
| | | theoretical discussions. Knowledge and understanding of the functioning of the three branches of government. | System | or maps | issues/ written and oral tests on a daily, quarterly, semi-annual, and final basis/ |
| | | ☐ Developing students' ability to describe, analyze, and enhance descriptive skills. | | | homework assignments and preparation of research reports. |
| | | ☐ The ability to distinguish and compare these systems.☐ The ability to | | | |
| | 3 hours | comprehend. Understanding the | The Regional | Direct and | Daily |

| 16 | | 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. | and International Environment Influencing the System | online learning, video lectures, and the use of maps | 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. |
|----|---------|---|--|--|---|
| | | ☐ The ability to comprehend. | | | |
| 17 | 3 hours | ^ | Part Two: Political Systems in Africa | online learning, video lectures, | 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. |

| | | comprehend. | | | |
|----|---------|--------------------------|----------------|-------------|------------------|
| | 3 hours | ☐ Understanding the | Pre- | Direct and | Daily |
| 18 | | key issues of political | Independence | online | assessment |
| | | systems in African and | Stage: | learning, | through |
| | | Asian countries. | Characteristic | video | discussions |
| | | | S | lectures, | and daily |
| | | ☐ Weekly student | Post- | and the use | participation/ |
| | | assessment through | Independence | of maps | practical |
| | | theoretical discussions. | Stage: Main | - | issues/ written |
| | | | Forms | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | C | | | homework |
| | | ☐ Developing students' | | | assignments |
| | | ability to describe, | | | and |
| | | analyze, and enhance | | | preparation of |
| | | descriptive skills. | | | research |
| | | • | | | reports. |
| | | \Box The ability to | | | Top or us. |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | | | | |
| | | ☐ The ability to | | | |
| | | comprehend. | | | |
| | 3 hours | ☐ Understanding the | | Direct and | Daily |
| 19 | | key issues of political | | online | assessment |
| | | systems in African and | Internal and | learning, | through |
| | | Asian countries. | External | video | discussions |
| | | | Challenges | lectures, | and daily |
| | | ☐ Weekly student | Facing | and the use | participation/ |
| | | assessment through | African | of maps | practical |
| | | theoretical discussions. | Systems | | issues/ written |
| | | | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | | | | homework |
| | | ☐ Developing students' | | | assignments |
| | | ability to describe, | | | and |
| | | analyze, and enhance | | | preparation of |
| | | descriptive skills. | | | research |
| | | □ T11 '11' / | | | reports. |
| | | ☐ The ability to | | | |
| | | distinguish and compare | | | |

| | | these systems. | | | |
|----|------------------------------------|---|---------------|-------------|------------------|
| | | J | | | |
| | | ☐ The ability to | | | |
| | | comprehend. | | | |
| | 3 hours □ Understanding the | | Democratic | | Daily |
| 20 | | key issues of political | Transition in | | assessment |
| | | systems in African and | the African | | through |
| | | Asian countries. | Continent | | discussions |
| | | | The Electoral | | and daily |
| | | ☐ Weekly student | System | | participation/ |
| | | assessment through | | | practical |
| | | theoretical discussions. | | | issues/ written |
| | | □ IZ1 1 1 | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | □ Develoning students! | | | homework |
| | | ☐ Developing students' ability to describe, | | | assignments |
| | | analyze, and enhance | | | and |
| | | descriptive skills. | | | preparation of |
| | | descriptive skins. | | | research |
| | | ☐ The ability to | | | reports. |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | misso systems. | | | |
| | | ☐ The ability to | | | |
| | | comprehend. | | | |
| | 3 hours | ☐ Understanding the | Presidential | Direct and | Daily |
| | | key issues of political | Model | online | assessment |
| 21 | | systems in African and | (Nigeria) - | learning, | through |
| | | Asian countries. | Political | video | discussions |
| | | | History | lectures, | and daily |
| | | ☐ Weekly student | | and the use | 1 1 |
| | | assessment through | | of maps | practical |
| | | theoretical discussions. | | | issues/ written |
| | | □ T7 1 1 1 | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | ☐ Developing students' | | | homework |
| | | ability to describe, | | | assignments |
| | | analyze, and enhance | | | and |
| | | descriptive skills. | | | preparation of |
| | | descriptive skins. | | | research |
| | | | | | reports. |

| | | □ The chility to | | | |
|----|---------|--------------------------|--------------|-------------|------------------|
| | | ☐ The ability to | | | |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | | | | |
| | | \Box The ability to | | | |
| | | comprehend. | | | |
| | 3 hours | ☐ Understanding the | Stages of | Direct and | Daily |
| | | key issues of political | Political | online | assessment |
| 22 | | systems in African and | Development | learning, | through |
| | | Asian countries. | in Nigeria | video | discussions |
| | | | Democratic | lectures, | and daily |
| | | ☐ Weekly student | Transition | and the use | • |
| | | assessment through | Tansmon | | 1 1 |
| | | theoretical discussions. | | of maps | practical |
| | | theoretical discussions. | | | issues/ written |
| | | □ TZ 1 1 1 | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | quarterly, |
| | | functioning of the three | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | | | | homework |
| | | ☐ Developing students' | | | assignments |
| | | ability to describe, | | | and |
| | | analyze, and enhance | | | preparation of |
| | | descriptive skills. | | | research |
| | | # 12 12 1 | | | |
| | | ☐ The ability to | | | reports. |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | these systems. | | | |
| | | □ The chility to | | | |
| | | ☐ The ability to | | | |
| | | comprehend. | ~ | | · · · |
| | 3 hours | S | Government | | Daily |
| 23 | | key issues of political | Institutions | online | assessment |
| | | systems in African and | Challenges | learning, | through |
| | | Asian countries. | Facing | video | discussions |
| | | | Nigeria | lectures, | and daily |
| | | ☐ Weekly student | | and the use | participation/ |
| | | assessment through | | of maps | practical |
| | | theoretical discussions. | | 1 | issues/ written |
| | | dicordical discussions. | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |
| | | understanding of the | | | • |
| | | functioning of the three | | | quarterly, |
| | | | | | semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | Description of Acad t | | | homework |
| | | ☐ Developing students' | | | assignments |
| | | ability to describe, | | | and |
| | | analyze, and enhance | | | preparation of |
| | | | | | |

| | | descriptive skills. ☐ The ability to distinguish and compare these systems. | | | research reports. |
|----|---------|---|---|---|---|
| 24 | 3 hours | 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 Political System in Tanzania: 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/ homework assignments and preparation of research reports. |
| 25 | 3 hours | ☐ The ability to comprehend. ☐ 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' | Characteristic s of the Political System in Tanzania Political Institutions | 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 |

| 26 | 3 hours | ability to describe, analyze, and enhance descriptive skills. The ability to distinguish and compare these systems. The ability to comprehend. 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 Development al 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.** |
|----|---------|--|---|---|---|
| | | ☐ The ability to distinguish and compare these systems.☐ The ability to | | | 1 |
| 27 | 3 hours | omprehend. ☐ 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 | 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/ |

| | | 1 1 | | | 1 1 |
|----|---------|---|--------------|-------------|---------------------------|
| | | branches of government. | | | homework assignments |
| | | ☐ Developing students' | | | and |
| | | ability to describe, | | | preparation of |
| | | analyze, and enhance | | | research |
| | | descriptive skills. | | | reports. |
| | | | | | • |
| | | \Box The ability to | | | |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | | | | |
| | | ☐ The ability to | | | |
| | 2.1 | comprehend. | G : 1 | D: 1 | D '1 |
| | 3 hours | • | Social | | Daily |
| 20 | | issues of political | Structure - | online | assessment |
| 28 | | systems in African and | Political | learning, | through |
| | | Asian countries. | System | video | discussions |
| | | ☐ Weekly student | | lectures, | and daily |
| | | J | | and the use | 1 |
| | | assessment through theoretical discussions. | | of maps | practical issues/ written |
| | | theoretical discussions. | | | |
| | | ☐ Knowledge and | | | and oral tests |
| | | understanding of the | | | on a daily, |
| | | functioning of the three | | | quarterly, semi-annual, |
| | | branches of government. | | | and final basis/ |
| | | oranenes of government. | | | homework |
| | | ☐ Developing students' | | | assignments |
| | | ability to describe, | | | and |
| | | analyze, and enhance | | | preparation of |
| | | descriptive skills. | | | research |
| | | 1 | | | reports. |
| | | \Box The ability to | | | reports. |
| | | distinguish and compare | | | |
| | | these systems. | | | |
| | | | | | |
| | | ☐ The ability to | | | |
| | | comprehend. | | | |
| | 3 hours | \mathcal{E} | Democratic | | Daily |
| 29 | | key issues of political | Transition | online | assessment |
| | | systems in African and | After 1991 - | learning, | through |
| | | Asian countries. | The Role of | video | discussions |
| | | □ Wast-11 | Political | lectures, | and daily |
| | | ☐ Weekly student | Elites | and the use | participation/ |
| | | assessment through | | of maps | practical |
| | | theoretical discussions. | | | issues/ written |
| | | □ Knowledge and | | | and oral tests |
| | | ☐ Knowledge and | | | on a daily, |

| 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. 3 hours 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 | quarterly, semi-annual, and final basis/ homework assignments and preparation of research reports. 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. |
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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 (curricula | | | | | |
| books, if any) | 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 | 1- Hamdi Abdel Rahman, Modern Trends in the Study | | | | |
| references (scientific journals, | of Political Systems, with African Systems as a Model. | | | | |
| reports) | 2- Sami Al-Qaisi, Political Developments in India. | | | | |
| | 3- Ahmed Aqla Al-Mu'mini, Regional Geography of the | | | | |
| | World: The Asian Continent. | | | | |
| Electronic Referenc | 1- Freedom Onyoha, Paths of Democratic Transition in | | | | |
| es, Websites | Africa: Successes and Failures- | | | | |
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أ.م.د. طارق محمد طيب ظاهر

| ع. عميد الكلية |
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