## **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)

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8. Course Objectives

# Course Objectives

- 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.
- 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.
- 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.
- 4- To be able to diagnose every scientific word or subject and use it in his study or field of work in the future.
- 5- Developing the student's skills in social and political analysis.

### 9. Teaching and Learning Strategies

### **Strategy**

- 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                          | Unit or subject | Learning      | Evaluation   |
|------|-----------|-----------------------------------|-----------------|---------------|--------------|
|      |           | Learning                          | name            | method        | method       |
|      |           | Outcomes                          |                 |               |              |
|      | 2 (hours) | Knowledge and                     | Chapter One:    | Lectures      | Daily        |
|      |           | understanding.                    | Public Policy   | and           | assessment   |
|      |           | • • Subject-specific              | what is public  | discussions,  | through      |
|      |           | skills, through the               | policy          | live and      | daily        |
|      |           | ability to identify               | Definition and  | online        | discussions  |
| 1    |           | the motives and                   | bases           | education,    | and          |
|      |           | goals behind issues               |                 | video         | participatio |
|      |           | related to political              |                 | lectures, the | n/ practical |
|      |           | sociology, learn to               |                 | use of        | problems/d   |
|      |           | objectively and                   |                 | concept       | aily,        |
|      |           | scientifically link               |                 | maps, open    | semester,    |
|      |           | social and political              |                 | discussion    | mid-year     |
|      |           | variables, and learn              |                 | based on      | and final    |
|      |           | successful scientific             |                 | the           | written and  |
|      |           | political                         |                 | exchange      | oral tests / |
|      |           | analysis. Developin               |                 | of ideas,     | homework     |
|      |           | g students' ability to            |                 | visual aids,  | and          |
|      |           | describe and                      |                 | and           | preparation  |
|      |           | analyze, and                      |                 | classroom     | of research  |
|      |           | developing                        |                 | exercises to  | reports.     |
|      |           | descriptive skills.               |                 | participate   |              |
|      |           | • The ability to                  |                 | in finding    |              |
|      |           | distinguish and                   |                 | appropriate   |              |
|      |           | compare.                          |                 | solutions.    |              |
|      |           | • The ability to                  |                 |               |              |
|      | _         | comprehend.                       |                 |               |              |
|      | 2         | <ul> <li>Knowledge and</li> </ul> | The examples    | Lectures      | Daily        |
|      | (hours)   | understanding.                    | of Public       | and           | assessment   |
|      |           | • • Subject-specific              | Policy in Iraq  | discussions,  | through      |

|   |         | skills, through the                |               | live and      | daily               |
|---|---------|------------------------------------|---------------|---------------|---------------------|
|   |         | ,                                  |               | online        | daily<br>discussion |
|   |         | ability to identify                |               |               |                     |
|   |         | the motives and                    |               | education,    | s and               |
|   |         | goals behind issues                |               | video         | participati         |
|   |         | related to political               |               | lectures, the | on/                 |
|   |         | sociology, learn to                |               | use of        | practical           |
|   |         | objectively and                    |               | concept       | problems/d          |
| 2 |         | scientifically link                |               | maps, open    | aily,               |
|   |         | social and political               |               | discussion    | semester,           |
|   |         | variables, and learn               |               | based on      | mid-year            |
|   |         | successful scientific              |               | the           | and final           |
|   |         | political                          |               | exchange      | written and         |
|   |         | analysis. Developin                |               | of ideas,     | oral tests /        |
|   |         | g students' ability to             |               | visual aids,  | homework            |
|   |         | describe and                       |               | and           | and                 |
|   |         | analyze, and                       |               | classroom     | preparatio          |
|   |         | developing                         |               | exercises to  | n of                |
|   |         | descriptive skills.                |               | participate   | research            |
|   |         | • The ability to                   |               | in finding    | reports.            |
|   |         | distinguish and                    |               | appropriate   | reports.            |
|   |         | compare.                           |               | solutions.    |                     |
|   |         | • The ability to                   |               | solutions.    |                     |
|   |         | comprehend.                        |               |               |                     |
|   | 2       | Knowledge and                      |               | Lectures      | Daily               |
|   | (hours) | understanding.                     | Examples of   | and           | assessment          |
|   | (Hours) | • • Subject-specific               | Public Policy | discussions,  | through             |
| 3 |         | skills, through the                | in Iraq       | live and      | daily               |
|   |         | ability to identify                | m naq         | online        | discussion          |
|   |         | the motives and                    |               | education,    | s and               |
|   |         | goals behind issues                |               | video         | participati         |
|   |         | •                                  |               |               |                     |
|   |         | related to political               |               | lectures, the | on/                 |
|   |         | sociology, learn to                |               | use of        | practical           |
|   |         | objectively and                    |               | concept       | problems/d          |
|   |         | scientifically link                |               | maps, open    | aily,               |
|   |         | social and political               |               | discussion    | semester,           |
|   |         | variables, and learn               |               | based on      | mid-year            |
|   |         | successful scientific              |               | the           | and final           |
|   |         | political                          |               | exchange      | written and         |
|   |         | analysis.•Developin                |               | of ideas,     | oral tests /        |
|   |         | g students' ability to             |               | visual aids,  | homework            |
|   |         | describe and                       |               | and           | and                 |
|   |         | analyze, and                       |               | classroom     | preparatio          |
|   |         | developing                         |               | exercises to  | n of                |
|   |         | descriptive skills.                |               | participate   | research            |
|   |         | <ul> <li>The ability to</li> </ul> |               | in finding    | reports.            |
|   |         | _                                  | l             | C             | 1                   |
|   |         | distinguish and                    |               | appropriate   | 1                   |

|   |         | • The ability to       |               |               |              |
|---|---------|------------------------|---------------|---------------|--------------|
|   |         | comprehend.            |               |               |              |
|   | 2       | Knowledge and          | More          | Lectures      | Daily        |
|   | (hours) | understanding.         | Examples and  | and           | assessment   |
|   |         | • • Subject-specific   | applications  | discussions,  | through      |
|   |         | skills, through the    |               | live and      | daily        |
|   |         | ability to identify    |               | online        | discussion   |
|   |         | the motives and        |               | education,    | s and        |
|   |         | goals behind issues    |               | video         | participati  |
|   |         | related to political   |               | lectures, the | on/          |
| 4 |         | sociology, learn to    |               | use of        | practical    |
|   |         | objectively and        |               | concept       | problems/d   |
|   |         | scientifically link    |               | maps, open    | aily,        |
|   |         | social and political   |               | discussion    | semester,    |
|   |         | variables, and learn   |               | based on      | mid-year     |
|   |         | successful scientific  |               | the           | and final    |
|   |         | political              |               | exchange      | written and  |
|   |         | analysis. • Developin  |               | of ideas,     | oral tests / |
|   |         | g students' ability to |               | visual aids,  | homework     |
|   |         | describe and           |               | and           | and          |
|   |         | analyze, and           |               | classroom     | preparatio   |
|   |         | developing             |               | exercises to  | n of         |
|   |         | descriptive skills.    |               | participate   | research     |
|   |         | • The ability to       |               | in finding    | reports.     |
|   |         | distinguish and        |               | appropriate   |              |
|   |         | compare.               |               | solutions.    |              |
|   |         | • The ability to       |               |               |              |
|   |         | comprehend.            |               |               |              |
|   | 2       | • Knowledge and        | History of    | Lectures      | Daily        |
|   | (hours) | 0                      | Public Policy | and           | assessment   |
|   |         | • • Subject-specific   | in Iraq       | discussions,  | through      |
|   |         | skills, through the    |               | live and      | daily        |
|   |         | ability to identify    |               | online        | discussion   |
|   |         | the motives and        |               | education,    | s and        |
|   |         | goals behind issues    |               | video         | participati  |
| ~ |         | related to political   |               | lectures, the | on/          |
| 5 |         | sociology, learn to    |               | use of        | practical    |
|   |         | objectively and        |               | concept       | problems/d   |
|   |         | scientifically link    |               | maps, open    | aily,        |
|   |         | social and political   |               | discussion    | semester,    |
|   |         | variables, and learn   |               | based on      | mid-year     |
|   |         | successful scientific  |               | the           | and final    |
|   |         | political              |               | exchange      | written and  |
|   |         | analysis. Developin    |               | of ideas,     | oral tests / |
|   |         | g students' ability to |               | visual aids,  | homework     |
|   |         | describe and           |               | and           | and          |
|   |         | analyze, and           |               | classroom     | preparatio   |

|   |           | developing  |   | exercises to  | n of  |
|---|-----------|---|---|---|---|
|   |           | developing descriptive skills.  • The ability to distinguish and compare.  • The ability to comprehend.   |   | participate in finding appropriate solutions.   | research reports.   |
|   | 2         |   | Decision -  | Lacturas  | Daily   |
| 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.•Developin g students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. | 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 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. |
| 7 | 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  | Key elements<br>and stages of<br>Decision -<br>making in<br>Public Policy | Lectures and discussions, live and online education, video lectures, the use of concept maps, open discussion based on the  | Daily assessment through daily discussion s and participati on/ practical problems/d aily, semester, mid-year and final   |

|   |           | political analysis. Developin g students' ability to describe and analyze, and developing descriptive skills. The ability to distinguish and compare. The ability to  |   | exchange<br>of ideas,<br>visual aids,<br>and<br>classroom<br>exercises to<br>participate<br>in finding<br>appropriate<br>solutions.   | written and oral tests / homework and preparatio n of research reports.   |
|---|-----------|---|---|---|---|
| 8 | 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. • Developin g 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 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. |
| 9 | 2 (hours) | <ul> <li>Knowledge and understanding.</li> <li>Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to</li> </ul>   | The difference<br>between these<br>components | Lectures and discussions, live and online education, video lectures, the use of   | Daily assessment through daily discussion s and participati on/ practical   |

|    |           | objectively and scientifically link social and political variables, and learn successful scientific political analysis. Developin g students' ability to describe and analyze, and developing descriptive skills.  The ability to distinguish and compare.  The ability to comprehend.  |   | concept maps, open discussion based on the exchange of ideas, visual aids, and classroom exercises to participate in finding appropriate solutions.   | problems/d aily, semester, mid-year and final written and oral tests / homework and preparatio n of research reports.   |
|----|-----------|---|---|---|---|
| 10 | 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. • Developin g 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 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. |
|    | 2 (hours) | <ul> <li>Knowledge and understanding.</li> <li>Subject-specific skills, through the</li> </ul>  | The pioneers of political theories          | Lectures<br>and<br>discussions,<br>live and   | Daily<br>assessment<br>through<br>daily   |

|    |         | ability to identify    |               | onlina        | disaussian   |
|----|---------|------------------------|---------------|---------------|--------------|
|    |         | ability to identify    |               | online        | discussion   |
|    |         | the motives and        |               | education,    | s and        |
|    |         | goals behind issues    |               | video         | participati  |
|    |         | related to political   |               | lectures, the | on/          |
|    |         | sociology, learn to    |               | use of        | practical    |
| 11 |         | objectively and        |               | concept       | problems/d   |
|    |         | scientifically link    |               | maps, open    | aily,        |
|    |         | social and political   |               | discussion    | semester,    |
|    |         | variables, and learn   |               | based on      | mid-year     |
|    |         | successful scientific  |               | the           | and final    |
|    |         |                        |               |               | written and  |
|    |         | political              |               | exchange      |              |
|    |         | analysis. Developin    |               | of ideas,     | oral tests / |
|    |         | g students' ability to |               | visual aids,  | homework     |
|    |         | describe and           |               | and           | and          |
|    |         | analyze, and           |               | classroom     | preparatio   |
|    |         | developing             |               | exercises to  | n of         |
|    |         | descriptive skills.    |               | participate   | research     |
|    |         | • The ability to       |               | in finding    | reports.     |
|    |         | distinguish and        |               | appropriate   | 1            |
|    |         | compare.               |               | solutions.    |              |
|    |         | • The ability to       |               | solutions.    |              |
|    |         | _                      |               |               |              |
|    | 2       | comprehend.            | T.,           | T4            | D-:1         |
|    |         | Knowledge and          | Inputs of     | Lectures      | Daily        |
|    | (hours) | understanding.         | public policy | and           | assessment   |
|    |         | • • Subject-specific   | process       | discussions,  | through      |
|    |         | skills, through the    |               | live and      | daily        |
|    |         | ability to identify    |               | online        | discussion   |
|    |         | the motives and        |               | education,    | s and        |
|    |         | goals behind issues    |               | video         | participati  |
|    |         | related to political   |               | lectures, the | on/          |
|    |         | sociology, learn to    |               | use of        | practical    |
|    |         | objectively and        |               | concept       | problems/d   |
| 12 |         | scientifically link    |               | maps, open    | aily,        |
| 12 |         | social and political   |               | discussion    | semester,    |
|    |         | variables, and learn   |               | based on      | ·            |
|    |         |                        |               |               | mid-year     |
|    |         | successful scientific  |               | the           | and final    |
|    |         | political              |               | exchange      | written and  |
|    |         | analysis. Developin    |               | of ideas,     | oral tests / |
|    |         | g students' ability to |               | visual aids,  | homework     |
|    |         | describe and           |               | and           | and          |
|    |         | analyze, and           |               | classroom     | preparatio   |
|    |         | developing             |               | exercises to  | n of         |
|    |         | descriptive skills.    |               | participate   | research     |
|    |         | • The ability to       |               | in finding    | reports.     |
|    |         | distinguish and        |               | appropriate   | •            |
|    |         | compare.               |               | solutions.    |              |
|    |         | • The ability to       |               | SOIGHOID.     |              |
|    |         | The ability to         |               |               |              |

|     |         | comprehend.   |               |                        |                    |
|-----|---------|---|---------------|------------------------|--------------------|
|     | 2       | Knowledge and                                       | Outputs of    | Lectures               | Daily              |
|     | (hours) | understanding.                                      | public policy | and                    | assessment         |
|     | ,       | • • Subject-specific                                | process       | discussions,           | through            |
|     |         | skills, through the                                 | 1             | live and               | daily              |
|     |         | ability to identify                                 |               | online                 | discussion         |
|     |         | the motives and                                     |               | education,             | s and              |
|     |         | goals behind issues                                 |               | video                  | participati        |
|     |         | related to political                                |               | lectures, the          | on/                |
|     |         | sociology, learn to                                 |               | use of                 | practical          |
| 13  |         | objectively and                                     |               | concept                | problems/d         |
| 13  |         | scientifically link                                 |               | maps, open             | aily,              |
|     |         | social and political                                |               | discussion             | semester,          |
|     |         | variables, and learn                                |               | based on               | mid-year           |
|     |         | successful scientific                               |               | the                    | and final          |
|     |         | political   |               | exchange               | written and        |
|     |         | analysis.•Developin                                 |               | of ideas,              | oral tests /       |
|     |         | g students' ability to                              |               | visual aids,           | homework           |
|     |         | describe and  |               | and                    | and                |
|     |         |   |               | classroom              |                    |
|     |         | analyze, and  |               | exercises to           | preparatio<br>n of |
|     |         | developing  |               |                        | research           |
|     |         | descriptive skills.                                 |               | participate            |                    |
|     |         | • The ability to                                    |               | in finding             | reports.           |
|     |         | distinguish and                                     |               | appropriate solutions. |                    |
|     |         | compare.  |               | solutions.             |                    |
|     |         | • The ability to                                    |               |                        |                    |
| _   | 2       | <ul><li>comprehend.</li><li>Knowledge and</li></ul> | Kinds of      | Lectures               | Daily              |
|     | (hours) | _   | Political     | and                    | assessment         |
|     | (Hours) | understanding.                                      |               |                        |                    |
|     |         | • • Subject-specific skills, through the            | Theories      | discussions, live and  | through<br>daily   |
|     |         | , 0   |               | online                 | discussion         |
|     |         | ability to identify the motives and                 |               |                        | s and              |
|     |         |   |               | education,             |                    |
|     |         | goals behind issues                                 |               | video                  | participati        |
|     |         | related to political                                |               | lectures, the          | on/                |
| 1.4 |         | sociology, learn to                                 |               | use of                 | practical          |
| 14  |         | objectively and                                     |               | concept                | problems/d         |
|     |         | scientifically link                                 |               | maps, open             | aily,              |
|     |         | social and political                                |               | discussion             | semester,          |
|     |         | variables, and learn                                |               | based on               | mid-year           |
|     |         | successful scientific                               |               | the                    | and final          |
|     |         | political   |               | exchange               | written and        |
|     |         | analysis. • Developin                               |               | of ideas,              | oral tests /       |
|     |         | g students' ability to                              |               | visual aids,           | homework           |
|     |         | describe and  |               | and                    | and .              |
|     |         | analyze, and  |               | classroom              | preparatio         |
|     |         | developing  |               | exercises to           | n of               |

|    |           | descriptive skills.  • The ability to distinguish and compare.  • The ability to  |                              | participate<br>in finding<br>appropriate<br>solutions.  | research reports.   |
|----|-----------|---|------------------------------|---|---|
| 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. • Developin g students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. | 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 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. |
| 16 | 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  | 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 discussion s and participati on/ practical problems/d aily, semester, mid-year and final written and   |

|    |           | analysis. Developin g 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 preparatio n of research reports.   |
|----|-----------|---|---------------------|---|---|
| 17 | 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. • Developin g 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 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. |
|    | 2 (hours) | <ul> <li>Knowledge and understanding.</li> <li>Subject-specific skills, through the ability to identify the motives and</li> </ul>  | The elite<br>theory | Lectures<br>and<br>discussions,<br>live and<br>online<br>education,   | Daily<br>assessment<br>through<br>daily<br>discussion<br>s and  |
| 18 |           | goals behind issues<br>related to political<br>sociology, learn to<br>objectively and   |                     | video<br>lectures, the<br>use of<br>concept   | participati<br>on/<br>practical<br>problems/d   |

|    |           | scientifically link social and political variables, and learn successful scientific political analysis. Developin g students' ability to describe and analyze, and developing descriptive skills.  The ability to distinguish and compare.  The ability to comprehend.  |            | 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 preparatio n of research reports.  |
|----|-----------|---|------------|---|---|
| 19 | 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. • Developin g 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 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. |
|    | 2 (hours) | <ul> <li>Knowledge and understanding.</li> <li>Subject-specific skills, through the ability to identify</li> </ul>  | Criticisms | Lectures<br>and<br>discussions,<br>live and<br>online   | Daily<br>assessment<br>through<br>daily<br>discussion   |

| 20 |           | 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. Developin g students' ability to describe and analyze, and developing descriptive skills.  The ability to distinguish and compare.  The ability to   |                  | 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 participati on/ practical problems/d aily, semester, mid-year and final written and oral tests / homework and preparatio n 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. • Developin g students' ability to describe and analyze, and developing descriptive skills. • The ability to distinguish and compare. • The ability to comprehend. | 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, 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. |

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

|    |           | • The ability to distinguish and compare.   |                      | in finding appropriate solutions.   | reports.  |
|----|-----------|---|----------------------|---|---|
|    |           | • The ability to comprehend.  |                      |   |   |
| 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. • Developin g 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 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. |
|    | 2 (hours) | • Knowledge and understanding.  | Procedures           | Lectures<br>and   | Daily<br>assessment   |
| 25 |           | • • 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. • Developin   |                      | discussions, live and online education, video lectures, the use of concept maps, open discussion based on the exchange of ideas,  | through daily discussion s and participati on/ practical problems/d aily, semester, mid-year and final written and oral tests /   |

|    |           | g students' ability to describe and analyze, and developing descriptive skills.  • The ability to distinguish and compare.  • The ability to comprehend.  |                                   | visual aids,<br>and<br>classroom<br>exercises to<br>participate<br>in finding<br>appropriate<br>solutions.  | homework<br>and<br>preparatio<br>n of<br>research<br>reports.   |
|----|-----------|---|-----------------------------------|---|---|
| 26 | 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. • Developin g 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 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. |
| 27 | 2 (hours) | <ul> <li>Knowledge and understanding.</li> <li>Subject-specific skills, through the ability to identify the motives and goals behind issues related to political sociology, learn to objectively and</li> </ul>   | Comparison<br>between<br>theories | Lectures and discussions, live and online education, video lectures, the use of   | Daily assessment through daily discussion s and participati on/ practical problems/d  |
| 27 |           | objectively and scientifically link   |                                   | concept<br>maps, open   | problems/d<br>aily,   |

|    |         |                        |             | 1             |              |
|----|---------|------------------------|-------------|---------------|--------------|
|    |         | social and political   |             | discussion    | semester,    |
|    |         | variables, and learn   |             | based on      | mid-year     |
|    |         | successful scientific  |             | the           | and final    |
|    |         | political              |             | exchange      | written and  |
|    |         | analysis. Developin    |             | of ideas,     | oral tests / |
|    |         | g students' ability to |             | visual aids,  | homework     |
|    |         | describe and           |             | and           | and          |
|    |         | analyze, and           |             | classroom     | preparatio   |
|    |         | developing             |             | exercises to  | n of         |
|    |         | descriptive skills.    |             | participate   | research     |
|    |         | • The ability to       |             | in finding    | reports.     |
|    |         | distinguish and        |             | appropriate   | reports.     |
|    |         | •                      |             | solutions.    |              |
|    |         | compare.               |             | solutions.    |              |
|    |         | • The ability to       |             |               |              |
|    |         | comprehend.            | G 1         | T .           | D '1         |
|    | 2       | Knowledge and          | Summery and | Lectures      | Daily        |
|    | (hours) | understanding.         | Conclusion  | and           | assessment   |
|    |         | • • Subject-specific   |             | discussions,  | through      |
|    |         | skills, through the    |             | live and      | daily        |
|    |         | ability to identify    |             | online        | discussion   |
|    |         | the motives and        |             | education,    | s and        |
|    |         | goals behind issues    |             | video         | participati  |
|    |         | related to political   |             | lectures, the | on/          |
|    |         | sociology, learn to    |             | use of        | practical    |
|    |         | objectively and        |             | concept       | problems/d   |
| 28 |         | scientifically link    |             | maps, open    | aily,        |
|    |         | social and political   |             | discussion    | semester,    |
|    |         | variables, and learn   |             | based on      | mid-year     |
|    |         | successful scientific  |             | the           | and final    |
|    |         | political              |             | exchange      | written and  |
|    |         | analysis.•Developin    |             | of ideas,     | oral tests / |
|    |         | g students' ability to |             | visual aids,  | homework     |
|    |         | describe and           |             | and           | and          |
|    |         | analyze, and           |             | classroom     | preparatio   |
|    |         | developing             |             | exercises to  | n of         |
|    |         | descriptive skills.    |             | participate   | research     |
|    |         | • The ability to       |             |               |              |
|    |         | _                      |             | in finding    | reports.     |
|    |         | distinguish and        |             | appropriate   |              |
|    |         | compare.               |             | solutions.    |              |
|    |         | • The ability to       |             |               |              |
|    | 2       | comprehend.            | C           | т.            | D '1         |
|    | 2       | Knowledge and          | Common      | Lectures      | Daily        |
|    | (hours) | understanding.         | Examples    | and           | assessment   |
|    |         | • • Subject-specific   |             | discussions,  | through      |
|    |         | skills, through the    |             | live and      | daily        |
|    |         | ability to identify    |             | online        | discussion   |
|    |         | the motives and        |             | education,    | s and        |

|        |                       | goals behind issues                 |                    | video                 | participati          |  |
|--------|-----------------------|-------------------------------------|--------------------|-----------------------|----------------------|--|
|        |                       | related to political                |                    | lectures, the         | on/                  |  |
|        |                       | sociology, learn to                 |                    | use of                | practical            |  |
|        |                       | objectively and                     |                    | concept               | problems/d           |  |
| 29     |                       | scientifically link                 |                    | maps, open            | aily,                |  |
|        |                       | social and political                |                    | discussion            | semester,            |  |
|        |                       | variables, and learn                |                    | based on              | mid-year             |  |
|        |                       | successful scientific               |                    | the                   | and final            |  |
|        |                       | political                           |                    | exchange              | written and          |  |
|        |                       | analysis.•Developin                 |                    | of ideas,             | oral tests /         |  |
|        |                       | g students' ability to              |                    | visual aids,          | homework             |  |
|        |                       | describe and                        |                    | and                   | and                  |  |
|        |                       | analyze, and                        |                    | classroom             | preparatio           |  |
|        |                       | developing                          |                    | exercises to          | n of                 |  |
|        |                       | descriptive skills.                 |                    | participate           | research             |  |
|        |                       | • The ability to                    |                    | in finding            | reports.             |  |
|        |                       | distinguish and                     |                    | appropriate           |                      |  |
|        |                       | compare.                            |                    | solutions.            |                      |  |
|        |                       | • The ability to                    |                    |                       |                      |  |
|        |                       | comprehend.                         |                    |                       |                      |  |
|        | 2                     | Knowledge and                       | Student discussion |                       | Daily                |  |
|        | (hours)               | understanding.                      | + exam             | and                   | assessment           |  |
|        |                       | • • Subject-specific                |                    | discussions,          | through              |  |
|        |                       | skills, through the                 |                    | live and              | daily                |  |
|        |                       | ability to identify                 |                    | online                | discussion           |  |
|        |                       | the motives and                     |                    | education,<br>video   | s and                |  |
|        |                       | goals behind issues                 |                    |                       | participati<br>on/   |  |
|        |                       | related to political                |                    | lectures, the use of  | practical            |  |
| 30     |                       | sociology, learn to objectively and |                    |                       | practical problems/d |  |
| 30     |                       | scientifically link                 |                    | concept<br>maps, open | aily,                |  |
|        |                       | social and political                |                    | discussion            | semester,            |  |
|        |                       | variables, and learn                |                    | based on              | mid-year             |  |
|        |                       | successful scientific               |                    | the                   | and final            |  |
|        |                       | political                           |                    | exchange              | written and          |  |
|        |                       | analysis. Developin                 |                    | of ideas,             | oral tests /         |  |
|        |                       | g students' ability to              |                    | visual aids,          | homework             |  |
|        |                       | describe and                        |                    | and                   | and                  |  |
|        |                       | analyze, and                        |                    | classroom             | preparatio           |  |
|        |                       | developing                          |                    | exercises to          | n of                 |  |
|        |                       | descriptive skills.                 |                    | participate           | research             |  |
|        |                       | • The ability to                    |                    | in finding            | reports.             |  |
|        |                       | distinguish and                     |                    | appropriate           | 1                    |  |
|        |                       | compare.                            |                    | solutions.            |                      |  |
|        |                       | • The ability to                    |                    |                       |                      |  |
|        |                       | comprehend.                         |                    |                       |                      |  |
| 11. Co | 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:  |  |  |  |
| Recommended books and               | <ol> <li>"Public Policy: Analysis and Management of Political Processes" by Michael Howard.</li> <li>"Theories of Public Policy: Foundations and Applications" by Paul A. Sabatier and Christopher M. Weible.</li> <li>"Analyzing Public Policy: Concepts, Practices, and Issues" by David L. Weimer and Aidan R. Vining.</li> <li>"Managing Public Policy: Strategies and Case Studies" by Eric E. Oten and Lawrence M. Mead.</li> <li>Scientific Journals:</li> <li>Journal of Public Policy - A journal focusing on public policy research and analysis.</li> <li>Public Administration Review - Includes articles on public administration and the impact of policies.</li> <li>Policy Sciences - Publishes research on theoretical and practical developments in the field of policy.</li> </ol> |  |  |  |
| references (scientific              | Research groups - workshops - video lectures  |  |  |  |
| journals, reports)                  |   |  |  |  |
| Electronic References,              | Electronic teaching aids, electronic maps, and websites   |  |  |  |
| 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  |  |  |  |
|                                     | weedited buch as iteseaten date   |  |  |  |



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