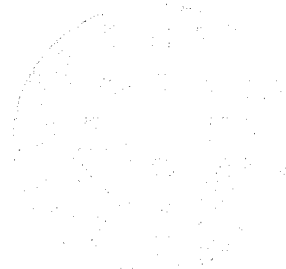


Course description form

1. Course Name:					
Principles of Philosophy					
2. Course Code:					
3. The Semester/the year: Annual					
Annual					
4. The Date this description was made:					
2/22/2024					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
90hour. Three hours a week					
7. Name of the course administrator (if more than one name is mentioned)					
Dr. Hassan Muhammad Jassim Email: hasan.jasim@uoBasrah.edu.iq					
8. Course objectives					
<p>1-Enabling the student to understand the basic concepts in Philosophy.</p> <p>2- Knowing the first beginnings of the emergence of Philosophy, and explaining the most prominent theories that have been said about it (between the East, and the West)</p> <p>3- Introducing the student to the most important ideas, and visions of some philosophers, according to the history of ancient, medieval, modern, and contemporary Philosophy, and what overlaps between each period, and another.</p> <p>4- Introducing the importance of Philosophy, and the extent of its difference from mythological, and religious thinking.</p>					
9. Teaching, and learning strategies					
<p>1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so.</p> <p>2- Brainstorming, and surprising questions to draw students' attention to the lecture.</p> <p>3- Simulation, stories, acting, and simile.</p> <p>4- The lecture is given by the professor, and summarized by the student, where the student takes the professor's place in giving the lecture.</p> <p>5- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint</p>					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Principles of Philosophy	The Origins of Philosophy (introduction)	3	1
Exam, discussion,	Lecture, participation,		The emergence of Philosophy (the	3	2

reports, and research	questions, and interaction		Eastern vision, and its schools)		
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The emergence of Philosophy (the Western vision, and its schools)	3	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The nature of philosophical thinking (its difference from mythological thought)	3	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The nature of philosophical thinking (its difference from religious thought)	3	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		===== (Its difference between literary, and scientific thinking)	3	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The purpose, and goal of Philosophy, the relationship of Philosophy to reality	3	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Philosophy topics (first/existence topic)	3	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Secondly, the study of comfot)	3	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Third (Values Study)	3	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Special philosophies (Philosophy of religion, Philosophy of history)	3	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Special philosophies (Philosophy of science)	3	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Special philosophies (Philosophy of language)	3	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Special philosophies (Philosophy of law)	3	14

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Private philosophies (Philosophy of politics)	3	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		A tree of the stages of Philosophy, historically, and its most prominent philosophers	3	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Arboretum of Greek Philosophy (Eleatic, and Ionic Greek Schools)	3	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Greek Philosophy (Socrates, and Plato)	3	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Greek Philosophy (Aristotle)	3	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Islamic Philosophy, and its most prominent schools	3	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Islamic Philosophy (peripatetic school)	3	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Islamic Philosophy (Iraqi school)	3	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Islamic Philosophy (the school of transcendent wisdom)	3	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Arboretum of European Philosophy in the Middle Ages (Augustine)	3	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Tree of Philosophy (Thomas Aquinas)	3	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Arboretum of Modern Philosophy (Rationalists, and Empiricists)	3	26



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Arboretum of modern Philosophy (Descartes, Aspin's)	3	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Arboretum of Modern Philosophy (Bacon, and Hume)	3	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The tree of contemporary Philosophy, and its schools (pragmatism)	3	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Contemporary Philosophy (existentialism)	3	30

11. Course evaluation

Distribution As follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50 essential for final exams

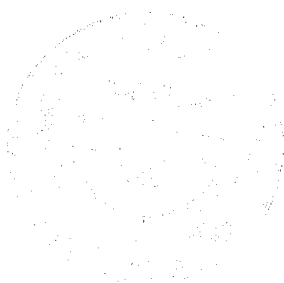
12. Learning, and teaching resources

None	Required textbooks (methodology, if any)
Foundations of Philosophy, Tawfiq Al-Tawil	Main references (sources)
1/ A new introduction to Philosophy, Abdul Rahman Badawi 2/Introduction to Philosophy, Imam Abdel Fattah Imam 3/Philosophy, its types, and problems, Hunter Mead	Recommended supporting books, and references (scientific journals, reports....)
https://faculty.uoBasrah.edu.iq/faculty/2743/teaching	Electronic references, Internet sites

Greek Philosophy/Dr. Naba Abdul Sattar Jaber

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.



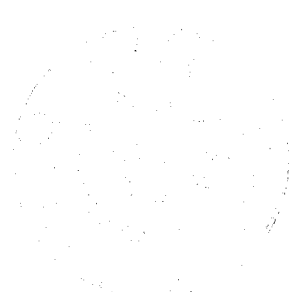
2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/Level
3 hours	theoretical	Greek Philosophy		2023-2024 / the first

3. Expected learning outcomes of the programme	
Knowledge	
1- Access to philosophical texts, and ideas across Greek civilization 2- Keeping up with the development in analysis, and criticism of philosophical texts.	
Skills	
1- Encouraging Students on acquisition skills Thinking, and analysis. 2- building Capabilities Students on Analysis Philosophical, and understanding Cognitive. 3- the job of Create Capacity Creative, and thinking Building.	
Value	
1- Developing students' abilities to share ideas. 2- stand on Importance Philosophy. 3- Focusing on explaining the relationship of Philosophy to other concepts such as religion, beauty, and morals.	

4. Teaching, and learning strategies	
Class dialogues, brainstorming, various tests, electronic lectures	

5. Evaluation methods	
Daily exams, monthly, and other daily assignments, contributions, and class discussions, in addition to Midyear Exams, and End of year.	

6. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Greek Philosophy	Philosophy	



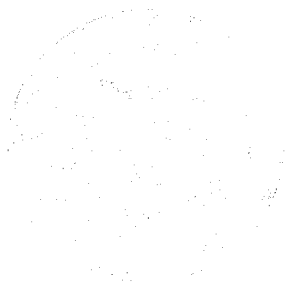


Professional development
Orienting new faculty members
Professional development for faculty members

7. Acceptance standard

8. The most important sources of information about the program
Programs academy for departments, and colleges Debate Local.

9. Program development plan
Accommodation Seminars, and Workshops To develop Skills Personal for Teachers, and students, and episodes Discussion within Programs Education
Continuous on last Studies Debate To specialize Section Scientific. as well as on Accommodation Debates with Sections, and debate colleges.



Course description form

1. Course Name: Greek Philosophy					
Greek Philosophy before Aristotle.					
2. Course Code:					
3. The Semester/the year: Annual					
Annual					
4. The Date this description was made:					
5. 02/14/2024					
6. Available attendance forms:					
Attendance only					
7. Number of study hours (total)/number of units (total):					
90hour annually. 3 hours a week					
8. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Nabaab Abdul Sattar Jaber					
Email: naba.abdulsattar@uoBasrah.edu.iq					
9. Course objectives					
<ul style="list-style-type: none"> • • • 		<ol style="list-style-type: none"> 1- Thinking, and deduction skills. 2- Cognitive skills. 3- Analytical skills. 4- personal skills. 5- Preparing students who are proficient in teaching Greek Philosophy, and researchers in its various fields, and branches. 			
10. Teaching, and learning strategies					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series					The strategy
11. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams, and	Explaining the scientific material through the prescribed		1- identification	3hour	1
			Philosophy, and what is meant by Philosophy.	3hour	2
			2- The origins, and branches of	3hour	
				3hour	3
				3hour	

			22- The Sophists, the emergence of sophistry.		21
			23- Pythagoras.		
			24- Gorgias.		
			25- Socrates, his life, and method.		22
			26- Plato's life, and writings.		
			27- Plato's Philosophy, and its sections.		23
			28- theory of knowledge.		24
			29- Theory of proverbs.		25
			30- Existence.		
					26
					27
					28
					29
					30

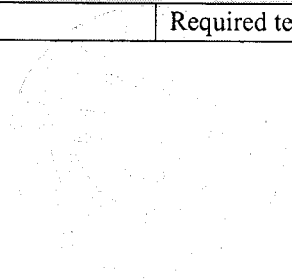
12. Course evaluation

Distribution as follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50Sessential for final exams

13. Learning, and teaching resources

None

Required textbooks (methodology, if any)



1- History of Greek Philosophy / Youssef Karam 2- History of Greek Philosophy / Walter Stace 3- Greek Philosophy before Socrates / Dr. Jaafar Yassin	Main references (sources)
	Recommended supporting books, and references (scientific journals, reports....)
None	Electronic references, Internet sites

English language/M. Haitham Mahdi Maatouq

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Assistant rapporteur		30		Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description

Credit hours		Name of the course or courses	Course or courses code	Year/Level
1	theoretical	English language		2023-2024/First Stage

3. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the rules of the English language, and linguistic communication in the classroom to enhance the student's abilities, and increase his self-confidence
Skills Learn conversation, reading, and comprehension skills	
	Expanding students' perceptions of reading in the English language Training students to communicate in the language in the classroom English
Value	
	Developing students' abilities to acquire English language skills
	Developing the spirit of linguistic communication among students

4. Teaching, and learning strategies	
-Explaining the scientific material by reading English texts. 2- Linking linguistic skills (which were presented during the lectures) Together: reading, conversation, and comprehension	

5. Evaluation methods	
Monthly, and daily exams, and the end-of-the-year exam.	

6. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Translation studies	Translation studies	Teacher

Professional development
Orienting new faculty members
Professional development for faculty members

7. Acceptance standard
Central admission

8. The most important sources of information about the program

9. Program development plan
Studying the importance of learning basic English language skills so that the student can deal with the curriculum book

Course description form

1. name the decision: Beginner head-way for students/Workbook						
2. Course Code:						
3. The Semester/the year: Annual						
Annual						
4. The date this description was made: 02/14/2024						
5. Available attendance forms:						
Attendance only						
6. Number of study hours (total)/number of units (total):						
30 hours annually. An hour a week						
7. Name of the course administrator (if more than one name is mentioned)						
Name: Haitham Mahdi Maatouq						
Email Haitham.maatoq@uBasrah.edu.iq						
8. Course objectives						
<ul style="list-style-type: none"> • • • 		1- Make students understand the basic rules of the English language 2 –Expanding students’ skills in conversation, reading, and writing 3 – Enhancing the spirit of communication within the classroom by motivating students to express their abilities to participate				
9. Teaching, and learning strategies						
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series						The strategy
10. Course structure						
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week	
Weekly, monthly, daily, written exams, and the	Explaining the scientific material by reading library concepts, and ... 2- Research	Module	1.A-Knowledge & Understanding A1- Students should understand the vocabulary A2-2. Introductions are read clearly by the lecturer. A3-3. Students should read the text thoroughly	hour	1	
		Unit Topic Title		hour	2	
		Questions Words		hour	3	
		Present Tenses:		hour	4	
		Present		hour	5	
		4 Simple, and present Continuous		hour	6	

end-of-year exam.	conducted by the student on the Internet to apply these concepts. 3. It summarizes the most important ideas that were presented during the lectures	Tenses: Past Simple, and Continuous	to recognize the difficult items	hour	7
		Reading text	4.. A4- Q & A is approached A5- Students must fully practice English Every Day.	hour	8
		Grammar Spot	Students should be able to read, and speak the content of the highway freely in the class.	hour	9
		Homework		hour	10
		Quiz		hour	11
		Vocabulary		hour	12
		Me /are/is /me How Are You? Your world		hour	13
		he/she/it.his/her All about you		hour	14
		Reading text: Family & Friends		hour	15
		Homework		hour	16
		Present Simple / we / you / they		hour	17
		Monthly exam Questions & Negatives My favorites Where I live		hour	18
		Time Past Was/were		hour	19
		I can do that Can / cannot		hour	20
				hour	21
				hour	22
				hour	23
				hour	24
				hour	25
				hour	26
				hour	27
				hour	28
				hour	29

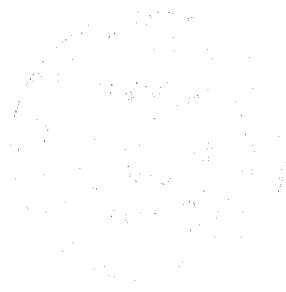
		<p>Homework</p> <p>Review</p> <p>Monthly Exam</p> <p>Please, and Thank you Some & any Here, and now</p> <p>Present continuous</p> <p>Homework</p> <p>It is time to go</p> <p>Quiz</p> <p>Present simple, and present continuous Future Plans Revision</p> <p>29 Review 30</p>			30
Monthly exam					

11. Course evaluation
12.

distributed as follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50Sessential for final exams

13. Learning, and teaching resources

-New HeadwayBeginners-student book (Student book)	Required textbooks (methodology, if any)
-New Headway Beginners- student book (workbook)	
	Main references (sources)
	Recommended supporting books, and references (scientific journals, reports....)
https://uomustansiriyah.edu.iq/	Electronic references, Internet sites



Human rights, and democracy/Dr. Sarah Abdel Razzaq Zaji

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description			
Credit hours	Name of the course or courses	Course or courses code	Year/Level

practical	theoretic al	Democracy, and human rights		2023-2024 / First Stage
	theoretic al			

3. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the importance of democracy, and human rights, and the great intellectual renaissance, and cultural boom it has brought about in various fields of science, and knowledge, politically, and intellectually.
Skills	
	Exp, and ing students' skills in the field of human rights, and democracy.
Value	
	Developing students' abilities to share ideas
	Encouraging students to read, and acquire analytical skills.

4. Teaching, and learning strategies	
-Explanation of the scientific material. 2- Relying on the brainstorming method, and drawing the student to the scientific material. 3- Divide the students into groups, and follow the method of asking questions.	

5. Evaluation methods	
1-Oral exam 2-Assigning students to research, and prepare mini-researches on the scientific subject 3-Written exam	

6. education institution							
Faculty members							
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank	
lecturer	permanent			private	general	M. Dr. Sarah Abdel Razzaq Zaji Al-Asadi Doctor teacher	
	permanent			Islamic thought	Islamic history		

Professional development	
Orienting new faculty members	
Professional development for faculty members	

7. Acceptance standard	
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Central admission

8. The most important sources of information about the program

- 1 - Human rights in the Arab world/Hussein Jameel
- 2 - Democracy, and Human Rights/Mohamed Abed Al-Jabri

9. Program development plan

- 1-Read, and explain vocabulary
- 2- Display the summaries on the board
- 3- Asking students to repeat the topics that were explained
- 4- Asking questions, and leaving room for students to discuss them

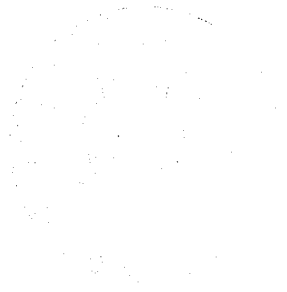
Assigning students to assignments

Program skills chart

Learning outcomes required from the programme

Value	Skills			Knowledge					Essential or optional	Course Name	Course Code	the year/the level	
	C3	C2	C1	B4	B3	B2	B1	a4					a3
C4													2023-2024

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

1.	Course Name:
	Democracy, and human rights
2.	Course Code:
3.	Semester/ year: Annual
	Annual
4.	The date this description was made: 02/29/2024
5.	Available attendance forms:
	Attendance only
6.	Number of study hours (total)/number of units (total):
	60 hours annually. Two hours a week
7.	Name of the course administrator (if more than one name is mentioned)
	Name: Dr. Sarah Abdel-Razzaq Zaji Al-Asadi.
	Email. sarah.zachy@UoBasrah.edU.iq
8.	Course objectives
	<ul style="list-style-type: none"> • • • <p style="margin-left: 200px;">Framing knowledge of the original rights in their nature, without which a person cannot live as a human being, and given the changing, and renewable nature of these rights that keep pace with the development of the era in their change, and knowing the dimensions of the establishment (democracy), its circumstances, and the intellectual elements that surrounded the emergence of those rights.</p>
9.	Teaching, and learning strategies
	<p>1-Education strategy collaborative concept planning.</p> <p>2-Teaching strategy brainstorming.</p> <p>3-Education strategy notes series</p>
	The strategy
10.	

Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Democracy, and human rights	The concept of democracy A- The emergence of democracy among the Greeks	1	1

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		B-Plato, and the Utopia C- Aristotle's systems of government	1	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Democracy in modern, and contemporary times	1	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Democracy, and citizenship (equality, and citizenship)	1	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Concepts of democracy 1-Autocracy 2-Autocracy	1	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		3-Bureaucracy 4-Technocracy	1	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Characteristics of a democratic system	1	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Democracy in Islam/1	1	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Democracy in Islam/2	1	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basic components of democracy 1-Free, and fair elections 2-Direct, and indirect elections	1	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		3- Individual, and list elections	1	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Main components of democracy 1-Civil freedom 2-Political freedom	1	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Pillars of democracy	1	13

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basic conditions for a democratic system	1	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Problems faced by Arab countries in implementing democracy	1	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The intellectual foundations of the concept of human rights, and its importance Definition of the truth	1	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		1-Introducing the human being 3- Natural rights 4-Special rights	1	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The development of the concept of human rights 1-Human rights in ancient civilizations	1	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		2-Human rights in the Middle Ages 3-Human rights in the modern era	1	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Human rights in systems of thought 1- Human rights in Islamic thought 2-Human rights in positive thought	1	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Human rights in Sahifa Al-Sajjadiyya 1- The right of God 2- The right of the soul 3- The rights of imams 4- The rights of teachers	1	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		5- The rights of the educated, 6- The right of the favored person, 7- The right of the sitter, 8- The right of the neighbor	1	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		9- The right of the owner 10- The right of money 11- The right of the plaintiff 12- The right of the defendant	1	23

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		13- The right of the advisor 14- The right of the advisor 15- The right of the advisor 16- The right of the advisor	1	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		17- The right of the elderly 18- The right of the young 19- The rights of the poor 20- The right of the people of the religion 21- The right of the people of Dhimma	1	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Human rights in Renaissance, and modern societies	1	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		French human, and citizen rights flags in 1688 AD	1	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Contribution of thinkers Hobbes, John Locke, Rousseau, Voltaire, and Montesquieu	1	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The French Revolution, and the Declaration of the Rights of Man, and the French Citizen in 1789 AD	1	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Covenant of the League of Nations, and human rights 1- The United Nations Charter 1945 AD 2-The Universal Declaration of Human Rights 1948 AD	1	30

13. Course evaluation

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

14. Learning, and teaching resources

None	Required textbooks (methodology, if any)
Human rights in the Arab world/Hussein Jameel	Main references (sources)
1 - Human rights in the Arab world/Hussein Jameel 2 - Democracy, and Human Rights/Mohamed Abed Al-Jabri	Recommended supporting books, and references (scientific journals, reports....)

Ancient Eastern Thought / Aqeel Jabbar Jassim

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Ancient Eastern thought		2023-2024/first
	theoretic al			

3. Expected learning outcomes of the programmed	
Knowledge	
Identifying the most prominent opinions expressed by philosophers, and researchers about thought, and Philosophy, and presenting the origin, and history of thought, and Philosophy in the medieval, modern, and contemporary eras.	
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion. 2- Enabling the student to deal with religious, and philosophical texts, and demonstrate the ability to analyze, and read those texts.	

3- Acquiring knowledge, and knowledge of ancient Eastern thought, and ancient Eastern philosophies, especially Iraq, Egypt, Persia, India, and China. 4-Knowing the religious, and philosophical concepts, beliefs, and ideas that appeared in the countries of the Ancient East	
Values , and ideas	
Spreading the spirit of tolerance, and accepting others as they are without belittling them, and the necessity of familiarizing themselves with all religious or theological ideas of all religions, as well as trying to spread the spirit of dialogue between them, to reach justice, tolerance, and equality to achieve a virtuous society.	

4. Teaching, and learning strategies
1- A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so. 2- Simulation, stories, acting, and simile. 3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic libraries, and the method of accessing, searching, and downloading those books. Also (Telegram, Google Meet, PowerPoint)

5. Evaluation methods
1- The oral examinations, and requiring daily preparation, and participation 2- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research. 3- Written exams. 4- Questionnaire

6. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Islamic History - Crusades	the date	assistant teacher

Professional development
Orienting new faculty members
Professional development for faculty members



7. Acceptance

Central admission

8. The most important sources of information about the program

- 1/ Ancient Eastern Thought: John Kohler
- 2/Pre-Philosophy: Henry Frankfurt, and others

9. Program development plan

- 1- Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.
- 2- Introducing new educational curricula, and relying on useful diagrams, posters, and summaries.

Course description form

1. Course Name:					
Ancient Eastern thought					
2. Course Code:					
3. Semester/ year: Annual					
Annual					
4. The date this description was made:					
10/5/2023					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
60hour.Two hours a week					
7. Name of the course administrator (if more than one name is mentioned)					
Dr. Aqeel Jabbar Jassim					
Email: aqeel.jassim@uoBasrah.edu.iq					
8. Course objectives					
			<p>-Enabling the student to understand the basic concepts in ancient Eastern thought, and distinguish between it, and ancient Eastern philosophies</p> <p>2- Knowing the ancient Eastern religions, learning about their beliefs, and knowing their rituals, and doctrines.</p> <p>3- Introducing the student to the most important ancient Eastern ideas, and visions: creation, formation, death, immortality, and others.</p> <p>4- Enabling the student to get to know the most prominent ancient Eastern philosophers, and their lives, writings, and Philosophy.</p>		
9. Teaching, and learning strategies					
<p>- -A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so.</p> <p>- 3-Simulation, stories, acting, and simile.</p> <p>-</p> <p>3-E-learning methods are sometimes through smart screens or asking students to benefit From electronic libraries, and how to access, search, and download these books. (Telegram, Go Meet, Power Point)</p>					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research	Ancient Eastern thought	The originality of Philosophy between East, and West	2	1
Lecture, participation,	Exam, discussion, reports, and research		The meaning of thought, the meaning of Philosophy, the	2	2

questions, and interaction			distinction between thought, and Philosophy)		
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The reasons for thinking among the ancients, and its motives. Does their thought rise to Philosophy?	2	3
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Myths, their meaning, role, reasons for their appearance, features of mythological thinking, and organized thinking	2	4
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Ancient Iraqi thought: Mesopotamian formation, existence, and the gods	2	5
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Cosmic order, natural laws	2	6
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Creation of the world, creation of man	2	7
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Knowledge, doubt, anxiety	2	8
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Death, and immortality	2	9
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Ancient Egyptian Thought: Egyptian Formation, Origin of the Universe	2	10
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Cosmology, universe, and state	2	11
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Knowledge, creation of the world	2	12
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Creation of man	2	13

Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Life values	2	14
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Death, and immortality	2	15
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Ancient Persian Thought: Zoroastrian Formation	2	16
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Creation of the world, dualism	2	17
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Man, knowledge, freedom, society, and law, society, ethics	2	18
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Soul, death, and immortality, salvation	2	19
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Ancient Indian Thought: Basic Characteristics of Buddhist Thought, Genesis, Vedas, and Upanishads	2	20
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The world, the soul	2	21
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Knowledge, and reality, contemplation, and reflection	2	22
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Change, and reality, society, and thought, death, and immortality	2	23
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Ancient Chinese thought: interpretation, and Confucianism	2	24
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The universe, and the gods, the being, the unity of heaven, and earth	2	25

Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Human morality, and nature	2	26
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Natural laws, and the state of nature, reason, and knowledge	2	27
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Confucian logic, society, and human qualities	2	28
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Principles, and virtues, obedience, authority	2	29
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Judgment, and reform, class division, death, and immortality	2	30

11. Course evaluation
 Distributed as follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50 Sessential for final exams

12. Learning, and teaching resources

None	Required textbooks (methodology, if any)
1-Ancient Eastern Thought: John Kohler	Main references (sources)
1-Pre-Philosophy: Henry Frankfurt, and others	Recommended supporting books, and references (scientific journals, reports....)
Pre-Philosophy: Henry Frankfurt, and others	Electronic references, Internet sites

Arabic Language/ A.M.D. Khalil Abdel Muti Othman

1. Program structure

Notes *	percentage	Study unit	Number of courses	Program structure
Established		30	30	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description

Credit hours	Name of the course or courses	Course or courses code	Year/level
--------------	-------------------------------	------------------------	------------

	theoretic al	Arabic		2023-2024/first Stage

3. Expected learning outcomes of the programme	
Knowledge	
	Informing students about the importance of knowing the language, and studying it through its origin, collection, sources, schools, and other matters that help students' mental ability.
Skills	
	Expanding reading skills, and stimulating scientific research among students.
Value	
	Developing students' abilities to share ideas
	Disclosing one's thoughts, and values.

4. Teaching, and learning strategies	
<p>- Explaining the scientific material by asking students to prepare the previously prescribed vocabulary.</p> <p>2- Study the previous material, and review it before starting the next lecture so that there is a connection between the two lectures.</p> <p>3- The questions that are asked in the lecture are about the prescribed vocabulary itself, and the students are mentally drawn to it.</p>	

5. Evaluation methods	
<p>-Weekly, and monthly exams, and the end of the year exam.</p> <p>-Questions during the lecture, and giving a mark for the correct answers through daily grades.</p>	

6. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Language , and grammar	Arabic	Assistant Professor

Professional development
Orienting new faculty members
Professional development for faculty members

7. Acceptance standard

8. The most important sources of information about the program
Methodological book (Arabic language for non-specialists) The auxiliary book (Meanings of Grammar) by Dr. Fadel Al-Samarrai Explanation of Ibn Aqeel on Alfiyyah Ibn Malik.

9. Program development plan
A study comparing the Arabic language to other languages.

Program skills chart

Learning outcomes required from the programme

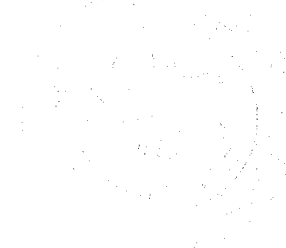
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	the year/the le	
	C1	C2	C3	C4	B1	B2	B3	B4					a1
C4													2023/2024

● Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

1. Course Name: Arabic						
Language, and grammar						
2. Course Code:						
3. Semester/ year: Annual						
Annual						
4. The date this description was made: 02/24/2024						
5. Available attendance forms:						
Attendance						
6. Number of study hours (total)/number of units (total):						
30hour						
7. Name of the course administrator (if more than one name is mentioned)						
8. Course objectives						
				1- Providing students with application skills in the Arabic language 2 -Expanding critical reading skills when studying the language in its correct form.		
9. Teaching, and learning strategies						
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series.					The strategy	
10. Course structure						
Evaluation method		Name of the unit or topic	Required learning outcomes	hours	the week	
Weekly, monthly, daily, written exams, and the end-of-year exam.		<i>Prescribed vocabulary</i>		1	1	
		plural the language Arabic		1	2	
		Genesis the language Arabic		1	3	
		sources the language Arabic		1	4	
		Phase that It passed with it the language		1	5	
		Hamza, and its types		1	6	
		Writing the hamza		1	7	
		Solar, and lunar lights		1	8	
		The language of the punctuation marks		1	9	
		Numbers, and their countable, and their rulings		1	10	
		Sections of speech		1	11	
		Name, and what it is		1	12	
		Action, and its nature		1	13	
					1	14
						15
						16



		Types of verbs	1	17
		past verb	1	18
		The present tense	1	19
		The imperative verb	1	20
		The Arabized, and the built	1	21
		Indefiniteness, and	1	22
		knowledge	1	23
		Literature, its origins, and	1	24
		definition	1	25
		Pre-Islamic poets	1	26
		Poets at the beginning of	1	27
		Islam	1	28
		Veteran poets	1	29
		Pendants	1	30
11. Course evaluation				
12. Learning, and teaching resources				
book Systematic (the language Arabic for others Jurisdiction)	Required textbooks (methodology, if any)			
the book the assistant (Meanings Grammar) Doctor Virtuous Samurai, and a book (to explain son Aqeel on Millennium son What is with you).	Main references (sources)			

General Psychology/ Maysaa Sabri Jassim

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
	theoretic al	General psychology		2023-2024/first Stage

3. Expected learning outcomes of the programme
--

Knowledge		Informing students about the importance of schools in psychology such as (functional, structural, and gestalt schools)
Skills		Expanding skill in analyzing, and applying theories of general psychology
Value		Developing students' abilities to share, and discuss ideas, including scientific material on the foundations of general psychology

4. Teaching, and learning strategies
-Explaining the scientific material by reading the topic given to the students through discussion, and questioning. 2- Write a report on a psychology topic, and discuss the ideas that were presented during the lecture 3- Linking students' ideas to the scientific material, and making it the focus of the educational process

5. Evaluation methods
Weekly, monthly, daily exams, and the end of the year exam.

6. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Educational psychology	Educational, and psychological sciences	assistant teacher

Professional development
Orienting new faculty members
Professional development for faculty members

7. Acceptance standard

8. The most important sources of information about the program
1-General Psychology Book/author Jaafar Abdel Khadim Al-Mayahi 2-Foundations of Psychology book / Talaat Mansour, and Anwar Al-Sharqawi

9. Program development plan

Course description form

1. Course Name: General psychology					
The concept, and schools of general psychology					
2. Course Code:					
3. Semester/ year: Annual					
Annual					
4. The date this description was made 02/25/2024					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
60hour annually. 2An hour a week					
7. Name of the course administrator (if more than one name is mentioned)					
Name: Maysaa Sabri Jassim					
Email: sabrimaysaa7@gmail.com					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Providing students with the skill of applying, and analyzing theories of general psychology 2 -Expanding reading skill schools of general psychology 3-Clarifying the most important modern ideas in general psychology, such as motivation, and others.			
9. Teaching, and learning strategies					
1-Cooperative learning education strategy. 2-Teaching strategy brainstorming. 3-Teaching strategy discussion, and questioning					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
11. Course evaluation					
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	psychology	An introduction to general psychology	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		History of psychology	2	2
Exam, discussion,	Lecture, participation,		Psychology schools	2	3

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basic concepts in the psychodynamic approach	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Behavioral school	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Classical conditioning in real life	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Skinner's model (schedules of reinforcement).	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Procedural conditioning	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		School of humanistic psychology	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Gestalt psychology	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Applications of Gestalt theory	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Frontiers of psychology (fields	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Cognitive psychology	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Developmental psychology	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Personal	2	15

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social Psychology	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Psychology, and law	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Motives	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Classification of motives	22	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social motives	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Physiological motives	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Conflict (Coover, and Appley model.)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Emotions	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Emotion, and its evidence	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Emotion theories	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Disturbed response to stressful situations	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		psychological diseases	2	27
Exam, discussion,	Lecture, participation,		Psychosomatic illnesses	2	28

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Mental illness	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Classification of diseases	2	30

Distributed as follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50 essential for final exams

12. Learning, and teaching resources

- 1-General Psychology Book/author Jaafar Abdel Khadim Al-Mayahi
- 2-Foundations of Psychology book / Talaat Mansour, and Anwar Al-Sharqawi

Computer Basics/ Fatima Jum'a Matrud

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		30	30	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretical	Computer basics		2023-2024 / first Stage

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3. Expected learning outcomes of the programme	
Knowledge	
	Introducing students to the basics of computers, its types, components, generations, and the most important programs used
Skills	
	Student acquisition Knowledge of using computers
	Which is one of the most important requirements of practical daily life
Value	
	Developing students' abilities to use computers in line with professional requirements
	Training them through using Microsoft software to prepare scientific reports

4. Teaching, and learning strategies
-Explaining the scientific material by addressing the most important parts, and benefits of using the computer in our daily lives. 2- Preparing a report related to the scientific material. 3- Linking what is presented during the theoretical lecture, and applying it practically in the laboratory. 4- Students participate in daily activities prepared, and discussed in the lecture.

5. Evaluation methods
Daily, monthly, practical, and end-of-year exams.

6. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
lecturer				Agricultural geography	geography	Teacher assistant

Professional development
Orienting new faculty members
Professional development for faculty members

7. Acceptance standard

8. The most important sources of information about the program

- 1- Muhammad Al-Saeed Khashaba, Introduction to Electronic Computers, Dar Al-Ma'rif, 1985
- 2- Mahmoud Afifi, Modern Developments in Information Technology, Bibliotheca Alexandria
- 3- Yahya Mustafa Helmy, Basics of Information Systems, Ain Shams Library, Cairo 1988.
- 4- Yasser Youssef Abdel Moati, Introduction to the Computer, and its Application, Library of Alexandria.
- 5- Ahmed Muhammad Salem, Educational Technology, and E-Learning, first edition, Riyadh, Al Rushd Library, 2004.
- 6- Abdullah bin Ishaq Attar, E-learning: its concept, goals/reality of its application, the tenth scientific conference of the Egyptian Society for Educational Technology in association with the Girls' College, Ain Shams University, under the title of e-learning technology, and comprehensive quality requirements, in the period from 5 to 7/7/2005, Volume Five. Ten Part Two, pages 367-377, 2005.
- 7- Muhammad Abdel Hamid, Networked Education System, Philosophy of E-Learning via Networks, first edition, Cairo, Alam al-Kutub, 2005.
- 8- Electronic Education, and Training Center, Buraidah College of Technology, Kingdom of Saudi Arabia, 2008, available at the following website www.elearning.edu.sa.
- 9- National Center for E-Learning, Ministry of Higher Education, Supreme Council of Universities, Arab Republic of Egypt, 2008, www.nelc.edu.eg/arabic/ID_concepts.

9. Program development plan

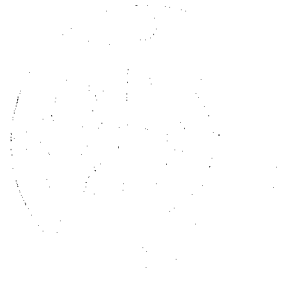
Training, and qualifying students to use the computer, and how to deal with it in a way that suits daily needs (scientific, and practical)

Program skills chart

Learning outcomes required from the programme

Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	the year/the le	
	C1	C2	C3	C4	B1	B2	B3	B4					a1
C4													2023-2024
										Essential, and Mandatory	Computer basics		

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

1. Course Name: Computer basics					
The concept of computer, its types, and applications.					
2. Course Code:					
3. Semester/ year: Annual					
Annual					
4. The date this description was made: 02/14/2024					
5. Available attendance forms:					
My presence, my application (practical)					
6. Number of study hours (total)/number of units (total):					
30 hours annually. 1 hour a week					
7. Name of the course administrator (if more than one name is mentioned)					
Name: Fatima Jum'a Matrud					
Email: edw.lect.039@avicenna.uoBasrah.edu.iq					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Providing students with the skill of applying, and dealing with computers. 2- The importance of applying, and using programs.			
9. Teaching, and learning strategies					
1-Theoretical education strategy. 2-Daily participation. 3-Training strategy Learning.					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
11. Course evaluation					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	the computer	Introduction to the computer, its introduction, and the history of the computer	1	1

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Computer generations, and the advantages of each generation	1	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Electronic data processing triangle	1	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The idea of a computer - its types	1	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Physical components of a computer	1	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Computer output units	1	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Storage units in computers	1	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		PC components	1	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Types of ports (sections, characteristics.)	1	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Operating system (its definition, basic benefits.)	1	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Operating system types	1	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Linux system (its definition, characteristics, and development.)	1	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Unix system (definition, characteristics, development.)	1	13
Exam, discussion, reports, and research	Lecture, participation,		Operating system (DOS, Windows)	1	14

	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The harms, and benefits of using a computer	1	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Operating the computer (partitions, windows.)	1	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Computer operation (characteristics, uses.)	1	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Folders, and files (add, move, remove, move.)	1	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Microsoft software	1	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basics of the office program Word	1	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basics of the office program Excel	1	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basics of the office program Excel (Lecture 2)	1	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basics of PowerPoint	1	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Basics of PowerPoint lecture 2	1	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Viruses (nomenclature, and characteristics)	1	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Properties of viruses	1	26

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		History of viruses, their types	1	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Symptoms of infection	1	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Prevention	1	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Some problems facing the user, and how to maintain them by the user	1	30

1 Distributed as follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50 Essential for final exams.

12. Learning, and teaching resources

<p>1- Muhammad Al-Saeed Khashaba, Introduction to Electronic Computers, Dar Al-Ma'rif, 1985</p> <p>2- Mahmoud Afifi, Modern Developments in Information Technology, Bibliotheca Alexandria</p> <p>3- Yahya Mustafa Helmy, Basics of Information Systems, Ain Shams Library, Cairo 1988.</p> <p>4- Yasser Youssef Abdel Moati, Introduction to the Computer, and its Application, Library of Alexandria.</p> <p>5- Ahmed Muhammad Salem, Educational Technology, and E-Learning, first edition, Riyadh, Al Rushd Library, 2004.</p> <p>6- Abdullah bin Ishaq Attar, E-learning: its concept, goals/reality of its application, the tenth scientific conference of the Egyptian Society for Educational Technology in association with the Girls' College, Ain Shams University, under the title of e-learning technology, and comprehensive quality requirements, in the period from 5 to 7/7/2005, Volume Five. Ten Part Two, pages 367-377, 2005.</p> <p>7- Muhammad Abdel Hamid, Networked Education System, Philosophy of E-Learning via Networks, first edition, Cairo, Alam al-Kutub, 2005.</p> <p>8- Electronic Education, and Training Center, Buraidah College of Technology, Kingdom of Saudi Arabia, 2008, available at the following website www.elearning.edu.sa.</p> <p>9- National Center for E-Learning, Ministry of Higher Education, Supreme Council of Universities, Arab Republic of Egypt, 2008, www.nelc.edu.eg/arabic/ID_concepts.</p>	<p>A collection of miscellaneous sources to exp, and the material</p> <p>Determine their values to suit the academic stage.</p>
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Second Stage

21

Second Stage

Theology / Ali Abbas Dahr

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	theology		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
	Students' knowledge of Islamic schools of Islamic speech, their origins, and their most prominent figures
Skills	
	It helps students to study the history of the emergence of theological schools, and examine common opinions
Values, and ideas	
	Developing students' abilities to accept other ideas, stay away from extremism, and deem others different as infidels by explaining the reasons that led to the emergence of these ideas.

4- Teaching, and learning strategies	

-Explaining the scientific material through a historical presentation of the theological opinions of Islamic schools.
 2- Asking students to submit a paper examining one of the topics studied.

5- Evaluation methods
 Monthly, and daily exams, the end-of-year exam, and writing a report.

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Philosophy of religion	Philosophy	assistant teacher

Professional development
 Orienting new faculty members
 Professional development for faculty members

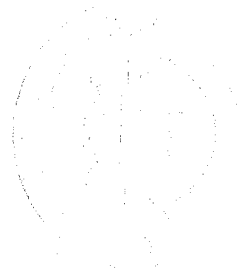
7- Acceptance standard
 Central admission

8- The most important sources of information about the program

9- Program development plan
 Teaching the student how to deal with the Islamic philosophical heritage
 Clarifying the special terms, and concepts proposed by Muslim philosophers
 Teaching students about the efforts of Muslim philosophers, and how they combined Philosophy, and religion

Program skills chart												
Learning outcomes required from the programme												
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level
	C1	C2	C3	C4	B1	B2	B3	B4				
C4										Essential, and Mandatory		2023-2024

● Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

15. Course Name:						
theology						
16. Course Code:						
17. Semester/Year: Annual						
Annual						
18. The date this description was made:						
2/22/2024						
19. Available attendance forms:						
Attendance only						
20. Number of study hours (total)/number of units (total):						
90 hours. Three hours a week						
21. Name of the course administrator (if more than one name is mentioned)						
Name: Ali Abbas Dahr						
22. Course objectives						
				<p>- Introducing the student to Islamic Philosophy in the Arab Maghreb Emphasizing the influence of the philosophers of the Arab East on the philosophers of the Arab Maghreb, enabling the student to understand the basic concepts in Islamic Philosophy.</p>		
23. Teaching, and learning strategies						
1- strategy education Planning Concept Cooperative. 2-strategy education Storming Mental. 3-strategy education series Notes					The strategy	
24. Course structure						
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week	
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Islamic Philosophy	Introduction to the science of speech	2	1	
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Factors of the emergence of theology	2	2	
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		reason of calling	2	3	

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The difference between theology, and jurisprudence	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The difference between theology, Philosophy, and Sufism	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Mu'tazila origin, and name	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Five Principles (Monotheism, Justice, Promise, and Threat)	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Enjoining good, and forbidding evil) =====	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Examples of the Mutazilites, and their theological opinions (Wasil ibn Ataa)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		===== (fodder, system)	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		===== (Abu Alaa Al-Jabbai)	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ash'ari (their difference from the Mu'tazila)	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Examples of their personalities, and verbal opinions (Abu Al-Hasan Al-Ash'ari)	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Al-Baqalani)	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Fakhr al-Din al-Razi)	2	15
Exam, discussion,	Lecture, participation,		Imami Shiites (name, and origin)	2	16

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their beliefs (monotheism, justice)	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their beliefs (prophecy)	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their beliefs (Prophecy 2)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their beliefs (Imamate 1)	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their beliefs (Imamate 2)	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their beliefs (Imamate 3)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The return	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Examples of the Imamate's personalities, and their verbal opinions (Introduction)	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Hisham bin Al-Hakam 1)	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Hisham bin Al-Hakam 2)	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Sheikh Al-Mufid 1)	2	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Sheikh Al-Mufid 2)	2	28

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Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(jewelry tag 1)	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Allama Al-Hilli 2)	2	30
25. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
26. Learning, and teaching resources					
None			Required textbooks (methodology, if any)		
<u>In theology, Ahmed Mahmoud Sobhi</u>			Main references (sources)		
Early articles, Sheikh Al-Mufid Boredoms, and Bees, Al-Shahrestāni			Recommended supporting books, and references (scientific journals, reports....)		
https://www.aqaed.net/			Electronic references, Internet sites		

Greek Philosophy / Dr. Maha Issa Fattah

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Greek Philosophy		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Getting to know the history of Greek Philosophy in the third century (BC), and its most prominent features, and its connection to the history of Greek Philosophy before Aristotle..., and knowing the most important philosophical problems that philosophers raised after	

Aristotle, and discussed, such as the problem of pantheism, and the link between ethics, politics, emanation, and others.	
Skills	
Analysis - B2- Installation- B3- Cash	
Values , and ideas	
1- Logical thinking 2- The ability to sort 3- The ability to analyze, and criticize. 4- Build a contemplative, careful, and objective mindset	
4- Teaching, and learning strategies	
1 - Lectures, discussions, and regular attendance - 2- Blended learning	

5- Evaluation methods	
Daily, and monthly discussions, and exams	

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Greek Philosophy	Philosophy	Professor Dr

Professional development	
Orienting new faculty members	
Professional development for faculty members	
Reflective reading, logical thinking, and the ability to analyze, and criticize	

7- Acceptance standard	
Central admission	

8- The most important sources of information about the program	

- 1-History of Greek Philosophy / Youssef Karam
- 2 Autumn of Greek Thought / Abdul Rahman Badawi
- 3 Greek Philosophy / Dr. Amira Helmy Matar
- 4- Aristotle Thales / Majid Fakhry
- 5 - The History of Western Philosophy, and the Wisdom of the West by Bert, and Russell W
- 6- History of Philosophy (Part One) by Emile Bahira
- 7- Enneads by Plotinus -

9- Program development plan
<p>4- Providing means that facilitate the integration between the traditional lecture, and the electronic lecture.</p> <p>5- Providing what facilitates understanding of the philosopher, and his era by displaying everything related to the era, including the philosopher's writings, places of study, and the philosopher's social environment, that is, by displaying this through illustrative means or data, because the presence of the image facilitates the process of concentrating the intellectual material in memory, and facilitating its understanding, and retention.</p>

Program skills chart													
Learning outcomes required from the programme													
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
	C1	C2	C3	C4	B1	B2	B3	B4					A1
C4										Essential, Mandatory	Greek Philosophy		2023-2024

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

27. Course Name:					
Greek Philosophy					
28. Course Code:					
29. Semester/Year: Annual					
Annual					
30. The date this description was made:					
2/26/2024					
31. Available attendance forms:					
Attendance only					
32. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
33. Name of the course administrator (if more than one name is mentioned)					
Name: A. Dr. Maha Issa Fattah Email: maha.essa@uoBasrahh.eud.iq					
34. Course objectives					
				Developing the mental thinking of the Philosophy student, and providing him with the ability to sort, analyze, and criticize	
35. Teaching, and learning strategies					
1- Lectures, discussions, and regular attendance 2- Blended education					The strategy
36. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2- Blended learning	Greek Philosophy	Aristotle / his life, and writings	2	1
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle / his life, works, and works,	2	2
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle / his method	2	3
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Logic	2	4

Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Logic	2	5
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Theme of Nature	2	6
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Principles of the Natural Body	2	7
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Nature/Caus es	2	8
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/ Nature, force, and action	2	9
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Nature/Soul	2	10
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		an Aristotle's Metaphysics	2	11
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Ethics	2	12
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Ethics/Text from the Nicomachean Ethics	2	13
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Politics	2	14
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Aristotle/Politics	2	15
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Introduction to Greek Philosophy in the third century BC. M	2	16
Daily, and monthly	Lectures, discussions, and		Stoicism / Characteristics of Stoic Philosophy	2	17

discussions, and exams	regular attendance - 2 - Education				
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Stoicism/Logic	2	18
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Stoicism/Nature	2	19
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Stoicism/ethics	2	20
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Epicureanism / Characteristics of Epicurean Philosophy	2	21
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Epicureanism/Logic	2	22
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Epicureanism / Nature	2	23
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Epicureanism/Ethics	2	24
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Plotinus / features of his Philosophy	2	25
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Plotinus / Metaphysics	2	26
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		a Socratic / Megarian schools	2	27
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		The Socratic/Cynic schools	2	28
Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		Socratic/ Cyrene schools	2	29

Daily, and monthly discussions, and exams	Lectures, discussions, and regular attendance - 2 - Education		The skeptic	2	30
37. Course evaluation					
Exam grades are distributed as follows: 25 marks are awarded to the student for the first semester exam., and 25 marks for the second semester exam. 50 marks for final exams					
38. Learning, and teaching resources					
None		Required textbooks (methodology, if any)			
1--History of Greek Philosophy: Dr. Youssef Karam (First Chapter) 2- Majed Fakhry: Aristotle (Chapter One) 3--The Autumn of Greek Thought: Abdul Rahman Badawi (Chapter Two) 4-Greek Philosophy: Amira Hilmi Matar (Second Semester) 5- History of Greek Philosophy: Youssef Karam (Second Chapter)		Main references)			
1-The Wisdom of the West: Bert, and Russell (Chapter Two) 2History of Greek Philosophy / Part 2: Emile Bahira (Chapter Two) 3-A History of Western Philosophy: Bert, and cel (Chapter second)		Recommended supporting books, and references (scientific journals, reports....)			
		Electronic references, Internet sites			

AK

Introduction to Islamic Philosophy / Dr. Haider Abdul Hussein Qasir

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Introduction to Islamic Philosophy		2023-2024/second
	theoretic al			

3. Expected learning outcomes of the programme	
Knowledge	Students learned about the most important topics, and figures of Islamic Philosophy, which drew from the Greek heritage, and integrated it into its intellectual system, while highlighting the original, and new aspects of Islamic Philosophy.
Skills	

Expanding the skill of historical, analytical, and critical reading of philosophical topics Islamic	
Value	
Developing students' abilities to share ideas	Expressing one's thoughts, and feelings towards life matters, including scientific material in matters of theology, nature, and mathematics

4. Teaching, and learning strategies	<p>- Explaining scientific material by reading philosophical texts, and giving the most appropriate interpretation that suits the spirit of the times.</p> <p>2- Writing questions for each topic, summarizing the most important ideas presented during the lectures</p> <p>3- Linking famous philosophical ideas with students' critical, and analytical opinions</p>
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5. Evaluation methods	Weekly, monthly, daily exams, and the end of the year exam.
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6. education institution	Faculty members	Preparing the teaching staff	Special requirements/skills (if any)	Specialization	Scientific rank
	permanent			private	
	permanent			Islamic Philoso	T. D
				Philosophy	

Professional development	Professional development for faculty members
	Orienting new faculty members

7. Acceptance standard	
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8. The most important sources of information about the program	<p>1 - The history of Arab thought until the days of Ibn Khaldun, and Omar Farroukh</p> <p>2 - The history of Islamic philosophers, Muhammad Lotfi Gomaa</p> <p>3 - History of Islamic Philosophy, Majid Fakhr</p>
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- 4 - Philosophical problems by Ibrahim Saqr
- 5 - Al-Muwaffaq, commentator Al-Farabi
- 6 - Tandem al-Akhlaq, Ibn Miskawiyah
- 7 - Religion, and thought in the trap of tyranny, Muhammad Khatami
- 8 - Arab Islamic Philosophy Abda Al-Shamali

9. Program development plan

Studying the translation movement, and its stages, and identifying the most prominent schools that promoted philosophical studies

Work on comparing the Islamic, and Greek heritage on philosophical topics, especially existence, knowledge, the soul, ethics, and politics.

Course description form

1.	Course Name:
	Introduction to Islamic Philosophy
2.	Course Code:
3.	Semester/Year: Annual
	Annual
4.	The date this description was made: 02/23/2024
5.	Available attendance forms:
	Attendance only
6.	Number of study hours (total)/number of units (total):
	60 hours annually. 2 hours per week
7.	Name of the course administrator (if more than one name is mentioned)
	Name: DR. Haider Abdul Hussein Qasir

8. Course objectives	
<ul style="list-style-type: none"> • • • 	<p>1- Students learned about the most important topics, and figures of Islamic Philosophy, which drew from the Greek heritage, and integrated it into its intellectual system, while highlighting the original, and new aspects of Islamic Philosophy.</p> <p>2- Expanding the skill of historical, analytical, and critical reading of Islamic philosophical topics</p> <p>3- Developing students' abilities to share ideas</p> <p>4- Disclosing one's thoughts, and feelings regarding life matters, including scientific material in matters of theology, nature, and mathematics.</p>

9. Teaching, and learning strategies	
Explaining scientific material by reading philosophical texts, and giving the most appropriate interpretation appropriate to the spirit of the times.	The strategy

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- 2- Writing questions for each topic, summarizing the most important ideas presented during the lectures
- 3- Linking famous philosophical ideas with students' critical, and analytical opinions

10. Course structure

11. Course evaluation

Distributed as follows: 25

39. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Introduction to Islamic Philosophy	The term Philosophy in Islam	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Schools spreading Greek culture in the Islamic world	2	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Translation movement	2	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Al-Kindi's participation in the translation movement	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His definition of Philosophy	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		theory of knowledge	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Types of knowledge	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Theory of mind	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Psychology theory	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Evidence of God's existence	2	10

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Al-Farabi's Philosophy	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Success according to Al-Farabi	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Classification of sciences according to Al-Farabi	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The human need for cooperation 2	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Endowment from prophecy	2	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ethics in the Philosophy of ibn Miskawiyah	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Integrative approach	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Innate human characteristics	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Reading, and briefing	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Get used to generosity	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Good management of money	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Love of goodness, and devotion	2	22
Exam, discussion,	Lecture, participation,		The meaning of happiness, and happiness	2	23

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Politics, and politics	22	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Islam, and the virtuous city	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Characteristics of a good president	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The virtue of Islam in politics	22	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Islam is the pillar of the virtuous city	22	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Agreement between Philosophy, and religion	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		A philosophical text from the book Happiness, and Happiness	2	30

Monthly, and daily exam grades for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

12. Learning, and teaching resources

- Tandem al-Akhlaq, Ibn Miskawiyah - Religion, and thought in the trap of tyranny, Muhammad Khatami - Arab-Islamic Philosophy Abda Al-Shamali	Required textbooks (methodology, if any)
- Philosophical problems - Ibrahim Saqr - Al-Muwaffaq, commentator Al-Farabi	Main references (sources)
1- The history of Arab thought until the days of Ibn Khaldun, and Omar Farroukh 2- The History of Islamic Philosophers, Muhammad Lutfi Goma 3- History of Islamic Philosophy, Majid Fakhry	Recommended supporting books, and references (scientific journals, reports....)

9.

Electronic references, Internet sites	

Intermediate Philosophy / DR. Hassan Muhammad Jassim

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description

Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Intermediate Philosophy		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Identifying the most prominent opinions advanced by medieval philosophers, especially the Jews (Philo, and Maimonides), as well as Christians such as (Augustine, Anselm, Abelard, Aquinas) through knowing their metaphysical, moral, political, social, and other opinions.	
Skills	
1-Enabling the student to interact, and participate in the lecture through asking questions, dialogue, and discussion. 2- Enabling the student to deal with religious, and philosophical texts, and demonstrate the ability to analyze, and read those texts. 3- Acquiring knowledge, and knowledge of Western philosophies, especially Judaism, and Christianity. 4-Knowing the religious, and philosophical concepts, beliefs, and ideas that appeared in the Jewish, and Christian religions	
Values , and ideas	
Spreading the spirit of tolerance, and accepting others as they are without belittling them, and the necessity of familiarizing themselves with all religious or theological ideas of all religions, as well as trying to spread the spirit of dialogue between them, to reach justice, tolerance, and equality to achieve a virtuous society.	

4- Teaching, and learning strategies	
1- A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture. 3- Simulation, stories, acting, and simile. 4- The lecture is given by the professor, and returned with a summary by the student, where the student takes the professor's place in giving the lecture. 5- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)	

5- Evaluation methods	
3- The oral examinations, and requiring daily preparation, and participation 4- Assigning students to research, and investigate ambiguous or important topics, concepts, or vocabulary 3- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research.	

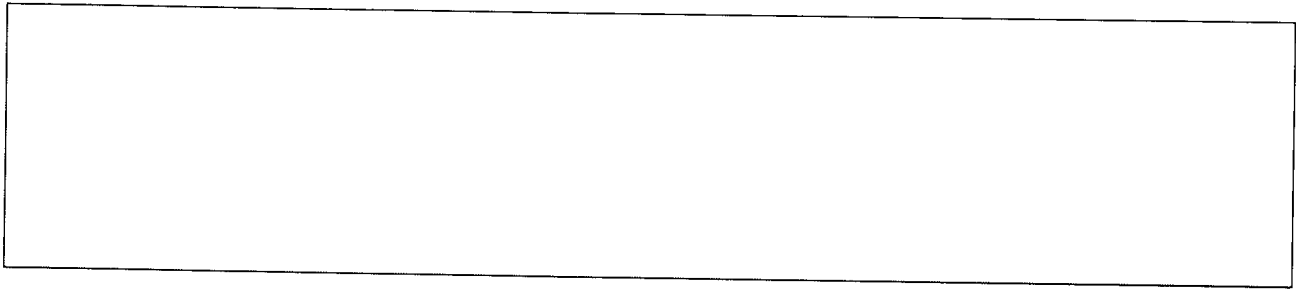
- 4- Written exams.
- 5- Duties
- 6- Questionnaire

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent	The ability to analyze texts, and know the mechanisms of thinking, use the comparative approach to link religious, theological, and intellectual opinions, the student's ability to access various information in the central or branch offices or by searching reliable websites to access the required books, and information.		Intermedi ate Philosoph y	Philoso phy	Prof.

- Professional development
- Orienting new faculty members
- Professional development for faculty members

- 7- Acceptance standard
- Central admission

- 8- The most important sources of information about the program
- 1 - The History of European Philosophy in the Middle Ages, Youssef Karam
 2-Medieval Philosophy, Abd al-Rahman Badawi
 3-The Spirit of Christian Philosophy in the Middle Ages, Eten Gilson



9- Program development plan

6- Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.

7- Introducing new educational curricula, and relying on concept maps, charts, posters, and useful summaries.

8- Writing a methodological book for the subject in light of the academic curricula after updating them.

Course description form

40. Course Name:						
Intermediate Philosophy						
41. Course Code:						
42. Semester/Year: Annual						
Annual						
43. The date this description was made:						
2/22/2024						
44. Available attendance forms:						
Attendance only						
45. Number of study hours (total)/number of units (total):						
60 hours. Two hours a week						
46. Name of the course administrator (if more than one name is mentioned)						
Name: Dr. Hassan Muhammad Jassim Email: hasan.jasim@uoBasrah.edu.iq						
47. Course objectives						
				<p>-Enabling the student to understand the basic concepts in medieval Philosophy.</p> <p>2- Knowing other monotheistic religions such as Judaism, and Christianity, learning about their beliefs, and knowing their rituals, and doctrines.</p> <p>3- Introducing the student to the most important Christian religious ideas, and visions, such as the Trinity, crucifixion, salvation, and others.</p> <p>4- Enabling the student to get to know the most prominent Jewish, and Christian philosophers, and to know their lives, writings, and Philosophy.</p>		
48. Teaching, and learning strategies						
<p>1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so.</p> <p>2- Brainstorming, and surprising questions to draw students' attention to the lecture.</p> <p>3- Simulation, stories, acting, and simile.</p> <p>4- The lecture is given by the professor, and returned with a summary by the student, where the student takes the professor's place in giving the lecture.</p> <p>5- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)</p>					The strategy	
49. Course structure						
Evaluation method	Learning method	Name of the unit or topic	Required outcomes	learning hours	the week	

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Intermediate Philosophy	An introduction to the concept of the Jewish religion (Origin, development, and sources) + The relationship of Jewish Philosophy to Hellenistic Philosophy	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Figures of Jewish Philosophy, Philo (his life, his works, symbolic interpretation, metaphysics)	2	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Introduction to the Christian religion (origin, development, and sources)	2	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The emergence of the Church, and the era of the Fathers	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Christian Philosophy (problem, and characteristics)	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine, his life, his works, reason, and faith	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine (The Problem of Knowledge)	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine (the problem of divinity, proofs of the existence of God)	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine (the problem of divinity, attributes of God)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine (The Problem of the World)	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine (The Problem of the Soul)	2	11

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Augustine (moral, and political problem)	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The problem of colleges from the ninth to twelfth centuries	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Anselm (life, works, Philosophy)	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Anselm (Reason, and Faith)	2	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Anselm (proofs of the existence of God)	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Anselm (Attributes of God)	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Anselm (colleges)	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Abelard (life, works, and theology)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Abelard (The Problem of Universals, and Divine Science)	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Abelard (The problem of creation, and the antiquity of the world)	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Albert the Great: His life, writings, and doctrine)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Thomas Aquinas (his life, and works, reason, and transmission)	2	23
Exam, discussion,	Lecture, participation,		Aquinas (proofs of the existence of God)	2	24

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Aquinas (Proofs of God's Existence, and Attributes)	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Aquinas (creation)	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Aquinas (the moral problem)	2	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Aquinas (the political problem)	2	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		William Occam (life, works, and criticism of Philosophy)	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		William Occam (criticism of science)	2	30
50. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
51. Learning, and teaching resources					
None		Required textbooks (methodology, if any)			
1-date Philosophy European in age Mediator, Yusef Vineyard 2-Philosophy Ages Central, slave merciful Bedouin		Main references (sources)			
1-spirit Philosophy Christianity in age Mediator, they came They sat down 2-Essays on medieval Philosophy, Trachte, and Marcus		Recommended supporting books, and references (scientific journals, reports....)			
https://faculty.uoBasrah.edu.iq/faculty/2743/teaching		Electronic references, Internet sites			

Modern Philosophy/ Dr. Zahraa Abdel Baqi Abdel Wahed

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Modern Philosophy		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion.	
Values , and ideas	
	Understanding: (explains, summarizes, and concludes) Analysis: (differentiates, distinguishes, and clarifies) Application: (prepares a report, and writes research)

4- Teaching, and learning strategies
Giving lectures. - -Questions, answers, discussions, and conclusions

5- Evaluation methods
- Quarterly tests - Daily contributions (the student participates with the professor in explaining, and answering questions) -Completing articles, and research.

6- education institution					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	assistant teacher
	Permanent		Modern Philosophy	Philosophy	

Professional development

Orienting new faculty members
Professional development for faculty members

7- Acceptance standard
Central admission

8- The most important sources of information about the program
<p>History of modern Philosophy / Youssef Karam Modern Philosophy / Karim Matti History of modern Philosophy / William Clay Wright History of Philosophy/Bert, and Russell</p>

9- Program development plan

Course description form

52. Course Name:
Modern Philosophy

53. Course Code:

54. Semester/Year: Annual
Annual

55. The date this description was made:
2/22/2024

56. Available attendance forms:
Attendance only

57. Number of study hours (total)/number of units (total):
60 hours. Two hours a week

58. Name of the course administrator (if more than one name is mentioned)
Name: Dr. Zahraa Abdel Baqi Abdel Wahed
Email; zahraa. abdlebaqi @uobasrrah.edu.iq

59. Course objectives

- The student gets to know the trends of modern Philosophy.
- Enabling the student to know the most prominent philosophers of the experimental trend, and the rational trend, their opinions, and philosophical writings

60. Teaching, and learning strategies

- Giving lectures (explanation, and clarification)
- Self-learning method.
- Asking the student to submit articles, and research

The strategy

61. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests, and discussions	Lectures	Modern Philosophy	A general introduction to modern Philosophy	2	1
Tests, and discussions	Lectures		Features of the modern era	2	2
Tests, and discussions	Lectures		General characteristics of modern Philosophy	2	3
Tests, and discussions	Lectures		Realism in Engl, and (empiricism)	2	4
Tests, and discussions	Lectures		France S. Bacon	2	5
Tests, and discussions	Lectures		Criticism of the four illusions	2	6

Tests, and discussions	Lectures	Bacon's method of induction	2	7
Tests, and discussions	Lectures	Bacon's method of induction	2	8
Tests, and discussions	Lectures	John Locke	2	9
Tests, and discussions	Lectures	John Locke's theory of knowledge	2	10
Tests, and discussions	Lectures	John Locke's political Philosophy	2	11
Tests, and discussions	Lectures	David Hume	2	12
Tests, and discussions	Lectures	Epistemology (knowledge analysis)	2	13
Tests, and discussions	Lectures	Ideas	2	14
Tests, and discussions	Lectures	Laws of association	2	15
Tests, and discussions	Lectures	Rene Descartes	2	16
Tests, and discussions	Lectures	Foundations of the Cartesian method	2	17
Tests, and discussions	Lectures	Rules of the Cartesian method	2	18
Tests, and discussions	Lectures	Proving the existence of the self	2	19
Tests, and discussions	Lectures	God, and truth	2	20
Tests, and discussions	Lectures	The world, and its laws	2	21
Tests, and discussions	Lectures	Baruch Spinoza	2	22
Tests, and discussions	Lectures	God, and Nature (Printed Nature, and Printed Nature)	2	23
Tests, and discussions	Lectures	Spinoza's theory of knowledge	2	24
Tests, and discussions	Lectures	Religion, and politics	2	25
Tests, and discussions	Lectures	Spinoza's position on prophecy	2	26
Tests, and discussions	Lectures	Gottfried Wilhelm Leibniz	2	27
Tests, and discussions	Lectures	Meaning, and nature of the monad	2	28
Tests, and discussions	Lectures	God according to Leibniz	2	29
Tests, and discussions	Lectures	God according to Leibniz 2	2	30
62. Course evaluation				

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

63. Learning, and teaching resources	
None	Required textbooks (methodology, if any)
	Main references (sources)
Modern Philosophy/Amal Mabrouk The Story of Philosophy / Will Durant Lectures on Modern Philosophy by Qasim Juma History of Modern Philosophy/William Clay Wright History of Western Philosophy / Bert, and Russell	Recommended supporting books, and references (scientific journals, reports....)
	Electronic references, Internet sites

Mathematical Logic/ Dr. Amal Ali Awed

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	logistic		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Getting to know mathematical logic, or what is known as symbolic logic, which combined logic with symbols, and gave logic the correct, certain results, since mathematics is a science of certainty, and at the same time a reference to the most important theories of symbolic logic, and its most important pioneers.	
His pain	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion. 2- Introducing the student to the development that logic has achieved, and the most important scientific, and symbolic theories. 3- Acquiring knowledge, and knowledge of symbolic notation. 4-Knowledge of concepts, symbols, and developments in mathematical logic	
Values , and ideas	
Logic needs certainty, and mathematics is the science of certainty. At the same time, mathematics is useless without logic, and therefore one depends on the other.	

4- Teaching, and learning strategies

- 1/ A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so.
- 2- Simulation, stories, acting, and simile.
- 3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)

5- Evaluation methods

- 5- The oral examinations, and requiring daily preparation, and participation
- 2- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research.
- 3- Written exams.
- 4- Questionnaire

6- education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Philosophy of science	Philosophy	assistant teacher

Professional development

Orienting new faculty members

Professional development for faculty members

7- Acceptance standard

Central admission

8- The most important sources of information about the program

- 1 -Dr. Yassin Khalil (lectures on mathematical logic)
- 2- Dr. Muhammad Thabit Al-Fendi (Principles of Mathematical Logic)
- 3- Dr. Abdul Rahman Badawi (Formal, and Mathematical Logic)

2.7

9- Program development plan

10- Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.

11- Introducing new educational curricula, and relying on concept maps, charts, posters, and useful summaries.

Course description form

64. Course Name:					
Symbolic logic (mathematical logic)					
65. Course Code:					
66. Semester/Year: Annual					
Annual					
67. The date this description was made:					
2/22/2024					
68. Available attendance forms:					
Attendance only					
69. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
70. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Amal Ali Awad Email: amal.ali@uoBasrah.edu.iq					
71. Course objectives					
			<ul style="list-style-type: none"> -Enabling the student to understand the basic concepts in mathematical logic 2- Knowledge of the scientific development of concepts, logical symbols, and scientific theories. 3- Introducing the student to the most important logical, and certain ideas. 4- Enabling the student to know the most prominent sports pioneers in the region. 		
72. Teaching, and learning strategies					
<ul style="list-style-type: none"> - -Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. - 3- Simulation, stories, acting, and simile. - Daily tests 3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint) 					The strategy
73. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction	logistic	Definition of symbolic logic (reason for Name)	2	1
Lecture, participation,	Lecture, participation,		The importance of symbolic logic, and its characteristics	2	2

questions, and interaction	questions, and interaction				
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		People of this trend (the most important opinions, and ideas that were mentioned regarding the nature of the relationship of logic to mathematics)	2	3
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Definition of the case, and its sections	2	4
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Logical connections in the theory of propositions	2	5
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Logical value tables	2	6
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		The formula is structurally correct	2	7
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Incorrect syntax	2	8
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Structural rules for properly constructed propositions, and formulas	2	9
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Selected theorems for sound logical synthesis	2	10
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		The formula is structurally correct	2	11
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Selected theorems for sound logical synthesis	2	12
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Function of issues Deconstructing the internal content of the formal case (fixed, and variable)	2	13

Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Define the function, and the function variable Types of functions	2	14
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Define the function, and the function variable	2	15
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Signifiers, and walls of issues The free variable, and the restricted variable	2	16
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		The relationship between propositional functions (propositional functions)	2	17
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Definition of group (types of groups)	2	18
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Methods of classifying groups	2	19
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Logical operations between sets, and value tables	2	20
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Applied models of logical operations	2	21
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Union Group Intersection set	2	22
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Complementary group Frege's symbolic language	2	23
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		The language of Russell, and Whitehead	2	24
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Symbols created by the owners of the Bernicia Matamata	2	25
Lecture, participation,	Lecture, participation,		Ackerman's symbolic language	2	26

questions, and interaction	questions, and interaction		Hilbert language		
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Hilbert language steps	2	27
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Symbolic Polish school language	2	28
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Lukasiewicz language	2	29
Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction		Lukasiewicz language 2	2	30
74. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
75. Learning, and teaching resources					
- Dr. Yassin Khalil (lectures on mathematical logic)			Required textbooks (methodology, if any)		
-Dr. Muhammad Thabit Al-Fendi (Principles of Mathematical Logic) -Dr. Abdel Rahman Badawi (Formal, and Mathematical Logic)			Main references (sources)		
			Recommended supporting books, and references (scientific journals, reports...)		
			Electronic references, Internet sites		

Political Philosophy/ Dr. Muntader Karim Qassim

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Political Philosophy		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Identifying the most prominent opinions expressed by Greek, Roman, and medieval philosophers in particular, as well as Christians, Muslim philosophers, modern-day philosophers, and the most important contemporary philosophers through knowing their political, social, and other opinions.	
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion. 2- Enabling the student to deal with political, and philosophical texts, and demonstrate the ability to analyze, and read those texts. 3- Acquiring knowledge, and knowledge of Western philosophies, especially Greek, Roman, Christian, modern, and contemporary Philosophy. 4-Knowing the political, and philosophical concepts, and ideas that appeared in the history of Western, and Islamic thought	
Value, and ideas	
Spreading a spirit of encouragement for the necessity of learning about all political ideas, and theories, as well as trying to spread the spirit of dialogue between them, to reach justice, tolerance, and equality to achieve a virtuous society.	

4- Teaching, and learning strategies

- 1/ A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so.
- 2- Simulation, stories, acting, and simile.
- 3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)

5- Evaluation methods

- 6- The oral examinations, and requiring daily preparation, and participation
- 2- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research.
- 3- Written exams.
- 4- Questionnaire

6- education institution**Faculty members**

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	
	Permanent		Political Philosophy	Philosophy	assistant teacher

Professional development**Orienting new faculty members****Professional development for faculty members****7- Acceptance standard****Central admission****8- The most important sources of information about the program**

1. Political Philosophy / Dr. Ali Abboud Al-Muhammadiyah
2. History of political Philosophy / Leo Strauss
3. In the Philosophy of politics / Dr. Amira Helmy Matar
3. Lectures on political Philosophy / Dr. Muhammad Samari

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9- Program development plan

10- Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.

11- Introducing new educational curricula, and relying on concept maps, charts, posters, and useful summaries.

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Course description form

76. Course Name:	
Political Philosophy	
77. Course Code:	
78. Semester/Year: Annual	
Annual	
79. The date this description was made:	
2/22/2024	
80. Available attendance forms:	
Attendance only	
81. Number of study hours (total)/number of units (total):	
60 hours. Two hours a week	
82. Name of the course administrator (if more than one name is mentioned)	
Name: Dr. Muntader Karim Qassim Email: muntadar.kareem@uoBasrah.edu.iq	
83. Course objectives	
	<p>-Enabling the student to understand the basic concepts in political Philosophy</p> <p>2- Knowledge of political Philosophy, and the most important political ideas, starting from the Greek, Christian, modern, and contemporary periods, and access to its most important ideas, and theories.</p> <p>3- Introducing the student to the most important Christian religious ideas, and visions, such as the Trinity, crucifixion, salvation, and others.</p> <p>12- Enabling the student to know the most prominent philosophers who have effective political theories, and to know their lives, writings, and Philosophy.</p> <p>13-</p>
84. Teaching, and learning strategies	
<p>1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so.</p> <p>2- Simulation, stories, acting, and simile.</p> <p>3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)</p>	The strategy

85. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research	Political Philosophy	An introductory introduction that includes the most important political terms	2	1
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The state, and its elements	2	2
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Theories of the emergence of the state	2	3
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Civil society	2	4
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Forms of governments	2	5
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Justice	2	6
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Authority	2	7
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Legitimacy	2	8
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Secularism	2	9
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Nationalism	2	10
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Citizen - Citizenship - Violence - Civil Rights	2	11
Lecture, participation,	Exam, discussion, reports, and research		The principle of separation of powers	2	12

questions, and interaction					
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The emergence of political Philosophy	2	13
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy in the Greek, and Roman era (Plato - Aristotle - Cicero)	2	14
/	/		Political Philosophy in the Roman era	2	15
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy in the Middle Ages (Augustine)	2	16
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy of Thomas Aquinas	2	17
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy according to Al-Farabi	2	18
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy according to Ibn Khaldun	2	19
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy in the modern era	2	20
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Machiavelli's political Philosophy	2	21
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Rousseau's political Philosophy	2	22
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy of John Locke	2	23
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Hobbes's political Philosophy	2	24
Lecture, participation,	Exam, discussion, reports, and research		Political Philosophy according to Hegel	2	25

questions, and interaction					
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy of Karl Marx	2	26
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		An introductory introduction to contemporary political Philosophy	2	27
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy according to Hannah Arendt	2	28
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy according to John Rawls	2	29
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Political Philosophy according to Habermas	2	30
86. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
87. Learning, and teaching resources					
None			Required textbooks (methodology, if any)		
1-Political Philosophy / Dr. Ali Abboud Al-Muhammadiyah 2-History of political Philosophy / Leo Strauss			Main references (sources)		
1-Lectures on political Philosophy / Dr. Muhammad Samari 2- In the Philosophy of politics / Dr. Amira Helmy Matar			Recommended supporting books, and references (scientific journals, reports....)		
/			Electronic references, Internet sites		

English language/ Dr. Haitham Mahdi Maatouq

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
		30		Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
1	theoretical	language English		2023-2024 / second phase

3- Expected learning outcomes of the programme	
Knowledge	
	Informing students about the rules of the English language, and linguistic communication in the classroom to enhance the student's abilities, and increase his self-confidence
Skills/ Learn conversation, reading, and comprehension skills	
	Expanding students' perceptions of reading in the English language Training students to communicate in the English language in class
Value	
	Developing students' abilities to acquire English language skills
	Developing the spirit of linguistic communication among students

4- Teaching, and learning strategies
-Explaining the scientific material by reading English texts. 2- Linking linguistic skills (which were presented during the lectures) Together: reading, conversation, and comprehension

5- Evaluation methods
Monthly, and daily exams, and the end of the year exam.

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	Teacher
	permanent			Translation studies	Translation studies	

Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard

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8- The most important sources of information about the program

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9- Program development plan

Studying the importance of learning basic English language skills so that the student is able to deal with the curriculum book

Course description form

14. Course name: Beginner head-way for students/Work book					
15. Course Code:					
16. Semester/Year: Annual Annual					
17. The date this description was made: 02/14/2024					
18. Available attendance forms: Attendance only					
19. Number of study hours (total)/number of units (total): 30 hours annually. An hour a week					
20. Name of the course administrator (if more than one name is mentioned) Name: Haitham Mahdi Maatouq Email: Haitham.maatoq@uBasrah.edu.iq					
21. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Make students understand the basic rules of the English language 2 -Expanding students' skills in conversation, reading, and writing 3 -Enhancing the spirit of communication within the classroom by motivating students to express their abilities to participate			
22. Teaching, and learning strategies					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series					The strategy
23. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams,	Explaining the scientific material by reading library concepts, and ...	Module	1.A-Knowledge & Understanding	hour	1
		Unit Topic Title	A1- Students should understand the vocabulary	hour	2
		Questions Words	.	hour	3
		Present Tenses: Present	A2-2. Introductions are read clearly by the lecturer.	hour	4
				hour	5

and the end-of-year exam.	2- Research conducted by the student on the Internet to apply these concepts. 3. It summarizes the most important ideas that were presented during the lectures	4 Simple, and present Continuous	A3-3. Students should read the text thoroughly to recognize the difficult items 4.. A4- Q & A is approached A5- Students must fully practice English Every Day. Students should be able to read, and speak the content of the highway freely in the class.	hour	6
		Tenses: Past Simple, and Continuous		hour	
		Reading text		hour	
		Grammar Spot		hour	
		Homework		hour	
		Quiz		hour	
		Vocabulary		hour	
		Me /are/is /me How Are You? Your world		hour	
		he/she/it.his/her All about you		hour	
		Reading text: Family & Friends		hour	
		Homework		hour	
		Present Simple / we / you / they		hour	
		Monthly exam Questions & Negatives		hour	
		My favorites Where I live		hour	
		Time Past Was/were		hour	
		I can do that		hour	

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		Can / cannot			28
		Homework			29
		Review			30
		Monthly Exam			
		Please, and Thank you			
		Some & any			
		Here, and now			
		Present continuous			
		Homework			
		It is time to go			
		Quiz			
		Present simple, and present continuous			
		Future Plans			
		Revision			
		29			
		Review			
		30			
		Monthly exam			
24. Course evaluation					
25.					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
26. Learning, and teaching resources					
-New HeadwayBeginners-student book (Student book)		Required textbooks (methodology, if any)			
-New Headway Beginners- student book (work book)					
		Main references (sources)			
		Recommended supporting books, and references (scientific journals, reports....)			
https://uomustansiriyah.edu.iq/		Electronic references, Internet sites			

Sociology/ Dr. Taha Muhammad Jawad Hammoud

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description

13.

Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Sociology		2023-2024/second
	theoretic al			

3- Expected learning outcomes of the programme

Knowledge

Skills

-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion.
 2- Enabling the student to deal with religious, and philosophical texts, and demonstrate the ability to analyze, and read those texts.
 3- Acquiring knowledge, and knowledge of Sufism among Jews, Christians, and Muslims.
 4-Knowing the religious, and Sufi concepts, beliefs, and ideas that appeared among the Sufis.

Value, and ideas

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4- Teaching, and learning strategies

1- A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so.
 2- Brainstorming, and surprising questions to draw students' attention to the lecture.
 -

5- Evaluation methods

7- The oral examinations, and requiring daily preparation, and participation
 8- Assigning students to research, and investigate ambiguous or important topics, concepts, or vocabulary
 3- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research.
 4- Written exams.
 5- Duties
 6- Questionnaire

6- education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	

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	Permanent			Islamic Philosophy	Philosophy	Assistant Professor Doctor
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Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard
Central admission

8- The most important sources of information about the program

9- Program development plan
10- Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.

Course description form

88. Course Name:					
Sociology					
89. Course Code:					
90. Semester/Year: Annual					
Annual					
91. The date this description was made:					
2/22/2024					
92. Available attendance forms:					
Attendance only					
93. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
94. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Taha Muhammad Jawad					
95. Course objectives					
				1-Enabling the student to understand the basic concepts in Sufism 2- Knowing the theories, and opinions he spoke about Sufis. 3-	
96. Teaching, and learning strategies					
1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture.					The strategy
97. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	weeks
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Sufism	The beginnings of social thought Definition of thought - Definition of social thought - The benefit of studying social thought	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Mesopotamian civilization - Pharaonic civilization - Indian civilization	2	2
Exam, discussion, reports, and research	Lecture, participation,		Greek civilization - Roman civilization	2	3

	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Renaissance era , and the schools that emerged in this era (the social contract - economic Philosophy - Philosophy of history	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Pioneers of sociology (Ibn Khaldun - Auguste Comte - Herbert Spencer - Dore Kheim)	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Definition of sociology	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Sociological purposes	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Fields , and areas of sociology	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The relationship of sociology to the human sciences (economics, politics, history)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The scientific method in sociology	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social theory, and its characteristics	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Theoretical , and applied sociology	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Concepts in sociology (social structure, social system)	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social change, society, local community	2	14
Exam, discussion, reports, and research	Lecture, participation,		Branches of sociology	2	15

	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Primary, and secondary group	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social control	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social change	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social change	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social change	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Socialization	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Socialization	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social development	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social development	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Social development	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The family institution, and the political institution	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Economic institution	2	27

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Religious institution	2	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Judicial institution	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Educational institution	2	30
98. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
99. Learning, and teaching resources					
None			Required textbooks (methodology, if any)		
			Methodical book		
All references, and Sufism books that include vocabulary related to the above subject			Sociology - Ihsan Muhammad Al-Hassan Theoretical trends in sociology		
			Electronic references, Internet sites		

Third Stage

Third Stage

Islamic Philosophy/ Dr. Taha Muhammad Jawad

11- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements

			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

12- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretical	Islamic Philosophy		2023-2024 / third
	theoretical			

13- Expected learning outcomes of the programme	
Knowledge	
Enabling the student to know, and comprehend the basic concepts in Islamic Philosophy, and to become acquainted with the opinions of Muslim philosophers	
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion. 2- Enabling the student to deal with religious, and philosophical texts, and demonstrate the ability to analyze.	
Values, and ideas	

14- Teaching, and learning strategies
1- A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so.

15- Evaluation methods
9- The oral examinations, and requiring daily preparation, and participation
10- Assigning students to research, and investigate ambiguous or important topics, concepts, or vocabulary

16- education institution
Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Islamic Philosophy	Philosophy	Assistant Professor Dr

Professional development
Orienting new faculty members
Professional development for faculty members

17- Acceptance standard
Central admission

18- The most important sources of information about the program

19- Program development plan
20- Working to introduce new educational methods, such as relying on Power Point, and others.

Course description form

100. Course Name:					
Islamic Philosophy					
101. Course Code:					
102. Semester/Year: Annual					
Annual					
103. The date this description was made:					
2/22/2024					
104. Available attendance forms:					
Attendance only					
105. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
106. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Taha Muhammad Jawad					
107. Course objectives					
				-Enabling the student to understand the basic concepts in Islamic Philosophy	
108. Teaching, and learning strategies					
1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture.					The strategy
109. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Islamic Philosophy	Brothers of Safa, and Khalan Al-Wafa (who they are, their truth)	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their philosophical letters	2	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their philosophical views on God, and the world	2	3
Exam, discussion,	Lecture, participation,		Their philosophical views on ethics, and politics	2	4

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Their philosophical views on logic, and epistemology	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Philosophy of religion, and a philosophical text from their letters	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Sina (his life, and writings)	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His metaphysical views (God, and his attribute, theory of existence)	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Philosophy of nature (principles of natural beings...)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His opinion on logic, and psychology	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Epistemology, and mind	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His opinion on ethics, and politics, a philosophical text	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Abu Hamid Al-Ghazali (his life, and writings, methodological doubt)	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The divine self, the world, and its levels	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His position on psychology, theology, and Philosophy / types of discourse	2	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Al-Ghazali (his opinion on politics, ethics, and logic)	2	16

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The transmission of Philosophy from the East to the Maghreb	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Masarra (his life, and writings, discussions of his Philosophy)	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Hazem Al-, and Alusi (his life, writings, and Philosophy)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Baja (his life, and writings)	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His philosophical views on politics (the management of the recluse)		21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His views on the soul, on knowledge, on happiness)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His metaphysical, and natural Philosophy	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		A philosophical text from the book Managing the Autistic	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Tufayl (his life, and writings)	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His criticism of the philosophers who preceded him	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His philosophical views on nature	2	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His philosophical views are post-natural	2	28
Exam, discussion,	Lecture, participation,		Communication theory	2	29

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His opinion on the soul, and the soul, a philosophical text	2	30
110. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
111. Learning, and teaching resources					
None		Required textbooks (methodology, if any)			
		Main references (sources) History of Arab Philosophy, Hanna Al-Fakhoury with Khalil Al-Jar The history of philosophical thought in Islam, Muhammad Ali Abu Rayyan			
		Recommended supporting books, and references (scientific journals, reports....)			
		Electronic references, Internet sites			

Modern Philosophy "Kant, and Post-Kant" / Dr. Ghaida Habib Ali

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description			
Credit hours	Name of the course or courses	Course or courses code	Year/level
theoretical	Modern Philosophy Kant, and Post-Kant		2023-2024/third

3. Expected learning outcomes of the programme	
Knowledge	
	Studying modern Western Philosophy, and knowing the most important variables, developments, and progress of these eras through studying the most important models of its influential philosophers, and those influenced by it,

	because it has a major role in knowing the reasons for its progress, and change from the previous ones.
--	---

Skills

- | | |
|--|---|
| | <ol style="list-style-type: none"> 1.To familiarize the student with the characteristics of modern eras in Western Philosophy, and the most important philosophies in those eras. 2.Many discussions take place during the lecture. 3.Urging the student to compare, criticize, and express his own opinion. 4.Students write philosophical articles, and research related to the era of modern Philosophy. |
|--|---|

Values

	Developing students' abilities to share ideas
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Understanding, and explaining	
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4. Teaching, and learning strategies

- | |
|--|
| <ol style="list-style-type: none"> 1. Giving lectures (explanation, and clarification by drawing an illustrative mind map) 2. Questions, answers, discussions, and conclusions |
|--|

5. Evaluation methods

- | |
|--|
| <ol style="list-style-type: none"> 1. Oral exams 2. Written tests 3. Daily contributions (the student participates with the professor in explaining, and answering questions) 4. Completing articles, and research |
|--|

6. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
	permanent	<ol style="list-style-type: none"> 1. Effective follow-up, and communication, using the Internet to learn, and downloading e-books. 2. - Developing the student's skills by participating in adding information to the lecture periodically. 	private	general	Teacher
	permanent		Modern Philosophy	Philosophy	

Professional development

Orienting new faculty members

Professional development for faculty members

7. Acceptance standard

8. The most important sources of information about the program

- | |
|---|
| <ol style="list-style-type: none"> 1. History of modern Philosophy / Youssef Karam |
|---|

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2. History of Western Philosophy / Bert, and Russell
3. Modern Philosophy / William Clay Wright
4. Modern Philosophy / Karim Matta

9. Program development plan

1. Study the extent to which the ideas contained in aspects of practical Philosophy can be applied on the ground.
2. Work on preparing research studies in order to benefit from the development of human thought.

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Course description form

1. Course Name: Modern Philosophy
Modern Philosophy after Kant

2. Course Code:

3. Semester/Year: Annual
Annual

4. The date this description was made 2/23/2024

5. Available attendance forms:
Attendance only

6. Number of study hours (total)/number of units (total):
90 hours annually. 3 hours per week

7. Name of the course administrator (if more than one name is mentioned)
Name: Dr. Ghaida Habib Ali
Email: ghydaa.habeeb@uoBasrahh.edu.iq

8. Course objective

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-
-

Studying modern Western Philosophy, and knowing the most important variables, developments, and progress of these eras through studying the most important models of its influential philosophers, and those influenced by it, because it has a major role in knowing the reasons for its progress, and change from the previous ones.

9. Teaching, and learning strategies

- The strategy
- 1- Giving lectures (explanation, and clarification).
 - 2- Self-learning method.
 - 3- Asking the student to submit articles, and research

the week	hours	Course structure	Required learning outcomes	Name of the unit/course or subject	Learning method	Evaluation method
1	3	Knowledge of the characteristics, and features of modern Western Philosophy		Introduction to modern Philosophy	Lectures	Question, and getting answers
				Factors of the emergence of modern Philosophy		
	3	Knowing the most important Western philosopher, Department of Western Philosophy, to learn about		Features of modern Philosophy	Lectures	questions, and answers
				Kant - his life, and writings		
				Kant's critical Philosophy		

		before, and after Kant, study his critical Philosophy, and learn the mechanism of the critical method.	Sections of Kant's critical Philosophy		
3	3	Delving into the field of the most important philosophical books in the history of Philosophy, which is the criticism of pure reason, and the exploration of the theory of knowledge as Kant wanted it	Criticism of pure reason	Lectures	questions, and answers
	theory of knowledge				
	theory of knowledge				
4	3	Complete the book Critique of Pure Reason	Analytical judgments, and synthetic judgments	Lectures	questions, and answers
	Time, and place				
	Kant's categories				
5	3	Complete the book Critique of Pure Reason	The opposites of pure reason	Lectures	questions, and answers discussion
	The opposites of pure reason				
	A discussion circle for students about contradictions				
6	3	Research into the practical aspects of the human mind through studying criticism of practical reason, and studying moral duty	Practical reason	Lectures	questions, and answers
	Creationist Philosophy				
	Moral duty				
7	3	Moving to religious views from Kant's critical point of view	Religious opinions	Lectures	questions, and answers
	Ethical evidence				
	Religion, and reason				
8	3	Learn about politics in the era of European Enlightenment, represented by Kant's political views	Kant's political views	Lectures	questions, and answers
	Kant's political views				
	A text of criticism of pure reason				
9	3	Guiding students in the process of writing philosophical articles, and reports on previous topics, and discussing them. Starting with the German idealist philosopher Hegel	Discuss student reports about Kant	Lectures	discussion
	Discuss student reports about Kant				
	Hegel - his life, and works				
10	3	Guiding students in understanding Hegel's logic, and its difference from Aristotle's logic	Logic/existence	Lectures	questions, and answers
	Logic/Nonanes				
	Logic/Becoming				

11	3	Study of the most important topics of Hegel's Philosophy, which is the spirit, and what is based on it	Nature according to Hegel is concrete existence	Lectures	questions, and answers
			Nature - objective spirit		
			Symbolic art		
12	3	Studying the stages of art within the Philosophy of the soul	Classic art	Lectures	questions, and answers
			Romantic art		
			Religion according to Hegel		
13	3	Knowing Hegel's views on religion, and politics	Religion according to Hegel	Lectures	questions, and answers
			Society, and politics		
			Society, and politics		
14	3	Guiding students in the process of writing philosophical articles, and reports on previous topics, and discussing them	Discuss student reports on Hegel	Lectures	discussion
			Discuss student reports on Hegel		
			Text from Hegel's book		
15	3	Directing students to compare the two previous philosophers	Comparisons between the Philosophy of Kant, and Hegel	Lectures	discussion
			Comparisons between the Philosophy of Kant, and Hegel		
			Comparisons between the Philosophy of Kant, and Hegel		
16	3	Beginning to familiarize yourself with what is known as Schopenhauer's Philosophy of pessimism, and attempting to study his most important philosophical opinions, and directing students to analyze, and synthesize these opinions by comparing them with reality.	Schopenhauer - his life, and writings	Lectures	questions, and answers
			Schopenhauer - his Philosophy		
			The quadrilateral root of the sufficient cause		
17	3	Continuing to uncover the mystery about human wills through Schopenhauer's Philosophy	The world is a will	Lectures	questions, and answers
			The world represents		
			Art/Aesthetics		
18	3	Guiding students in the process of writing philosophical articles, and reports on previous topics, and discussing them.	Discussing a section of summary books for students	Lectures	discussion
			Discussing a section of summary books for students		

		Alerting students to the necessity of studying, and reading Philosophy in an objective, non-ideological study	Art, and ethics according to Schopenhauer		
19	3	Study of the hierarchical arrangement of art according to Schopenhauer	Art, and religion according to Schopenhauer Discussing summary books for students Daily exam	Lectures	Discussion + daily exam
20	3	Studying the ethics of power, and the conflict between masters, and slaves through Nietzsche's Philosophy	Nietzsche's life, and writings Nietzsche, and his Philosophy Morals of masters, and slaves	Lectures	questions, and answers
21	3	Teaching students the most important intellectual idols that stand in the way of reaching the ultimate goal of life, from Nietzsche's point of view, objectively, and not pushing students to be convinced, but rather to make comparisons with reality, and choose the best direction.	Ethics of power Destroying idols Daily exam	Lectures	questions, and answers
22	3	Delving into the field of sociology through the Philosophy of Auguste Comte, and the hierarchical classification of sciences	Auguste Comte composed his life, and writings The law of three cases Classification of sciences	Lectures	questions, and answers
23	3	Study of sociology, and its relationship to human religions through the Philosophy of Ox Cont.	Sociology Humanist religion Humanist religion	Lectures	questions, and answers
24	3	A study of the historical dialectical materialist Philosophy of Karl Marx, and an explanation of the most important issues of his book, Capital	Karl Marx, his life, and writings Dialectical materialism Historical materialism	Lectures	questions, and answers
25	3		Humanist religion Text from the book The Misery of Philosophy Discussing students' assignments	Lectures	questions, and answers discussion
26	3	Guiding students in the process of writing philosophical articles, and reports on previous topics, and discussing them	Discussing students' articles Discussing students' articles Discussing students' articles	Lectures	Discussion + questions, and answers
27	3	Guiding students in the process of writing philosophical articles, and reports on previous topics, and discussing them	Discussing students' articles Discussing students' articles Discussing students' articles	Lectures	Discussion + questions, and answers
28	3	Guiding students in the process of writing philosophical articles, and	Kant review Hegel review	Lectures	questions, and answers

		reports on previous topics, and discussing them	Schopenhauer review		
29	3	Pushing students to ask their questions about the topics at h, and, and define their forms..., and repeat what was not clear.	Nietzsche review	Lectures	discussion
			Auguste Comte Review		
			Karl Marx review		
30	3	Pushing students to ask their questions about the topics at h, and, and define their forms..., and repeat what was not clear.	Hegel	Lectures	Daily exam Written exam
			Nietzsche		
			Schopenhauer + Marx		

11. Course evaluation

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

12. Learning, and teaching resources

<ol style="list-style-type: none"> History of modern Philosophy / Youssef Karam History of Western Philosophy / Bert, and Russell Modern Philosophy / William Clay Wright Modern Philosophy / Karim Matta 	Required textbooks (methodology, if any)
<ol style="list-style-type: none"> History of modern Philosophy 	Main references (sources)
<ol style="list-style-type: none"> Critical Philosophy Idealistic Philosophy Expanding the circle of knowledge of philosophers in the modern era 	Recommended supporting books, and references (scientific journals, reports....)

Philosophy of Religion/ Ali Abbas Dahr

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements

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			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretical	Philosophy of religion		2023-2024/third
	theoretical			

3- Expected learning outcomes of the programme	
Knowledge	
	Informing students about the origins of the Philosophy of religion What it is, and the research that this science covers
Skills	
	Developing students' mental abilities to criticize, and analyze cognitive, and religious statements
Values, and ideas	
	This course enables students to understand, and analyze religious statements using a philosophical (rational) approach.
	Open-mindedness, broad-mindedness, and distance from extremism are among the most important values that the curriculum vision emphasize.

4- Teaching, and learning strategies
1- What is meant by the Philosophy of religion, and sciences related to it, and clarification of the basic research that deals with them 2- Identifying the most important theoreticians, and their views on the basic concepts in religion 3- Using the critical visions presented by the Philosophy of religion

5- Evaluation methods
Monthly, and daily exams, and the end of the year exam.

6- education institution
Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Philosophy of religion	Philosophy	assistant teacher

Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard

Central admission

8- The most important sources of information about the program

Al-Sayyid Ali, Gradian, Philosophy of Religion, Islamic Center for Studies, Al-Abbas Shrine, Najaf, 2019 AD.
 Al-Haidari, Ihsan, The Philosophy of Religion in Western Thought, Al-Rafidain, Beirut, 2013 AD
 Hick, John, Philosophy of Religion, Arabic Translation, Al-Ma'ref Al-Hakimah, Beirut, 2010 AD
 Youssefian, Hassan, Studies in New Theology, Hadara Center, Beirut, 2016 AD

9- Program development plan

Course description form

112. Course Name:					
Philosophy of religion					
113. Course Code:					
114. Semester/Year: Annual					
Annual					
115. The date this description was made:					
2/22/2024					
116. Available attendance forms:					
Attendance only					
117. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
118. Name of the course administrator (if more than one name is mentioned)					
Name: Ali Abbas Dahr					
Email: ali.dahar@uoBasrah.edu.iq					
119. Course objectives					
			- Informing students about the origins of the Philosophy of religion What it is, and the research that this science covers, as well as developing students' mental abilities to criticize, and analyze cognitive, and religious statements.		
120. Teaching, and learning strategies					The strategy
121. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Islamic Philosophy	Defining the concept of religion linguistically, and terminologically	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The relationship of Philosophy to religion (subject, method, purpose)	2	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The historical relationship between religion, and Philosophy (Ancient Greek, Middle Ages)	2	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The historical relationship between religion, and	2	4

			Philosophy (modern era)		
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Philosophy of religion (definition, essence)	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The difference between Philosophy of religion, and theology	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The relationship of Philosophy of religion to other sciences (comparative religion)	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The relationship of the Philosophy of religion to other sciences (religious psychology)	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The relationship of the Philosophy of religion to other sciences (sociology of religion)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Topics in the Philosophy of religion (defining the meaning of religion, the emergence of religious tendency)	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(The nature of religious language, rationality of religion, religious experience, scope of religion)	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Participation between religions, the relationship of religion, and science)	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The difference between moral religion, and historical religion (Kant)	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The nature of religious language (Thomas Aquinas)	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		===== (John Hick)	2	15

Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Logical positivism	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Question of Divinity (Introduction)	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Question of Divinity (Malebranche)	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The question of divinity (Spinoza)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Question of Divinity (Feuerbach)	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Religious Experience (Intro)	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Religious Experience (Ibn Arabi, Lecture 1)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Religious Experience (Ibn Arabi, Lecture 2)	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Kierkegaard's Religious Experience	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Religious Experience (William James 1)	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Religious Experience (William James Lecture 2)	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Problem of Evil (Intro)	2	27
Exam, discussion,	Lecture, participation,		The problem of evil (Plotinus)	2	28

reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The problem of evil (Avicenna)	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The problem of evil (Leibniz)	2	30

122. Course evaluation
 Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

123. Learning, and teaching resources

None	Required textbooks (methodology, if any)
<u>Al-Sayyid Ali, Gradian, Philosophy of Religion, Islamic Center for Studies, Al-Abbas Shrine, Najaf, 2019 AD.</u> <u>Al-Haidari, Ihsan, The Philosophy of Religion in Western Thought, Al-Rafidain, Beirut, 2013 AD</u> <u>Youssefian, Hassan, Studies in New Theology, Hadara Center, Beirut, 2016 AD</u>	Main references (sources)
Hick, John, Philosophy of Religion, Arabic Translation, Al-Ma'ref Al-Hakimah, Beirut, 2010 AD Al-Khasht, Muhammad Othman, Introduction to the Philosophy of Religion, Dar Qibaa, Cairo, 2001 AD	Recommended supporting books, and references (scientific journals, reports....)
https://www.iics.iq/	Electronic references, Internet sites

Philosophy of ethics / Dr. Nawal Taha Yassin

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description

Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretical	Philosophy of ethics		2023-2024 / 2nd to Th

3. Expected learning outcomes of the programme	
Knowledge	
	1-Get to know Ethics in multiple cultures 2-Consolidating the concept of professional skills. 3-Understading the philosophical system in the study of ethics. 4- link the topic of moral Philosophy, developments in biosciences, artificial intelligence, and its applications
Skills	
	1-CapacityTo evaluate human behavior based on sound moral foundations. 2-Enriching the student's awareness, and providing him with the correct thinking tools such as analysis, criticism, etc. 3-Absorbing different ideas with intellectual flexibility that the student gains from the academic program course 4-PossibilityTranslating ethical knowledge, and applying it practically in academic, and educational fields.
Value	
	A- Spreading sound moral principles. 2-Induction To achieve the greatest possible educational goals through the concepts of ethics. 3- preparing a specialist who masters what he is assigned to do in a scientific manner, and raises qualified minds to lead future generations scientifically, and culturally.

4. Teaching, and learning strategies
1- Presenting, explaining, analyzing, approaching, and criticizing ideas through dialogue between the professor, and the students. 2- Asking a group of questions during the lecture. 3- Assigning the student to write a research paper related to the academic course, to train him to write academic research according to its conditions, and from several aspects: methodologically, linguistically, and cognitively. 4- Training the student on how to search for sources, and references, whether related to the prescribed curriculum or the research assigned to him, through organized visits to university or college libraries, or through organizing visits to libraries outside the college, as well as benefiting from electronic libraries available on the Internet.

4-The student is tested orally, and in writing by organizing daily, monthly, and final exams. According to the specified academic program.

5. Evaluation methods

1-Oral exam through dialogue, and discussion.
 2-AssignmentThe student learns, and reads about the topic of the lesson.
 3- Assignment of scientific research, and writing reports.

6. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Contemporary Philosophy	Philosophy	Teacher

Professional development

Orienting new faculty members

Professional development for faculty members

7. Acceptance standard

1- Central admission - for morning studies
 2-Direct submission of evening studies - according to grade, and competition

8. The most important sources of information about the program

Moral Philosophy, its origins , and development(Tawfiq Al-Taweel)

[2] Brandt, Richard B., Facts, Values, and Morality

[3] Foot, Philippa (Edited), Theories of Ethics

9. Program development plan

1-Engaging in ongoing dialogues in the learning, and teaching processes.
 2- Continuously keeping up with publications in the world of Philosophy in particular, and what is new in the world of thought in general.
 2-- Improving language skills by linking them to our activities, including speech, improving writing style, mastering Arabic grammar, and dictation, and developing or learning another supporting language, such as English, for example.
 3- Developing moral learning, and education at all levels of life.

4--Achieving the meaning of justice as fairness instead of equality between the sexes.

5- Encouraging the spirit of scientific research ethics in the university environment. 4- Spreading the concepts of ethics, including respect for human dignity as a supreme value in existence, to reduce discrimination in all its forms.

Course description form

1. Course Name: Philosophy of morals					
2. Course Code:					
3. Semester/Year: Annual					
Annual					
4. The date this description was made: 02/24/2024					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
60 hours annually. 2 hours per week					
7. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Nawal Taha Yassin					
Email: nawal.taha@uoBasrah.edu.iq					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		<p>Identify The most important moral philosophers in the history of Philosophy must understand their moral opinions, because they are still effective up to the present time, and benefit from them. In addition to that, they must learn about the most prominent, and important concepts, and major moral problems, and the sections of moral Philosophy, and know the difference between them, and the problems of science in order to shed light on the role of philosophers, and schools. Philosophical study of these problems.</p>			
9. Teaching, and learning strategies					
<p>1- Presenting, explaining, analyzing, approaching, and criticizing ideas through dialogue between the professor, and the students.</p> <p>2- Asking a group of questions during the lecture.</p> <p>3- Assigning the student to write a research paper related to the academic course, to train him to write academic research according to its conditions, and from several aspects: methodologically, linguistically, and cognitively.</p> <p>4- Training the student on how to search for sources, and references, whether related to the prescribed curriculum or the research assigned to him, through organized visits to university or college libraries, or through organizing visits to libraries outside the college, as well as benefiting from electronic libraries available on the Internet.</p> <p>4-The student is tested orally, and in writing by organizing daily, monthly, and final exams. According to the academic program</p> <p>The specified one.</p>					<p>The strategy</p>
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily,	Explaining the scientific	Introducing the study of values , and the position of the subject of ethics in it		2 hours	1
			1-Providing	2 hours	2
			students with	2 hours	3

		<p>The doctrine of duty (Kant)2 Evolutionism (Spencer, Nietzsche) French sociological school Durkheim 1 French Social School Brill 2 Bergsonian vitalism1 Bergsonian vitalism 2The second section: Applied ethics: its definition, the reasons for its emergence, and its types Bioethics 1 Bioethics 2 Environmental ethics1 Environmental ethics2 Professional ethics1 Professional ethics 2</p>			
<p>11. Course evaluation</p>					
<p>Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams</p>					
<p>12. Learning, and teaching resources</p>					
<p>None</p>	<p>Required textbooks (methodology, if any)</p>				
<p>Tawfiq Al-Tawil - Foundations of Philosophy Tawfiq Al-Tawil - Moral Philosophy, its origins, and development Zakaria Ibrahim - the congenital problem Ahmed Amin - Ethics William Lilly - An Introduction to Ethics</p>	<p>Main references (sources)</p>				
<p>[1] Brandt, Richard B., Facts, Values, and Morality [2] Foot, Philippa (Edited), Theories of Ethics</p>	<p>Recommended supporting books, and references (scientific journals, reports....)</p>				
<p>https://www.google.com/search?q=%D9%85%D9%83%D8%AA%D8%A8%D8%A9+%D9%86%D9%88%D8%B1&sca_esv=41bf5eb459b77330&sxsrf=ACQVn</p>	<p>Electronic references, Internet sites</p>				

Philosophy of Jamal/ Zahraa Abdel Baqi Abdel Wahed

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description			
Credit hours	Name of the course or courses	Course or courses code	Year/level

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practical	theoretic al	Beauty Philosophy		2023-2024/third
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Identify the most prominent opinions of beauty philosophers throughout the ages	
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion.	
Values, and ideas	
	Understanding: (explains, summarizes, and concludes) Analysis: (differentiates, distinguishes, and clarifies) Application: (prepares a report, and writes research)

4- Teaching, and learning strategies
Giving lectures.
-Questions, answers, discussions, and conclusions

5- Evaluation methods
- Quarterly tests
- Daily contributions (the student participates with the professor in explaining, and answering questions)
-Completing articles, and research.

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Beauty Philosophy	Philosophy	assistant teacher

Professional development
Professional development for faculty members

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7- Acceptance standard

Central admission

8- The most important sources of information about the program

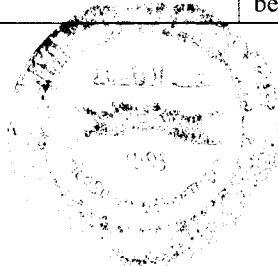
Amira Helmy Matar: The Philosophy of beauty
Mujahid Abdel Moneim Mujahid: The Philosophy of Beauty
Croce: Philosophy of Art

9- Program development plan

10-

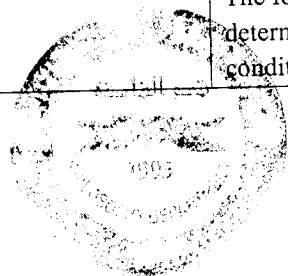
Course description form

124. Course Name:						
Beauty Philosophy						
125. Course Code:						
126. Semester/Year: Annual						
Annual						
127. The date this description was made:						
2/22/2024						
128. Available attendance forms:						
Attendance only						
129. Number of study hours (total)/number of units (total):						
60 hours. Two hours a week						
130. Name of the course administrator (if more than one name is mentioned)						
Name: Dr. Zahraa Abdel Baqi Abdel Wahed Email: zahraa.abdlebaqi@uobasrrah.edu.iq						
131. Course objectives						
				<ul style="list-style-type: none"> -Enabling the student to understand the basic concepts in the Philosophy of beauty. - Enabling the student to know the most prominent philosophers throughout the Greek, modern, and contemporary eras, and their most prominent works on the Philosophy of beauty. 		
132. Teaching, and learning strategies						
<ul style="list-style-type: none"> - Giving lectures (explanation, and clarification) - Self-learning method. - Asking the student to submit articles, and research 					The strategy	
133. Course structure						
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week	
Daily, and quarterly tests Providing reports, and research	Lectures, and discussions	The Philosophy of beauty	Definition of the Philosophy of beauty	2	1	
Daily, and quarterly tests Providing reports, and research	Lectures, and discussions		The relationship between criticism, and beauty	2	2	
Daily, and quarterly tests	Lectures, and discussions		The difference between artistic	2	3	



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			beauty, and natural beauty		
Daily, and quarterly tests, reporting, and research	Lectures, and discussions		Aesthetic experience in taste, criticism, and artistic creation	2	4
Daily, and quarterly tests, reporting, and research	Lectures, and discussions		The status of aesthetic values (sensual, formal, relational)	2	5
Daily, and quarterly tests, reporting, and research	Lectures, and discussions		Schools of modern, and contemporary art	2	6
Daily, and quarterly tests, reporting, and research	Lectures, and discussions		Beauty in Greek Philosophy: Sophistic Philosophy, and realistic art in the fifth century BC. M	2	7
Daily, and quarterly tests, reporting, and research	Lectures, and discussions		Art according to Protagoras	2	8
Daily, and quarterly tests	Lectures, and discussions		Gorgias' theory of beauty	2	9
Providing reports, and research	Lectures, and discussions		The Pythagorean theory of beauty	2	10
Daily, and quarterly tests	Lectures, and discussions		Beauty, and its connection to goodness according to Socrates	2	11
Providing reports, and research	Lectures, and discussions		Art, and the imitation of beauty according to Plato: poetry, rhetoric, music	2	12
Daily, and quarterly tests	Lectures, and discussions		Aristotle, and the book of poetry	2	13
Providing reports, and research	Lectures, and discussions		Beauty according to Plotinus	2	14
Daily, and quarterly tests	Lectures, and discussions		End of semester test	2	15
Providing reports, and research	Lectures, and discussions		Beauty in the modern era	2	16
Daily, and quarterly tests	Lectures, and discussions		It was: aesthetic judgement	2	17
Providing reports, and research	Lectures, and discussions		The four moments that determine the conditions, and	2	18



			formality of governance according to Kant		
Daily, and quarterly tests	Lectures, and discussions		Beauty, and majesty	2	19
Providing reports, and research	Lectures, and discussions		Hegel: Art, Thought	2	20
Daily, and quarterly tests	Lectures, and discussions		The three art styles	2	21
Providing reports, and research	Lectures, and discussions		Arts format	2	22
Daily, and quarterly tests	Lectures, and discussions		The coup of governance is beauty according to Natisha	2	23
Providing reports, and research	Lectures, and discussions		Art according to Schopenhauer	2	24
Daily, and quarterly tests	Lectures, and discussions		Beauty in contemporary Philosophy: Bergson, and the Philosophy of laughter	2	25
Providing reports, and research	Lectures, and discussions		Crochet, and art and aesthetics	2	26
Daily, and quarterly tests	Lectures, and discussions		Sartre, and beauty	2	27
Providing reports, and research	Lectures, and discussions		Santayana, and the sense of beauty	2	28
Daily, and quarterly tests	Lectures, and discussions		Gadamer, and the Interpretation of the Arts	2	29
Providing reports, and research	Lectures, and discussions		End of semester test	2	30

134. Course evaluation

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

135. Learning, and teaching resources

None	Required textbooks (methodology, if any)
	Main references (sources)
Rawya Abdel Minim: Aesthetic values	Recommended supporting books, and references (scientific journals, reports....)
https://faculty.uoBasrah.edu.iq/faculty/2743/teaching	Electronic references, Internet sites



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Philosophy of History/ Dr. Ali Hadi Taher

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Philosophy of history		2023-2024/third
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
	Teaching students to deal with history from a philosophical perspective, and to use reason in dealing with events, narratives, and narrators.
Skills	
	1- Explain, and analyze the topic of the lesson, giving examples to clarify the requirement 2- Asking some questions that develop students' abilities to think systematically 3- Encouraging students to read various books on the Philosophy of history
Values, and ideas	
	Enabling the student to search for the causes, and reasons that led to the occurrence of historical events Dealing deeply with history so that the student goes beyond searching for apparent causes, to go beyond them to hidden causes



	The possibility of dealing with the past to learn lessons, as he benefits from past events to address the problems of the present, and even makes him have the ability to predict what will happen in the future according to organized mental rules.

4- Teaching, and learning strategies	
-	Providing students with paper-based lesson syllabuses, guiding them to the most important sources, and providing them with e-books in PDF format.
-	Giving lectures according to the weekly lecture schedule

5- Evaluation methods	
11-	Attendance, and participation.
12-	Request reports
Daily, semester, and final exam	

6- education institution							
Faculty members							
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank	
lecturer	permanent			private	general		
	Permanent			Islamic Philosophy	Philosophy	Professor Dr	

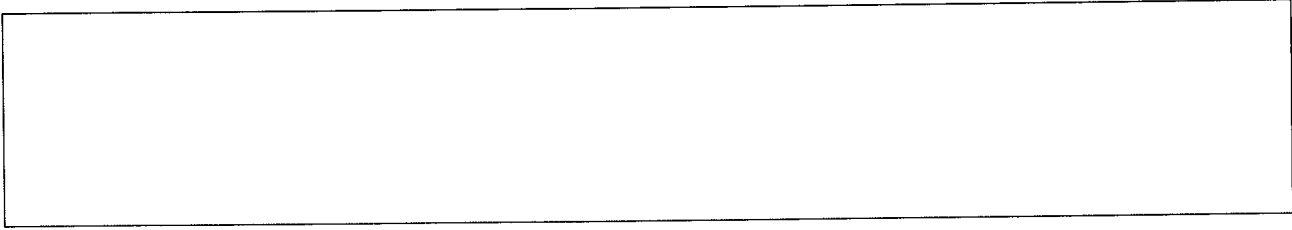
Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard
Central admission

8- The most important sources of information about the program



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9- Program development plan

Introducing the student to the Philosophy of history, and what are its most prominent topics that distinguish it from history, as well as clarifying the relationship between Philosophy, and history.



Program skills chart													
Learning outcomes required from the programme													
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
	C1	C2	C3	C4	B1	B2	B3	B4					A1
C4										Essential, Mandatory	Islamic Philosophy		2023-2024

1/2

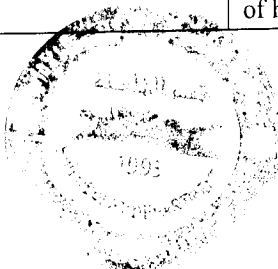
Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



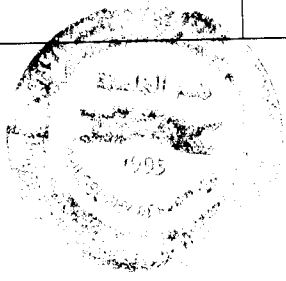
14A

Course description form

136. Course Name:					
Islamic Philosophy					
137. Course Code:					
138. Semester/Year: Annual					
Annual					
139. The date this description was made:					
2/22/2024					
140. Available attendance forms:					
Attendance only					
141. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
142. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Ali Hadi Taher					
143. Course objectives					
			<p>-1 Enabling the student to search for the reasons, and causes that led to the occurrence of historical events Dealing deeply with history so that the student goes beyond searching for apparent causes, to go beyond them to hidden causes The possibility of dealing with the past to learn lessons, as it benefits from the events of the past to address the problems of the present, and even makes it have the ability to predict, and accept what will happen in the future according to organized mental rules.</p>		
144. Teaching, and learning strategies					
<ul style="list-style-type: none"> - 1- Educational strategy, collaborative concept planning. - 2- Brainstorming education strategy. - 3- Education Strategy Notes Series 					The strategy
145. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Philosophy of history	Philosophy of history , and its meanings	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Its sections, and categories - the directions of the paths of history	2	2

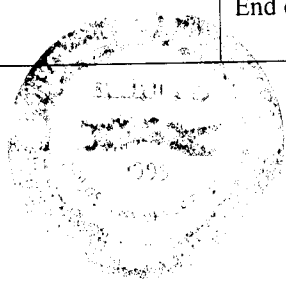


Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The relationship between history, and Philosophy - the Philosophy of history, and the Philosophy of civilization	2	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The role of heroes in creating events - Carlyle, and the hero theory	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Sidney Hook - the hero in history	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Hegel, and the theory of the hero	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Providence theory	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The religious interpretation of history according to Saint Augustine	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Jacques Bossuet, and Divine Providence	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Brothers of purity, and divine providence	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Theory of progress	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Voltaire, and progressive interpretation	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Condorcet, and the theory of progress in historical interpretation	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Periodic interpretation of history	2	14



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Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Periodic interpretation of history 2	2	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The periodic astronomical interpretation of history according to the Ikhwan al-Safa	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The cyclical interpretation of history according to Ibn Khaldun - the stages of the cultural transition - the age of the state, and its phases	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The civilizational cycle according to Vico	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Hegel's ideal dialectical theory	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Dialectical Materialism - Karl Marx	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Historical materialism - Marx	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Challenge, and response theory - Toynbee	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The collapse, and decay of civilizations - Toynbee	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Spengler, and cultural interpretation	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Fukuyama: The End of History, and the Last Man	2	25
Exam, discussion,	Lecture, participation,		End of history	2	26



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reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Huntington, and the clash of civilizations	2	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Causes of civilizational clash	2	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		What the West must do to confront the clash	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		What the West must do to confront the clash 2	2	30
146. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
147. Learning, and teaching resources					
<p>*The prescribed book - in the Philosophy of history, Dr. Ahmed Mahmoud Sobhi</p> <p>*Other</p> <p>*The end of history, and the last man, Fukuyama</p> <p>* The Clash of Civilizations, and the Reconstruction of World Order, Samuel Huntington</p> <p>* Dialogue of Civilizations - Roger Gaudi</p>		Required textbooks (methodology, if any)			
<p>Books:</p> <p>1-Philosophy the date, and civilization, Dr. Hamed Al-Dulaimi</p> <p>2-Philosophy the date in Thought Islamic</p> <p>3-Philosophy the date Its meaning, and its origins, and most important Its doctrines, Dr. Mustafa Hassan Alnashar.</p> <p>4-The Semester in Philosophy of history, Dr. Hashem Yahya Navigator</p> <p>5-studies in Philosophy History, Dr. Hashem Yahya</p> <p>6-Studies in the critical Philosophy of history, Dr. Jamil Musa Al-Najjar</p> <p>7-Philosophy of History, Theoretical Investigations, Dr. Jamil Musa Al-Najjar</p>		Main references (sources)			
		Electronic references, Internet sites			



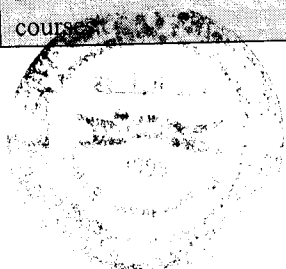
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Philosophical problems/ Dr. Haider Abdul Hussein Qasir

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

10. Program description			
Credit hours	Name of the course or course	Course or courses code	Year/level



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practical	theoretic al	Philosophical problems		2023-2024/third
	theoretic al			

11. Expected learning outcomes of the programme	
Knowledge	Informing students about the most important philosophical problems facing humans in different eras, such as existence, knowledge, and ethics
Skills	Expanding the skill of analytical, and critical reading of philosophical problems
Value	Developing students' abilities to share ideas
	Expressing one's thoughts, and feelings Towards life matters, including scientific material on the issue of divinity, freedom, and determinism

12. Teaching, and learning strategies
- Explaining scientific material by reading philosophical texts, and giving the most appropriate interpretation appropriate to the spirit of the times. 2- Writing questions for each topic, summarizing the most important ideas presented during the lectures 3- Linking famous philosophical ideas with students' critical, and analytical opinions

13. Evaluation methods
Weekly, monthly, daily exams, and the end of the year exam.

14. education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization	Scientific rank	
lecturer	permanent			private		general
	permanent			Islamic Philosophy	Philosophy	Teacher

Professional development
Orienting new faculty members



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Professional development for faculty members

15. Acceptance standard

16. The most important sources of information about the program

- 1- Philosophical Dictionary - Jamil Saliba
- 2- Philosophical Dictionary - Mustafa Hasiba
- 3- The Philosophical Encyclopedia - Maan Ziadeh
- 4- Philosophical problems - Ibrahim Saqr
- 5- Philosophical problems - Zakaria Ibrahim
- 6- Philosophy, its types, and problems - Hunter Mead
- 7- Feminist Philosophy in Majid Al-Gharbawi's project
- 8- Women, and Philosophy - Imam Abdel Fattah Imam

17. Program development plan

Studying the problem of existence, and knowledge, and the human view of them between heritage, and modernity
Work on comparing the Islamic, and Western positions on philosophical problems, especially the problem of freedom



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Course description form

13. Course Name: Philosophical problems
 Philosophical problems

14. Course Code:

15. Semester/Year: Annual
 Annual

16. The date this description was made: 02/23/2024

17. Available attendance forms:
 Attendance only

18. Number of study hours (total)/number of units (total):
 60 hours annually. 2 hours per week

19. Name of the course administrator (if more than one name is mentioned)
 Name: Dr. Haider Abdul Hussein Qasir

20. Course objectives

•	1-Students learn about the life problems facing the individual, society, and the state in different eras 2- Expanding their awareness in discovering the causes, and reasons for the emergence of problems, and understanding them objectively, and scientifically 3- Searching for how to address problems, and trying to develop effective solutions to them
•	
•	

21. Teaching, and learning strategies

Explaining scientific material by reading philosophical texts, and giving the most appropriate interpretation appropriate to the spirit of the times. 2- Writing questions for each topic, summarizing the most important ideas presented during the lectures 3- Linking famous philosophical ideas with students' critical, and analytical opinions	The strategy
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22. Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly, monthly, daily, written exams, and the end-of-year exam.	Explaining scientific material by reading philosophical texts, and giving the most appropriate	Meaning of the problem		2 hours	1
		The philosophical problem	looking at Students	2 hours	2
		Determinants of the concept of the problem	on Most important the problems	2 hours	3
		The problem is in Greek thought	Philosophical that Facing For a human being	2 hours	4
		The problem in Islamic thought	in Ages different	2 hours	5
		In modern, and contemporary thought	Which like	2 hours	6
		The problem of existence	existence	2 hours	7
				2 hours	8
				2 hours	9
				2 hours	10
				2 hours	11



interpretation appropriate to the spirit of the times. 2- Writing questions for each topic, summarizing the most important ideas presented during the lectures 3- Linking famous philosophical ideas with students' critical, and analytical opinions	The problem of divinity	, and knowledge	2 hours	12
	The human problem		2 hours	13
	Nature's problem		2 hours	14
	The problem of knowledge	, and morals	2 hours	15
	Sensory knowledge			vacation
	Mental knowledge		2 hours	16
	Innate knowledge		2 hours	17
	Intuitive knowledge		2 hours	18
			2 hours	19
			2 hours	19
			2 hours	20
	The problem of values		2 hours	21
	Ethical problem		2 hours	22
	The nature of moral values		2 hours	22
	The problem of freedom		2 hours	23
	The inevitable problem		2 hours	24
			2 hours	25
	The absurd problem		2 hours	26
	The problem of will		2 hours	27
	The teleological problem		2 hours	28
Feminist Philosophy		2 hours	29	
Sex difference		2 hours	30	
	The place of women in Philosophy			
	Women, and religion			
	Women, and the laws of nature			
	Forms of discrimination against women			
	Women, and the issue of the hijab			

23. Course evaluation

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

24. Learning, and teaching resources

Philosophy, its types, and problems - Hunter Mead Feminist Philosophy in Majid Al-Gharbawi's project Women, and Philosophy - Imam Abdel Fattah Imam	Required textbooks (methodology, if any)
- Philosophical problems - Ibrahim Saqr - Philosophical problems - Zakaria Ibrahim	Main references (sources)
Philosophical Dictionary - Jamil Saliba Philosophical Dictionary - Mustafa Hasiba	Recommended supporting books, and references (scientific journals, reports....)



W

The Philosophical Encyclopedia - Maan Ziadeh	
	Electronic references, Internet sites

Theory of knowledge / Dr. Sajad Saleh Shenyar

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
	theoretic al	theory of knowledge		2023-2024/third



3. Expected learning outcomes of the programme

Knowledge

- 1- Providing the student with knowledge of the theory of knowledge, its importance, and epistemological schools.
- 2- Providing the student with knowledge of the epistemological opinions that establish his cognitive system, and make him realize that human, and philosophical thought in particular is based on these opinions.
- 3 The student becomes familiar with cognitive topics, such as the place of knowledge, its limits, its divisions, its sources, its nature, its tools, and its value.
- 4-The student is able to organize his knowledge on the basis of logical certainty, refine it, and avoid making mistakes.

Skills

- 1- P
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with
experi
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and
skills
in
dealin
g with
cognit
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proble
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and
exami
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opinio
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- 2- D
evelo
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the skill of philosophical, and epistemological criticism, and the skill of critical thinking.

3- D

developing dialogue, and discussion skills, and preparing him psychologically, and intellectually.

4- E

enabling the student to analyze epistemological issues



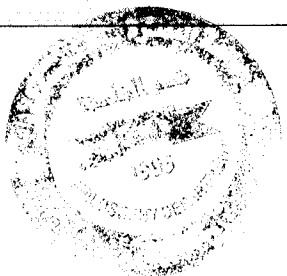
	in a logical manner, and employ epistemological concepts in completing his programs.
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Value	
	1-Enhancing the student's confidence in his abilities, and self. 2- Enhancing the desire to work in state institutions, and teach. 3- Developing the student's ability to share ideas. 4- Consolidating the spirit of sportsmanship, impartiality, and objectivity in intellectual dialogues.

4. Teaching, and learning strategies
1- Explanation, and summary of the lecture 2- Dialogue, and discussion 3- Individual reports 4- Self-paced, and participatory learning 5- Small discussion groups 6- Interventions

5. Evaluation methods
1-Exams (daily, monthly, and end of the year) 2-Class reports, and research 3- Continuous preparation 4- Asking questions, participating during the lecture, paying attention, understanding, and interacting with the professor, and students 5- Participate in the lecture presentation 7- Attendance

6. education institution
Faculty members



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Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			theory of knowledge	Philosophy	

Professional development
Orienting new faculty members
Professional development for faculty members

7. Acceptance standard
 In light of the central admission mechanism, and the college's standard for distributing students based on the student's average, and desire

8. The most important sources of information about the program
 Our Philosophy - Mr. Muhammad Baqir Al-Sadr
 Theory of knowledge - Dr. Zaki Naguib Mahmoud
 The theory of knowledge among Islamic thinkers, and contemporary Western philosophers - Dr. Mahmoud Zidane
 Theory of Knowledge - Abdullah Muhammadi, and Mojtaba Misbah, translated by Mustafa Daoud
 Introduction to the theory of knowledge, and the foundations of religious knowledge - Muhammad Hossein Zadeh
 Translated by: Sayed Haider Al-Husseini

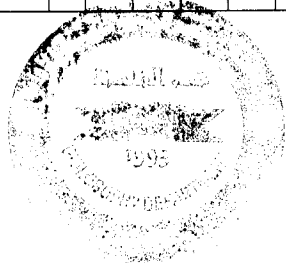
9. Program development plan
 1- Adding, and updating course vocabulary, and topics by 20% each academic year in order to keep pace with cognitive changes.
 2- Suggestions for developing, and updating the epistemology curriculum in line with developments in contemporary epistemology.
 3- Encouraging students, and motivating them to achieve the highest grades in order to complete their studies, and setting future goals to engage in, and work in the labor market, and state institutions.



Program skills chart

Learning outcomes required from the programme

Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level				
	C1	C2	C3	C4	B1	B2	B3	B4					A1	A2	A3	A4
C4													Essential, and Mandatory	theory of knowledge		2023-2024

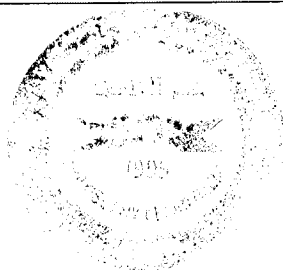


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• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Course description form

1. Course Name:					
theory of knowledge					
2. Course Code:					
3. Semester/Year: Annual					
Annual					
4. The date this description was made:					
2/23/2024					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
60 hours annually. 2 hours per week					
7. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Sajjad Saleh Shinyar sajad.saleh@uoBasrah.edu.iq					
8. Course objectives					
				1-Identify the concepts of epistemology, and epistemology, and distinguish between them 2- Giving the student knowledge of the concept of knowledge, its potential, types, sources, tools, limits, and value. 3-Investigation to solve epistemological problems, and uses epistemological concepts in dealing with philosophical mental processes 4- Identifying the importance of the theory of knowledge, and basing human thought on it	
9. Teaching, and learning strategies					
1-Education strategy through direct teaching. 2- Brainstorming education strategy. 3-Self-learning strategy 4-Problem solving, and investigation strategy 5-Education strategy based on teamwork					The strategy
10. Course structure					
11.					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
exams (daily, and monthly). the end of the year) reports, and research 3- Continuous preparation 4- Asking questions, participating during the lecture, paying attention, understanding, and	Lecture, and discussion	Introduction to knowledge, and epistemology	1- Identify the concepts of epistemology, and epistemology, and distinguish between them 2- Giving the student knowledge of the concept of knowledge	2 hours	1
	Lecture, and	Distinction between epistemology		2hour	2
	Lecture, and	Possibility of knowledge		2hour	3
	Lecture, and	Beliefs		2hour	4



interacting with the professor, and students 5- Participate in the lecture presentation 6- Attendance	Lecture, and discussion	The doctrine of skepticism - doctrinal skepticism	Its potential, types, sources, and tools Its limits, and value 3-Investigation to solve epistemological problems It uses epistemological concepts in dealing with Philosophical mental processes 4- Identifying the importance of the theory of knowledge, and basing human thought on it	2hour	5	
	Lecture, and discussion	Old doubt		2hour	6	
	Lecture, and discussion	Doubt in the intermediate period		2hour	7	
	Lecture, and discussion	Skepticism in the modern period		2hour	8	
	Lecture, and discussion	Methodological doubt - Descartes		2hour	9	
	Lecture, and discussion	Present knowledge, and its characteristics		2hour	10	
	Lecture, and discussion	Departments of urban knowledge		2hour	11	
	Lecture, and discussion	Obtained knowledge, and its characteristics		2hour	12	
	Lecture, and discussion	Conceptual, and believable knowledge		2hour	13	
	Lecture, and discussion	Intuitive, and theoretical knowledge		2hour	14	
	Lecture, and discussion	Sections of conceptual knowledge		2hour	15	
				vacation		
	Lecture, and discussion	Introduction to sources of knowledge		2hour	16	
	Lecture, and discussion	The rational doctrine, and its characteristics		2hour	17	
	Lecture, and discussion	Rationalism - Spinoza		2hour	18	
	Lecture, and discussion	Rationalism - Leibniz		2hour	19	
	Lecture, and discussion	Empiricism, and its characteristics - Bacon		2hour	20	
	Lecture, and discussion	Empiricism - John Locke		2hour	21	
	Lecture, and discussion	Empiricism - David Hume		2hour	22	
	Lecture, and discussion	Critical doctrine, and its characteristics - Kant		2hour	23	
	Lecture, and discussion	Intuitionism, and its characteristics - Bergson		2hour	24	
	Lecture, and discussion	Intuitionism - Sufis		2hour	25	
	Lecture, and discussion	Introduction to the nature of knowledge		2hour	26	
	Lecture, and discussion	Realism, and idealism		2hour	27	
	Lecture, and discussion	The most important philosophical doctrines		2hour	28	
	Lecture, and discussion	Greece - Descartes - Locke - Idealists -		2hour	29	
	Lecture, and discussion	Supporters of modern skepticism - Muslim		2hour	30	



11. Course evaluation

distribution as follows: 25degree Exams Monthly, and Daily For separation the first. 25degree Exams Monthly, and Daily For separation the second. 50degree for exams Final

12. Learning, and teaching resources

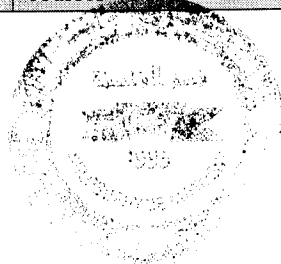
Learning, and teaching resources		Required textbooks (methodology, if any)
Theory of knowledge - Dr. Zaki Naguib Mahmoud The theory of knowledge among Islamic thinkers, and contemporary Western philosophers - Dr. Mahmoud Zidane Our Philosophy - Mr. Muhammad Baqir Al-Sadr		Main references (sources)
Theory of Knowledge - Abdullah Mohammadi, and Mojtaba Misbah Translated by: Mustafa Dawoud An Introduction to the Theory of Knowledge, and the Foundations of Religious Knowledge - Muhammad Hossein Zadeh Translated by: Sayyid Haider Al-Husseini		Recommended supporting books, and references (scientific journals, reports....)
		Electronic references, Internet sites

English language/ Haitham Mahdi Maatouq

2- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Assistant rapporteur		30		Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

3- Program description			
Credit hours	Name of the course or courses	Course or courses code	Year/level



1	theoretic al	English language		2023-2024/third

4- Expected learning outcomes of the programme	
Knowledge	Informing students about the rules of the English language, and linguistic communication in the classroom to enhance the student's abilities, and increase his self-confidence
Skills Learn conversation, reading, and comprehension skills	Exp, and in students' perceptions of reading in the English language Training students to communicate in the English language in class
Value	Developing students' abilities to acquire English language skills Developing the spirit of linguistic communication among students

5- Teaching, and learning strategies

-Explaining the scientific material by reading English texts.
2- Linking linguistic skills (which were presented during the lectures) Together: reading, conversation, and comprehension

6- Evaluation methods

Monthly, and daily exams, and the end of the year exam.

7- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	Teacher
	permanent			Translatio n studies	Translat ion studies	

Professional development

Orienting new faculty members

Professional development for faculty members



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8- Acceptance standard

9- The most important sources of information about the program

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10- Program development plan

Studying the importance of learning basic English language skills so that the student is able to deal with the curriculum book



Program skills chart

Learning outcomes required from the programme

Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
	C1	C2	C3	C4	B1	B2	B3	B4					A1
C4											Student book intermediate		2023-2024

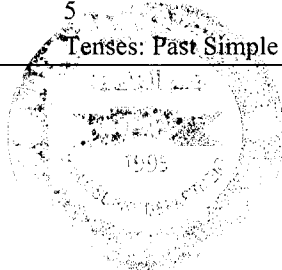
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● Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

27. name the decision: intermediate student book					
28. Course Code:					
29. Semester/Year: Annual Annual					
30. The date this description was made: 02/14/2024					
31. Available attendance forms: Attendance only					
32. Number of study hours (total)/number of units (total): 30 hours annually. An hour a week					
33. Name of the course administrator (if more than one name is mentioned) Name: Haitham Mahdi Maatouq Email: Haitham.maatoq@uBasrahh.edu.iq					
34. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Make students understand the basic rules of the English language 2 -Expanding students' skills in conversation, reading, and writing 3 -Enhancing the spirit of communication within the classroom by motivating students to express their abilities to participate			
35. Teaching, and learning strategies					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series					The strategy
36. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
for monthl y, and written exams, and the end-of-year exam.	Expla ining the scient ific mater ial by readi ng librar	Module or1		hour	1
		Unit Topic Title	1-	hour	2
		2	Acquiring	hour	
		Questions Words	English	hour	3
		3	language	hour	
		Present Tenses: Present	skills	hour	4
		4 Simple, and present	2-	hour	5
Continuous	Informing	hour	6		
5	students	hour	7		
Tenses: Past Simple	about the	hour			



y conce pts, and ... 2- Resea rch condu cted by the stude nt on the Intern et to apply these conce pts. 3. It summ arizes the most impor tant ideas that were prese nted durin g the lectur es	6	importance	hour	8
	, and Continuous	of	hour	9
	Reading text: River	comprehen	hour	10
	Thames	sion	hour	
	7	through	hour	
	8	reading in	hour	
	Hot Verbs	the English	hour	
	Quiz	language	hour	
	9	3 Teaching	hour	11
	Comparative, and	students	hour	
	Superlative Adjectives	how to	hour	12
	10	write, and	hour	13
	Famous Couples: Present	speak the	hour	
	perfect, Past perfect/for	English	hour	14
	& some	language	hour	
	A Tale of Two		hour	15
	Millionaires		hour	16
	11		hour	17
	Have, should & must		hour	
	Reading Text: Dilemmas		hour	18
	12		hour	
	Homework			19
	13			20
	Review			21
	14			22
	Monthly Exam			
15			23	
Verbs & Complements				
16			24	
Reading & Speaking			25	
17			26	
Hot verbs: take, get, do &				
make			27	
18				
Reading/Scared to Death			28	
19				
Grammar Spot			29	
20				
Homework			30	
Quiz				
Vocabulary				
22				
Ed/ing adjectives				
23				
Monthly Exam				
24				
Into the Wild				
25				
So, & much				
26				



		Coca cola 27 History of the Hamburger 28 Homework 29 Review 30 Monthly exam			
37. Course evaluation					
38. Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
39. Learning, and teaching resources					
-New HeadwayBeginners-student book (Student book)		Required textbooks (methodology, if any)			
-New Headway Beginners- student book (work book)					
		Main references (sources)			
		Recommended supporting books, and references (scientific journals, reports....)			
https://uomustansiriyah.edu.iq/		Electronic references, Internet sites			



fourth stage

Contemporary Philosophy/ Dr. Ghaida Habib Ali

10. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

11. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
	theoretical	Contemporary Western Philosophy		2023-2024 / Fourth

12. Expected learning outcomes of the programme	
Knowledge	Students' knowledge of the most important contemporary philosophies in the nineteenth, and twentieth centuries.
Skills	1.To familiarize the student with the features of contemporary Philosophy. 2.Many discussions take place during the lecture. 3.Urging the student to compare, criticize, and express his own opinion. 4.Students write philosophical articles, and research related to the era of contemporary Philosophy.
Values	Developing students' abilities to share ideas

13. Teaching, and learning strategies
1. Giving lectures (explanation, and clarification by drawing an illustrative mind map) 2. Questions, answers, discussions, and conclusions

14. Evaluation methods
1. Oral exams 2. Written tests 3. Daily contributions (the student participates with the professor in explaining, and answering questions) 4. Completing articles, and research

15. education institution
Faculty members



Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
	permanent	1. Effective follow-up, and communication, using the Internet to learn, and downloading e-books. 2. - Developing the student's skills by participating in adding information to the lecture periodically.	private	general	professor
	permanent		Modern Philosophy	Philosophy	

Professional development
Orienting new faculty members
Professional development for faculty members

16. Acceptance standard

17. The most important sources of information about the program
5. Studies in contemporary Philosophy / Zakaria Ibrahim

18. Program development plan
1. Study the extent to which the ideas contained in aspects of practical Philosophy can be applied on the ground.
2. Work on preparing research studies in order to benefit from the development of human thought.



Program skills chart													
Learning outcomes required from the programme													
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
	C1	C2	C3	C4	B1	B2	B3	B4					A1
C4										Essential, and Mandatory	Contemporary Western Philosophy		2023-2024

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

11. Course Name:
Contemporary Western Philosophy

12. Course Code:

13. Semester/Year: Annual
Annual

14. The date this description was made 2/23/2024

15. Available attendance forms:
Attendance only

16. Number of study hours (total)/number of units (total):
90 hours annually. 3 hours per week

17. Name of the course administrator (if more than one name is mentioned)
Name: Dr. Ghaida Habib Ali
Email: ghydaa.habeeb@uoBasrah.edu.iq

18. Course objective

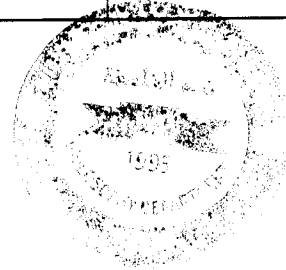
•	Studying contemporary Western Philosophy, and knowing the most important changes that have occurred in various aspects of the era, and the most important features of contemporary Philosophy, and its topics.
•	
•	

19. Teaching, and learning strategies

The strategy

- Giving lectures (explanation, and clarification).
- Self-learning method.
- Asking the student to submit articles, and research

	20.	Course structure			
the week	hours	Required learning outcomes	Name of the unit/course or subject	Learning method	Evaluation method
1	3	An introduction to contemporary Philosophy, its historical limits, its most important features, and the impact of scientific developments	introduction	Lectures	Discussion + question and answers
			Features of contemporary Philosophy		
			Concepts of contemporary Philosophy		
2	3	Phenomenological school, Husserl	School features	Lectures	Discussion + question and answers
			Husserl's life, and works		
			Phenomenological approach		



3	3	Criticism of nominalism, analysis of intentionality, and meaning	What is nominal?	Lectures	Discussion + questions and answers
			Intention		
			the meaning		
4	3	Pragmatism, William James	Pragmatist Philosophy	Lectures	Discussion + questions and answers
			William James, his life, and writings		
			His Philosophy		
5	3	The concept of truth, and religion	the truth	Lectures	questions, and answer discussion
			The will to believe		
			Religious experience		
6	3	John Dewey	His life, and writings	Lectures	Discussion + questions and answers
			Instrumental tendency		
			Ethics, and art		
7	3	The ideal school	Idealism	Lectures	Discussion + questions and answers
			Characteristics, and approach of idealism		
			Bradley		
8	3	Crochet	His life, and writings	Lectures	Discussion + questions and answers
			the art		
			Expression		
9	3	Brunswick	His life, and writings	Lectures	Discussion + questions and answers
			, and his Philosophy		
			His approach		
10	3	Bio school	Introduction to the school	Lectures	Discussion + questions and answers
			Henri Bergson		
			His life, and Philosophy		
11	3	Existential school	Existentialism	Lectures	Discussion + questions and answers
			Heidegger's life, and writings		



C.A

			, and his Philosophy		
12	3	existence	Existence, and the problem of Nonanes, and time Being with others Freedom, anxiety, and death	Lectures	Discussion + question and answers
13	3	Jean Paul Sartre	His life, and writings Existence, and essence Anxiety, and Nonanes	Lectures	Discussion + question and answers
14	3	Freedom, and choice	Subjectivity, and objectivity between existentialism, and Marxism Subjectivity, and objectivity between existentialism, and Marxism Subjectivity, and objectivity between existentialism, and Marxism	Lectures	Discussion + question and answers
15	3	Analytical school	Analytical approach George Edward Moore, his life, and writings His Philosophy	Lectures	Discussion + question and answers
16	3	Analysis, and general understanding	Analysis, and general understanding Analysis, and general understanding Analysis, and general understanding	Lectures	Discussion + question and answers
17	3	Logical positivism	School features Her approach Its topics	Lectures	Discussion + question and answers
18	3	Shulk, and Vienna Ring	Vienna ring Shulk His Philosophy	Lectures	discussion
19	3	Rudolf Carnap, and Alfred Dulles Ayer, the theory of meaning, the principle of confirmation, and its types	Carnap Ayer Theory of meaning	Lectures	Discussion + question and answers
20	3	Excluding metaphysics from a meaningless field	Metaphysics Its topics Eliminate her	Lectures	Discussion + question and answers



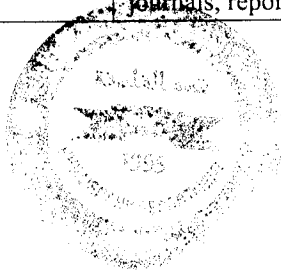
21	3	Philosophy of mind	Philosophy of mind	Lectures	Discussion + questions and answers
			Sol Kripke		
			His Philosophy		
22	3	David Charles	Charles	Lectures	Discussion + questions and answers
			His approach		
			His Philosophy		
23	3	Structuralism	Structural features	Lectures	Discussion + questions and answers
			Her approach		
			Her tools		
24	3	Foucault	His life	Lectures	Discussion + questions and answers
			His Philosophy		
			His approach		
25	3	Lyotard	His life	Lectures	questions, and answer discussion
			His Philosophy		
			His approach		
26	3	Deleuze	His life	Lectures	Discussion + questions and answers
			His Philosophy		
			His approach		
27	3	Durkheim	His life	Lectures	Discussion + questions and answers
			His Philosophy		
			His approach		
28	3	Habermas	His life	Lectures	Discussion + questions and answers
			His Philosophy		
			His approach		
29	3	Jacques Derrida	His life, and writings	Lectures	Discussion + questions and answers
			His Philosophy, and method		
			the difference		
30	3	Centering on the Logos	In Greek Philosophy	Lectures	Discussion + questions and answers
			In medieval, and modern Philosophy		
			In contemporary Philosophy		

11. Course evaluation

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

13. Learning, and teaching resources

None	Required textbooks (methodology, if any)
Studies in Contemporary Philosophy / Zakaria Ibrahim, Introduction to Contemporary Philosophy / Muhammad Mahran	Main references (sources)
1. Contemporary Philosophy in Europe / Buchinsky	Recommended supporting books, and references (scientific journals, reports....)

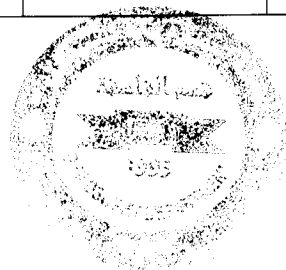


21.

2.Studies in modern, and contemporary Philosophy / Yahya Huwaidi	
3.Studies in contemporary philosophical thought / Muhammad Ali Al-Kurdi	

Philosophy of language / Dr. Nawal Taha Yassin

1. Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training



				Other
--	--	--	--	-------

* Notes may include whether the course is essential or elective.

2. Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Philosophy of language		2023-2024 / Fourth

3. Expected learning outcomes of the programme	
Knowledge	1- Adopting sound foundations to think with the curriculum the decision. 2-Understanding the system of philosophers in the study of language. 3- link Topic: Philosophy of language with artificial intelligence, and its applications.
Skills	1-Developing the student's ability to present his ideas, and examine them through group dialogue. 2- Improving the student's expressive abilities to communicate his ideas Orally, and in writing. 3-Providing the student with intellectual flexibility to be open to the world's various issues, and problems.
Value	1-Developing the student's confidence in his personal, and research abilities. 2-InductionTo achieve the greatest possible educational goals. 3- Preparation a specialist who masters what he is assigned to do in a scientific manner, and raises qualified minds to lead future generations scientifically, and culturally.

4. Teaching, and learning strategies
1- Presenting, explaining, analyzing, approaching, and criticizing ideas through dialogue between the professor, and the students. 2- Asking a group of questions during the lecture. 3- Assigning the student to write a research paper related to the academic course, to train him to write academic research according to its conditions, and from several aspects: methodologically, linguistically, and cognitively.



4- Training the student on how to search for sources, and references, whether related to the prescribed curriculum or the research assigned to him, through organized visits to university or college libraries, or through organizing visits to libraries outside the college, as well as benefiting from electronic libraries available on the Internet.
 4-The student is tested orally, and in writing by organizing daily, monthly, and final exams. According to the specified academic program.

5. Evaluation methods
 1- Assignment The student learns, and reads about the topic of the lesson.
 2-ExamOral through dialogue, and discussion, as well as monthly, and final exams.
 3- Assigning the student to scientific research, and writing reports.

6. education institution

Faculty members

Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Contemporary Philosophy	Philosophy	Teacher

Professional development
 Orienting new faculty members
 Professional development for faculty members

7. Acceptance standard
 1-Central admission-For morning studies
 2-Direct submission of evening studies-Depending on the rate, and competition

8. The most important sources of information about the program



213

Austin, Speech acts
Bghoura, Al-Zawawi, Philosophy, and language
Russell, Bert, and, Beyond Meaning, and Truth
Ryle, Gilbert, Introduction to the book The Revolution in the Search for Meaning
Wittgenstein, Ludwig, A Logical-Philosophical Treatise, and philosophical investigations
Ayer, A. J, the Central Question of Philosophy
Ayer, A.J. Language, Truth, and Logic
Ryle, Gilbert, Ordinary Language
Schlick, Moritz, The Turning Point in Philosophy
Neurath, Otto Philosophy of Language

9. Program development plan

- 1- Have conversations the ongoing in the learning, and teaching processes.
- 2- Continuously keeping up with publications in the world of Philosophy in particular, and what is new in the world of thought in general.
- 2- Improve the Linguistic skills, and ink them to our activities, and of which Diction, and improvement style Writing, and mastery of Arabic in terms of spelling, and grammar, and develop or learn another supportive language for language English For example.
 - 2- Disseminating educational principles, and values to the individual through an expressive linguistic medium.
 - 4- Broadcasting the language of tolerance, and moving away from the language of extremism in order to achieve the advancement of the individual, and society. 4, Spreading the language of tolerance, and moving away from the language of extremism to achieve the advancement of the individual, and society.



Program skills chart

Learning outcomes required from the programme

Value	Skills					Knowledge					Essential or optional	Course Name	Course Code	the year/the le		
	C1	C2	C3	C4	B1	B2	B3	B4	a1	a2					a3	a4
C4														Philosophy of language		2023-2024

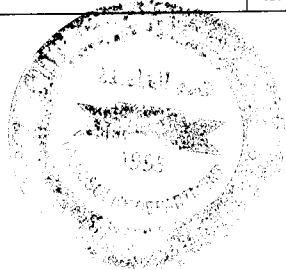
• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



AK

Course description form

1. Course Name: Philosophy of language					
Philosophy of language					
2. Course Code:					
3. Semester/ year: Annual					
Annual					
4. The date this description was made: 02/24/2024					
5. Available attendance forms:					
Attendance only					
6. Number of study hours (total)/number of units (total):					
60 hours annually. 2 hours weekly					
7. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Nawal Taha Yassin					
Email: nawal.taha@uoBasrah.edu.iq					
8. Course objectives					
<ul style="list-style-type: none"> • • • 		Introducing the Philosophy of language in terms of the history of its emergence, and presenting the foundational concepts of ancient Eastern thought, and among Greek, and Muslim philosophers, discussing the basic trends in the Philosophy of language, and its issues, as well as presenting theories of meaning, and analyzing some logical concepts, and expressing them. He presented the role of Philosophy in establishing modern language.			
9. Teaching, and learning strategies					
1- Presenting, explaining, analyzing, approaching, and criticizing ideas through dialogue between the professor, and the students. 2- Asking a group of questions during the lecture. 3- Assigning the student to write a research paper related to the academic course, to train him to write academic research according to its conditions, and from several aspects: methodologically, linguistically, and cognitively. 4- Training the student on how to search for sources, and references, whether related to the prescribed curriculum or the research assigned to him, through organized visits to university or college libraries, or through organizing visits to libraries outside the college, as well as benefiting from electronic libraries available on the Internet. 4-The student is tested orally, and in writing by organizing daily, monthly, and final exams. According to the specified academic program.					The strategy
10. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
for weekly, monthly, daily, written exams, and the end-of-year exam.	Explanation of the scientific material in Philosophical texts	Definition of language, and its function	1- Giving students the ability of determining the meaning of concepts by applying the theories of meaning	2 hours	1
		Definition of the Philosophy of language		2 hours	2
		Language according to Socrates		2 hours	3
				2 hours	4
				2 hours	5
			2 hours	6	
			2 hours	7	



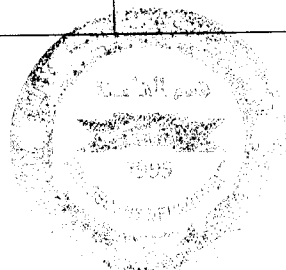
<p>the Selected, and analysis Most important Concepts Incoming With it. 2-Write a summary to review Most important opinions Philosoph er Which was presented during the lectures 3- approachI deasPhilos ophicalwit htheOpini onsCash for students</p>	Language according to the Sophists)	linguistic theories	2 hours	8
	Language according to Plato	establishing artif intelligence	2 hours	9
	Language according to Aristotle		2 hours	10
	Language among A		2 hours	11
	philosophers		2 hours	12
	Language in modern Philosophy		2 hours	13
	Analytical direction		2 hours	14
	To the direction of interpretation		2 hours	15
	Communicative direction		2 hours	vacation
	Deconstructive trend		2 hours	16
	Linguistic direction		2 hours	17
	Structural trend		2 hours	18
	The nature, and structure of language		2 hours	19
	Language, and thought		2 hours	20
	Language, and reality		2 hours	21
	Language, and power		2 hours	22
	Ideal language, and its Philosophy		2 hours	23
	Ordinary language, and its Philosophy		2 hours	24
	Meaning is perception		2 hours	25
	Meaning, and usage		2 hours	26
	Meaning, and honesty		2 hours	27
	Meaning, and reference		2 hours	28
	Logical analysis of vocabulary		2 hours	29
	Proper noun, and specific description		2 hours	30
	Proper noun, and adjective			
	Proper noun, and predicate			
	Compound proper noun			
	Philosophical backgrounds for machine language (1)			
	Philosophical backgrounds for machine language (2)			

11. Course evaluation

Distributed as follows: 25 monthly, and daily exam grades for the first semester. 25 monthly, and daily exam grades for the second semester. 50 essential for final exams

12. Learning, and teaching resources

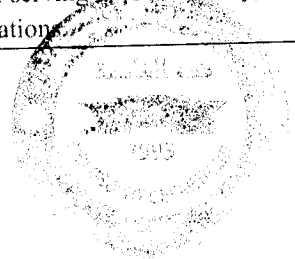
None	Required textbooks (methodology, if any)
1-Bghoura, Al-Zawawi, Philosophy, and language 2-Russell, Bert, and, Beyond Meaning, and Truth 3-Ryle, Gilbert, Introduction to the book The Revolution in the Search for Meaning	Main references (sources)



<p>3-Wittgenstein, Ludwig, A Logical-Philosophical Treatise, and philosophical investigations 4- Mahmoud Fahmy Zidane, in the Philosophy of language. 5-austin, how we get things done by talk 6-Salah Ismail, Philosophy of language, and logic 7- Umberto Eco- Semiotics, and Philosophy of language</p>	
<p>Ayer, A. J, the Central Question of Philosophy Ayer, A.J. Language, Truth, and Logic Ryle, Gilbert, Ordinary Language Schlick, Moritz, The Turning Point in Philosophy Neurath, Otto Philosophy of Language</p>	<p>Recommended supporting books, and references (scientific journals, reports....)</p>
<p>https://www.google.com/search?q=%D9%85%D9%83%D8%AA%D8%A8%D8%A9+%D9%86%D9%88%D8%B1&sca_esv=41bf5eb459b77330&sxsrf=ACQVn</p>	<p>Electronic references, Internet sites</p>

Contemporary Arab Thought/ Dr. Aqeel Sadiq Zalan

<p>11- Vision of the program</p>
<p>The College of Arts is one of the leading higher education institutions at the University of Basra in the field of modern education, and scientific research through its scientific, research, and administrative activities. It also works to provide an integrated path for its students, and professors to make them active, and creative in serving society in the fields of learning, and teaching living languages.</p>
<p>12- Program message</p>
<p>Working to prepare, and graduate leading scientific, and leadership competencies in languages, sciences, and arts, and to develop the balance of knowledge in the field of scientific research to serve the local, regional, and international community, as well as training, and refining the minds of students scientifically, and cognitively, and emphasizing social, and cultural values, and responding to the requirements of the local market.</p>
<p>13- Program Goals</p>
<p>1. Embodying vision, mission, and goals of the university of Basrah, applying the best educational practices with a focus on ensuring, and enhancing quality, and performance. 2. Preparing specialized cadres capable of serving the community, and preparing for the preparation of future specialization</p>



CM

3. Spreading the culture of human diversity in society, transferring knowledge, and linguistic skills, writing academic research, and creative scientific achievement through student-, and teaching-focused activities.
4. The college vision is to conclude scientific, and cultural cooperation agreements with corresponding colleges, and corresponding departments in different colleges to achieve best practices in the fields of teaching, learning, and translation.
5. Focusing on the educational, and moral aspects of all its members, and spreading the spirit of dedication, tolerance, commitment, and work to serve the nation.
6. Paying attention to intellectual, and cultural construction through openness to the experiences of other countries in the fields of languages, Arts, and translation.
Focusing on the educational, and moral aspect of the student, and instilling a spirit of dedication, tolerance, and commitment.

14- Program accreditation
None

15- Other external influences
None

16- Program structure

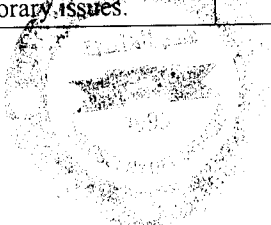
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

17- Program description

Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Contemporary Arab thought		2023-2024 / Fourth
	theoretic al			

18- Expected learning outcomes of the programme
Knowledge
Getting to know the most prominent Arab, and Muslim thinkers, and learning about their opinions, and ideas on contemporary issues.



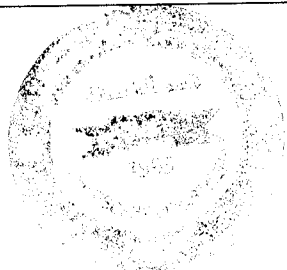
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion. 2- Enabling the student to deal with logical, and philosophical texts 3- Knowledge of logical concepts, and investigations	
Values, and ideas	

19- Teaching, and learning strategies
1- A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture.

20- Evaluation methods
1- The oral examinations, and requiring daily preparation, and participation 2- Assigning students to research, and investigate ambiguous or important topics, concepts, or vocabulary 3- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research. 4- Written exams. 5- Duties 6- Questionnaire

21- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent		The ability to analyze texts, and know the mechanisms of thinking,	Contemporary Arab thought	Philosophy	Assistant Professor Dr

Professional development
Orienting new faculty members
Professional development for faculty members



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22- Acceptance standard

Central admission

23- The most important sources of information about the program

Arab thought in the era of the Renaissance, Albert Gorani

24- Program development plan

25- Introducing new educational curricula, and relying on concept maps, charts, posters, and useful summaries.

26- Writing a methodological book for the subject in light of the academic curricula after updating them.



Program skills chart													
Learning outcomes required from the programme													
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
	C1	C2	C3	C4	B1	B2	B3	B4					A1
C4										Essential, Mandatory	Contemporary Arab thought		2023-2024

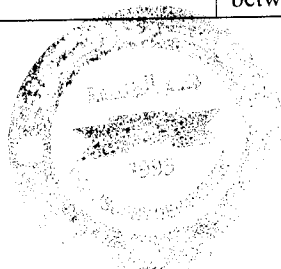
21

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

148. Course Name:					
Contemporary Arab thought					
149. Course Code:					
150. Semester/Year: Annual					
Annual					
151. The date this description was made:					
2/22/2024					
152. Available attendance forms:					
Attendance only					
153. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
154. Name of the course administrator (if more than one name is mentioned)					
Name: DR. Aqeel Sadiq Zalan					
Email:					
155. Course objectives					
				1- Enabling the student to understand the basic concepts discussed by Islamic, and Arab thinkers in the contemporary period 2- Enabling the student to know the most prominent opinions of philosophers, and thinkers regarding contemporary issues.	
156. Teaching, and learning strategies					
1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture.					The strategy
157. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Formal logic	Introducing contemporary Arab thought	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Why contemporary Arab thought, and not contemporary Arab philosophical thought or Philosophy?	2	2
Exam, discussion,	Lecture, participation,		The intersection between Arab thought,	2	3



reports, and research	questions, and interaction		and Islamic thought (Lecture 1)		
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The intersection between Arab thought, and Islamic thought (Lecture 2)	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The reality of Arab thought before the Arab Renaissance	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The modern Arab Renaissance, and the most important factors that helped it	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Reformist thought, and its trends	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The renewal religious trend (Rifat Al-Tantawi)	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The renewal religious trend (Jamal al-Din al-Afghani)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The renewal religious trend (Muhammad Abduh)	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Liberal scientific trend (Shibley Shmil)	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Nationalist trend (Abdul Rahman Al-Kawakubo)	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		National Trend (Shining Exclusive)	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Contemporary Arab philosophical thought (its pioneers, and trends)	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The logical positivist trend (its definition, and pioneers)	2	15



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The positivist trend (Zaki Naguib Mahmoud)	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Situational trend (Yassin Khalil)	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Existential direction (definition, and origins) Abdul Rahman Badawi	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Marxist trend (definition, and pioneers)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Marxist trend (Hussein Marwa)	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The reformist Islamic trend (its definition, and its origins)	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The reformist Islamic trend (the martyr Muhammad Baqir al-Sadr)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The reformist Islamic trend (Sayyed al-Sadr, lecture 2)	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The reformist Islamic trend (Allama Muhammad Hussein Tabata Yei)	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Islamic reformist trend (Al-Tabatabai, Lecture 2)	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The reformist Islamic trend (Martyr Mortada Motahari)	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The Islamic reform trend (Sheikh Motahari, Lecture 2)	2	27



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Monetary trend and (definition, origins)	2	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Monetary trend (Mohammed Abed Al-Jabri)	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Monetary direction (good civil)	2	30

158. Course evaluation
 Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

159. Learning, and teaching resources

None	Required textbooks (methodology, if any)
Arab thought in the era of the Renaissance, Albert Gorani	Main references (sources)
The Arab Philosophical Encyclopedia, edited by Maan Ziadeh, Civilization, and Modernity in Contemporary Arab Thought, a group of authors In brief Arab philosophical thought, and its questions, Dr. Abdel-Latif Fath al-Din Dr. Shuar al-Faqih, contemporary Arab philosophical thought	Recommended supporting books, and references (scientific journals, reports....)
	Electronic references, Internet sites

Islamic Philosophy / Dr. Ali Hadi Taher

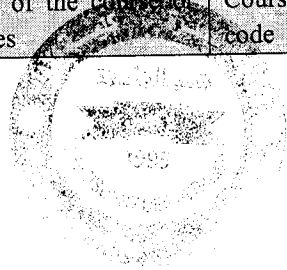
1- Program structure

Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description

Credit hours	Name of the course or courses	Course or courses code	Year/level



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practical	theoretic al	Islamic Philosophy		2023-2024 / Fourth
	theoretic al			

3- Expected learning outcomes of the programme

Knowledge	
	Teaching students the mechanisms for dealing with Islamic philosophical thought. Teaching them how to deal with the philosophical texts of each philosopher, while urging them to discuss these philosophical views, and ideas.
Skills	
	<ul style="list-style-type: none"> 1- Explain, and analyze the topic of the lesson, giving examples to clarify the requirement 2- Asking some questions that develop students' abilities to think systematically 3- Encouraging students to read various books about Islamic Philosophy
Values, and ideas	
	<p>Teaching students the importance of Islamic Philosophy, and pointing out its topics that distinguish it from other philosophies</p> <p>Clarifying the most important opinions of the philosophers of the Arab Maghreb, and post-Averroes philosophers</p>

4- Teaching, and learning strategies

Providing students with paper-based lesson syllabuses, guiding them to the most important sources, and providing them with e-books in PDF format.

Giving lectures according to the weekly lecture schedule

5- Evaluation methods

3- The student attends, asks questions, participates in discussions, and performs assigned duties



4- Writing a research paper on Islamic Philosophy, especially that related to the philosophers under study
 5- Exam paper

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	Permanent			Islamic Philosophy	Philosophy	Assistant Professor Dr

Professional development
 Orienting new faculty members
 Professional development for faculty members

7- Acceptance standard
 Central admission

8- The most important sources of information about the program

9- Program development plan
 Teaching the student how to deal with the Islamic philosophical heritage
 Clarifying the special terms, and concepts proposed by Muslim philosophers
 Teaching students about the efforts of Muslim philosophers, and how they combined Philosophy, and religion



Program skills chart													
Learning outcomes required from the programme													
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level	
	C3	C2	C1	B4	B3	B2	B1	A4					A3
C4											Essential, Mandatory	Islamic and Philosophy	2023-2024

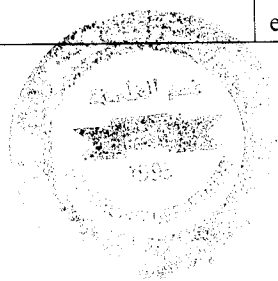
ACN

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation



Course description form

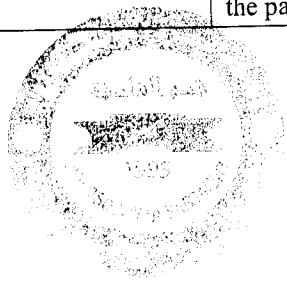
160. Course Name:					
Islamic Philosophy					
161. Course Code:					
162. Semester/Year: Annual					
Annual					
163. The date this description was made:					
2/22/2024					
164. Available attendance forms:					
Attendance only					
165. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
166. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Ali Hadi Taher					
167. Course objectives					
			- Introducing the student to Islamic Philosophy in the Arab Maghreb Emphasizing the influence of the philosophers of the Arab East on the philosophers of the Arab Maghreb, enabling the student to understand the basic concepts in Islamic Philosophy.		
168. Teaching, and learning strategies					
1- Educational strategy, collaborative concept planning. 2- Brainstorming education strategy. 3- Education Strategy Notes Series					The strategy
169. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Islamic Philosophy	Ibn Rushd, his life , and writings	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His contributions to explaining Aristotle's books	2	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The world presented	2	3
Exam, discussion,	Lecture, participation,		Divine knowledge, and evidence of God's existence	2	4



reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Physical resurrection - interpretation	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Interpretation	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The strength of the soul	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The forces of the soul - politics, and ethics	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Khaldun, his life, and writings	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Its characteristics, and position in the history of Philosophy	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Human urbanism	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The age, and stages of the country	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		History - Arts	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Education	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Education (Lecture 2)	2	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Nasir al-Din al-Tusi - his life, and writings	2	16



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Necessary existence - the mystical aspect of knowing the truth	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Essence , and existence	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Only one can emanate from one	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The essence of pleasure - the issue of abundance - the finiteness of beings	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Sadr al-Din al-Shirazi - his life, and writings	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		His method of writing, and his cognitive system	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The authenticity of existence	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Substantial movement	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The union of the rational, the rational, and the rational	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The union of the rational, the rational, and the reasonable (Lecture 2)	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The skeptical unity of existence	2	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Solving the problem of occurrence, and the temporal antiquity of the world	2	28
Exam, discussion,	Lecture, participation,		Linking the incident to the past	2	29



reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The soul, and how it is united with the body	2	30
170. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
171. Learning, and teaching resources					
None		Required textbooks (methodology, if any)			
1 Islamic Philosophy. Dr. Muhammad Abdel Aziz Al-Maitha 2The history of Arab thought until the days of Ibn Khaldun - Dr. Omar Farroukh 3- The Sufi approach in philosophizing according to Nasir al-Din al-Tusi in his letter to Sadr al-Din al-Quadi. Dr. Ibrahim Muhammad 4-The Philosophy of Sadr al-Mutalahin al-Shirazi, Buildings, and Foundations - Muhammad Hussein Tabatabai, and others		Main references (sources)			
All books on the history of Islamic Philosophy History of Arab Philosophy, Hanna Al-Fakhouri, and Khalil Al-Jar Glimpses from the History of Islamic Philosophy, Dr. Zakaria Bashir Imam		Recommended supporting books, and references (scientific journals, reports....)			
		Electronic references, Internet sites			

Philosophy of Science/ Muntader Karim Qassim

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements



2/2

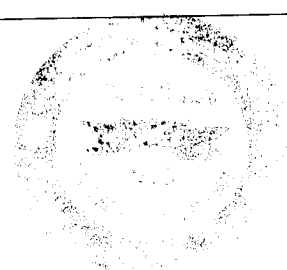
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Philosophy of science		2023-2024 / Fourth
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
1- Knowledge of philosophical theories, and philosophical, and scientific trends 2- Knowledge of the most important scientific theories, and their results 3- Statement of the philosophical, scientific, and ethical purpose, and the role of the Philosophy of science in confronting the challenges associated with science, and its results 4- Explaining the importance of the Philosophy of science	
Skills	
1- - Enabling the student to employ philosophical theories related to lived reality 2- Analyze the country's immoral situation, and find out its problems, and how to address them 3- Benefiting from the problems of the past to solve the problems of the present	
Values, and ideas	
Developing students' critical, analytical, and synthetic abilities, and skills.	

4- Teaching, and learning strategies	
-	1/ A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so.
	2- Simulation, stories, acting, and simile.



3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)

5- Evaluation methods

- 6- The oral examinations, and requiring daily preparation, and participation
- 2- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research.
- 3- Written exams.
- 4- Questionnaire

6- education institution

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	
	Permanent		Philosophy of science	Philosophy	assistant teacher

Professional development
 Orienting new faculty members
 Professional development for faculty members

7- Acceptance standard
 Central admission

- 8- The most important sources of information about the program
1. Lectures on the Philosophy of science / Dr. Afrah Lutfi
 2. Philosophy of science in the twentieth century / Youmans Tarif Al-Khoury
 3. Philosophy of Science / Maher Abdel Qader
 4. Philosophy of science / Dr. Salah Qanswa

9- Program development plan



10- Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.

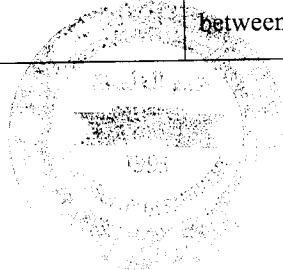
11- Introducing new educational curricula, and relying on concept maps, charts, posters, and useful summaries.



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Course description form

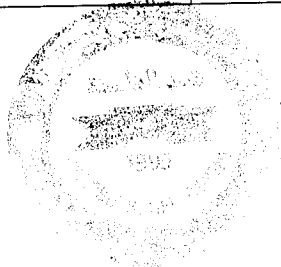
172. Course Name:					
Philosophy of science					
173. Course Code:					
174. Semester/Year: Annual					
Annual					
175. The date this description was made:					
2/22/2024					
176. Available attendance forms:					
Attendance only					
177. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
178. Name of the course administrator (if more than one name is mentioned)					
Name: Muntader Karim Qassim					
Email: muntadar.kareem@uoBasrahh.edu.iq					
179. Course objectives					
			<ul style="list-style-type: none"> -Enabling the student to understand the basic concepts in the Philosophy of science 2- Developing rational, and scientific thinking, and exp, and ing the circle of knowledge, and objectivity 3-Widening the possibility of analysis, synthesis, sorting, and criticism 		
180. Teaching, and learning strategies					
<ul style="list-style-type: none"> 1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Simulation, stories, acting, and simile. 3- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint) 					The strategy
181. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research	Philosophy of science	Introduction to science, and the Philosophy of science	2	1
Lecture, participation,	Exam, discussion, reports, and research		The relationship between Philosophy,	2	2



questions, and interaction			and science, and their mutual influence		
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The philosophical foundations of the theory of science	2	3
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The relationship of science to logic	2	4
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The relationship of science to the theory of knowledge	2	5
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The relationship of science to metaphysics	2	6
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The structure of scientific knowledge (scientific facts + scientific law + scientific concepts + scientific theory).	2	7
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Limits of scientific knowledge (man - the outside world - symbols)	2	8
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Ways to access scientific knowledge	2	9
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Inductive method (Aristotle - Bacon - Hume - Reichenbach)	2	10
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The deductive method (Plato - Descartes - Popper)	2	11
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Scientific laws	2	12
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Underlying law	2	13



Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Descriptive law + imposed + corrective or procedural law + characteristics of scientific laws	2	14
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		First semester exam	2	15
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Introduction to contemporary trends in the Philosophy of science	2	16
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Evolutionary trend	2	17
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Physical direction	2	18
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Logical positivism	2	19
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Applied rationality	2	20
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The results of contemporary science in some philosophical concepts	2	21
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Empiricism (Copenhagen School)	2	22
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Einstein's position	2	23
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The impact of scientific results on some philosophical concepts	2	24
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Time, and place	2	25



Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Causality, and determinism	2	26
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Self, and object	2	26
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Philosophy of the history of science (Karl Popper)	2	27
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		Thomas Kuhn's Philosophy of science	2	28
Lecture, participation, questions, and interaction	Exam, discussion, reports, and research		The Philosophy of science according to Imre Lakatos	2	29
/	/		Second semester exam		30

182. Course evaluation

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

183. Learning, and teaching resources

None	Required textbooks (methodology, if any)
1-Lectures on the Philosophy of science / Dr. Afrah Lotfi 2. Philosophy of science in the twentieth century / Youmans Tarif Al-Khoury	Main references (sources)
1-Philosophy of Science / Maher Abdel Qader 2. Philosophy of science / Dr. Salah Qanswa	Recommended supporting books, and references (scientific journals, reports....)
/	Electronic references, Internet sites

Sufism/ Dr. Hassan Muhammad Jassim

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements



			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al	Sufism		2023-2024 / Fourth
	theoretic al			

3- Expected learning outcomes of the programme	
Knowledge	
Identifying the most prominent features of Islamic Sufism through the explanations of its definition, importance, and foundation, and explaining the difference between mysticism, and mysticism, as well as reviewing the most prominent theories, and concepts written by these people that relate to the theoretical, and practical aspects (Maqam at, Ahwal, Unity of Existence, Unity of Witnesses, Divine Love, Monotheism, Annihilation)., and others)	
Skills	
-Enabling the student to interact, and participate in the lecture by asking questions, dialogue, and discussion. 2- Enabling the student to deal with religious, and philosophical texts, and demonstrate the ability to analyze, and read those texts. 3- Acquiring knowledge, and knowledge of Sufism among Jews, Christians, and Muslims. 4-Knowing the religious, and Sufi concepts, beliefs, and ideas that appeared among the Sufis.	
Values, and ideas	
Spreading the spirit of tolerance, and accepting others as they are without belittling them, and the necessity of acquainting themselves with all the religious or theological ideas of all Sufis, not to mention accepting their ideas without excommunicating them, as the path towards God is not limited to a sect, sect, or group, but rather is a valuable behavior that the individual practices with his Lord., and his family, and community. The paths to God are as numerous as the souls of creation.	

4- Teaching, and learning strategies
1-A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture. 3- Simulation, stories, acting, and simile.

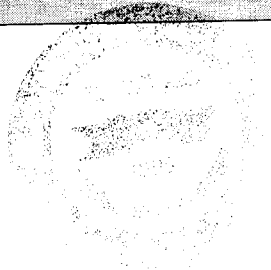


- 4- The lecture is given by the professor, and returned with a summary by the student, where the student takes the professor's place in giving the lecture.
- 5- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint)

- 5- Evaluation methods
- 7- The oral examinations, and requiring daily preparation, and participation
- 8- Assigning students to research, and investigate ambiguous or important topics, concepts, or vocabulary
- 3- Assigning students to research the lives, works, Philosophy, and opinions of various philosophers in the form of periodic reports, articles, or research.
- 4- Written exams.
- 5- Duties
- 6- Questionnaire

6- education institution					
Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	
	Permanent		Intermedi ate Philosoph y	Philoso phy	Dr.
		The ability to analyze texts, and know the mechanisms of thinking, use the comparative approach to link religious, theological, and intellectual opinions, the student's ability to access various information in the central or branch offices or by searching reliable websites to access the required books, and information.			

- Professional development
- Orienting new faculty members
- Professional development for faculty members



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7- Acceptance standard

Central admission

8- The most important sources of information about the program

- 1/ Sufism, Abu Al-Ala Afifi
- 2/ Dictionary of Sufism, Souad Al-Hakim
- 3/ Introduction to Sufism, Abu Al-Wafa Al-Taftazani

9- Program development plan

- 10-** Working to introduce new educational methods, such as relying on PowerPoint, presenting the lecture via a data show, and working to provide classrooms with large screens.
- 11-** Introducing new educational curricula, and relying on concept maps, charts, posters, and useful summaries.
- 12-** Writing a methodological book for the subject in light of the academic curricula after updating them.

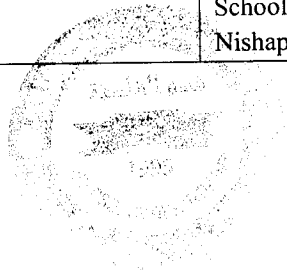


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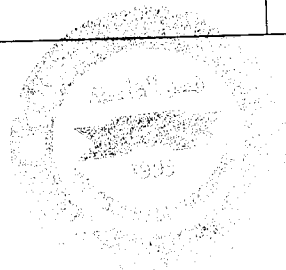
184. Course Name:					
Sufism					
185. Course Code:					
186. Semester/Year: Annual					
Annual					
187. The date this description was made:					
2/22/2024					
188. Available attendance forms:					
Attendance only					
189. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
190. Name of the course administrator (if more than one name is mentioned)					
Name: Dr. Hassan Muhammad Jassim Email: hasan.jasim@uoBasrah.edu.iq					
191. Course objectives					
				<ul style="list-style-type: none"> -Enabling the student to understand the basic concepts in Sufism 2- Knowing the theories, and opinions he spoke about Sufis. 3- Introducing the student to the most important religious ideas, and visions related to Sufism on the one h, and, and its difference from philosophical Sufism on the other h, and. 4- Enabling the student to know the most prominent Sufis - Jews, and Christians - especially Muslims, and to know their lives, writings, and ideas. 	
192. Teaching, and learning strategies					
<ul style="list-style-type: none"> 1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Brainstorming, and surprising questions to draw students' attention to the lecture. 3- Simulation, stories, acting, and simile. 4- The lecture is given by the professor, and returned with a summary by the student, where the student takes the professor's place in giving the lecture. 5- E-learning methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books. (Telegram, Google Meet, PowerPoint) 					The strategy
193. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required outcomes	learning hours	the week



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Sufism	A set of definitions for the terms (Sufi, Sheikh, Disciple)	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		A set of definitions (waking up, drunkenness, drinking)	2	2
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		A set of definitions (annihilation, survival, divine love)	2	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The historical, and etymological origin of the word Sufism, and its relationship to knowledge	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Theoretical Sufism, and practical Sufism	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Sufi experience, Sufi awareness, and their characteristics	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Factors that led to the spread of Sufism	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Theories that were said about the origin of Sufism (Lecture 1)	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Theories that were said about the origin of Sufism (Lecture 2)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Stages of development of Sufism (simple, and organized asceticism)	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Stages of development of Sufism (philosophical Sufism)	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Schools of Islamic Sufism, Baghdad School	2	12
Exam, discussion,	Lecture, participation,		Schools of Sufism, Nishapur School	2	13



reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		====School of Egypt, and the Levant	2	14
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The method in Islamic Sufism (the method, and the law)	2	15
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The method, and the truth	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Concepts, and theories in Sufism (conditions, and stations)	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Concepts, and theories of monotheism, and annihilation	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Concepts, and theories (pantheism)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Concepts, and theories (witness unit)	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The historical, and cognitive dimension of the theory of pantheism	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Seventy, and absolute pantheism	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Ibn Arabi, and the unity of witness	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Sadr al-Din al-Shirazi, and skeptical pantheism	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Divine Love in Sufism (Between Praise, and Disgrace)	2	25



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Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Divine Love (Hallaj)	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Divine Love (Jalaluddin Rumi)	2	27
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Divine Love (Ibn Al-Farid)	2	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Divine Love (Ibn Arabi)	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Divine Love (Shahab al-Din Suhrawardy)	2	30

194. Course evaluation
 Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

195. Learning, and teaching resources

None	Required textbooks (methodology, if any)
1/Sufism, Abu Al-Ula Afifi 2/ Dictionary of Sufism, Souad Al-Hakim 3/ Introduction to Sufism, Abu Al-Wafa Al-Taftazani	Main references (sources)
All references, and Sufism books that include vocabulary related to the above subject	Recommended supporting books, and references (scientific journals, reports....)
https://faculty.uoBasrah.edu.iq/faculty/2743/teaching	Electronic references, Internet sites



Metaphysics / Sajad Saleh Shenyar

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
	theoretic al	Metaphysics		2023-2024 / Fourth

3- Expected learning outcomes of the programme	
Knowledge	
	<p>1- Providing the student with knowledge of metaphysics, its importance, and metaphysical doctrines.</p> <p>2- Providing the student with knowledge of the metaphysical views that establish his philosophical system about existence, the universe, life, and man, and determining his position on the criticisms directed at metaphysics.</p> <p>3 The student is introduced to metaphysical topics such as the concept of metaphysics, and its divisions, metaphysical concepts such as existence, essence, causality, truth,</p>



	<p>appearance, etc., evidence of the existence of the world, time, place, identity, and the person, and learning about metaphysical doctrines, and the relationship of metaphysics to science, art, and religion.</p> <p>4-Enables the student to organize his philosophical knowledge on the basis of logical certainty, and adopt the correct metaphysical position</p>
Skills	
	<p>5- Providing the student with experience, and skills in dealing with philosophical problems, and examining opinions.</p> <p>6- Developing the skill of philosophical criticism, and the skill of critical thinking.</p> <p>7- Developing dialogue, and discussion skills, and preparing him psychologically, and intellectually.</p> <p>8- Enabling the student to analyze philosophical issues in a logical manner, and employ philosophical concepts in completing his programs.</p>
Value	
	<p>1-Enhancing the student's confidence in his abilities, and self.</p> <p>2- Enhancing the desire to work in state institutions, and teach.</p> <p>3- Developing the student's ability to share ideas.</p> <p>4- Consolidating the spirit of sportsmanship, impartiality, and objectivity in intellectual dialogues.</p>

4- Teaching, and learning strategies	
<p>7- Explanation, and summary of the lecture</p> <p>8- Dialogue, and discussion</p> <p>9- Individual reports</p> <p>10- Self-paced, and participatory learning</p> <p>11- Small discussion groups</p> <p>12- Interventions</p>	

5- Evaluation methods	
<p>1-Exams (daily, monthly, and end of the year)</p> <p>2-Class reports, and research</p> <p>3- Continuous preparation</p> <p>4- Asking questions, participating during the lecture, paying attention, understanding, and interacting with the professor, and students</p> <p>5- Participate in the lecture presentation</p>	



7- Attendance

6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			theory of knowledge	Philosophy	Assistant Professor

Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard

In light of the central admission mechanism, and the college's standard for distributing students based on the student's average, and desire

8- The most important sources of information about the program

Introduction to Metaphysics - Dr. Imam Abdel Fattah Imam
 Studies in post-natural Philosophy - Dr. Muhammad Balrouin Faraj
 Metaphysics among contemporary philosophers - Dr. Mahmoud Rajab
 Metaphysics (Origins, and Transformations) - Dr. Muhammad Yahya

9- Program development plan

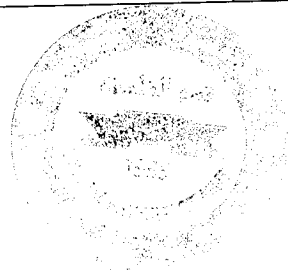
3- Adding, and updating course vocabulary, and topics by 20% each academic year in order to keep pace with cognitive changes.

4- Encouraging students, and motivating them to achieve the highest grades in order to complete their studies, and setting future goals to engage in, and work in the labor market, and state institutions.

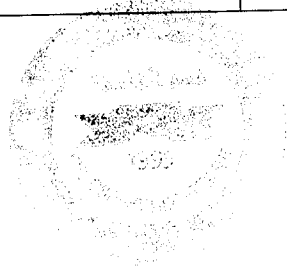


Course description form

13. Course Name:					
Metaphysics					
14. Course Code:					
15. Semester/Year: Annual					
Annual					
16. The date this description was made:					
2/23/2024					
17. Available attendance forms:					
Attendance only					
18. Number of study hours (total)/number of units (total):					
60 hours annually. 2 hours per week					
19. Name of the course administrator (if more than one name is mentioned)					
Name: Sajjad Saleh Shinyar sajad.saleh@uoBasrah.edu.iq					
20. Course objectives					
			<p>1-Identify the reasons for the difficulty of defining metaphysics, the foundations on which metaphysics is based, and its traditional, and contemporary issues.</p> <p>2- Providing the student with knowledge of the provisions, and characteristics of existence. Providing him with comprehensive, and complete knowledge about the world of existence, and man, and his place in this cosmic vision.</p> <p>3-Teaching metaphysics to develop motivation for achievement, and orientation towards philosophical issues in other philosophical branches, including practical wisdom.</p> <p>4-St, and on the strength of metaphysics, and the attempt to shed light on the concerns of modern metaphysics, and understand its contemporary issues, which are necessary concerns, and a current mission for science, and man.</p>		
21. Teaching, and learning strategies					
<p>1-Education strategy through direct teaching.</p> <p>2- Brainstorming education strategy.</p> <p>3-Self-learning strategy</p> <p>4-Problem solving, and investigation strategy</p> <p>5-Education strategy based on teamwork</p>				The strategy	
22. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
1- Exams (daily, and monthly).	Lecture, and	Definition of metaphysics in language, and terminology		2hour	1



<p>, and the end of the year) 2- Class reports, and research 3- Continuous preparation 4- Asking questions, participating during the lecture, paying attention, understanding, and interacting with the professor, and students 5- Participate in the lecture presentation 6- Attendance</p>	discus sion		<p>1- Providing the student with knowledge of metaphysics, its importance, and metaphysical doctrines. 2- Providing the student with knowledge of the metaphysical views that establish his philosophical system about existence, the universe, life, and man, and determining his position on the criticisms directed at metaphysics. 3 The student is introduced to metaphysical topics such as the concept of metaphysics, and its divisions, metaphysical concepts such as existence, essence, causality, truth, appearance, etc., evidence of the existence of God, the world, time, place, identity, and the person, and learning about metaphysical doctrines, and the relationship of metaphysics to science, art, and religion. 4-Enables the student to organize his philosophical knowledge on the basis of logical certainty, and adopt the correct metaphysical position</p>		
	Lectur e, and	The difficulty of defining metaphysics		2hour	2
	Lectur e, and	The traditional division of metaphysics		2hour	3
	Lectur e, and	The possibility of metaphysics, and the foundations on which it is based		2hour	4
	Lectur e, and discus sion	Metaphysical concepts		2hour	5
	Lectur e, and discus sion	Existence, and existing		2hour	6
	Lectur e, and discus sion	Essence - Presentation		2 hours	7
	Lectur e, and	Reality-appearance		2hour	8
	Lectur e, and	Fixed-variable		2hour	9
	Lectur e, and	Power - action		2hour	10
	Lectur e, and	The problem of existence		2hour	11
	Lectur e, and	Introduction to the doctrines of existence		2hour	12
	Lectur e, and	Materialism		2hour	13
	Lectur e, and	Ideal doctrine		2hour	14
	Lectur e, and	Dualism		2hour	15
					vacation
	Lectur e, and	Traditional metaphysical topics		2hour	16
	Lectur e, and	Evidence of the existence of God, the world, and the soul		2hour	17
	Lectur e, and	Contemporary Metaphysical Issues (1) Person, causation		2hour	18
	Lectur e, and	Contemporary Metaphysical Issues (2) Identity - Accidents		2hour	19
	Lectur e, and	Contemporary metaphysical issues (3) Time, and place		2hour	20
	Lectur e, and	Kantian Critique of Metaphysics		2hour	21
	Lectur e, and	Criticism of the logical positivism of metaphysics		2hour	22
	Lectur e, and	Deconstruction's critique of metaphysics		2hour	23
	Lectur e, and	Postmodern critique of metaphysics		2hour	24
Lectur e, and	The relationship of metaphysics to science	2hour	25		



	Lecture and	The relationship of metaphysics to religion and art	2hour	26
	Lecture, and	Contemporary metaphysical doctrines - Whitehead realism	2hour	27
	Lecture, and	Contemporary metaphysical doctrines - Bradley idealism	2hour	28
	Lecture, and	Contemporary metaphysical doctrines - Bergson's vitalism	2hour	29
	Lecture, and	Contemporary metaphysical doctrines - Heidegger's ontological doctrine	2hour	30

11. Course evaluation

distribution as follows: 25degree Exams Monthly, and Daily For separation the first. 25degree Exams Monthly, and Daily For separation the second. 50degree for exams Final

23. Learning, and teaching resources

	Required textbooks (methodology, if any)
Introduction to Metaphysics - Dr. Imam Abdel Fattah Imam Studies in Philosophy Beyond nature - Dr. Muhammad Balrouin	Main references (sources)
Metaphysics among contemporary philosophers - Dr. Mahmoud Rajab Metaphysics (Origins, and Transformations) - Dr. Muhammad Yahya	Recommended supporting books, and references (scientific journals, reports....)
Internet	Electronic references, Internet sites

Philosophical Arts/ Resal Hussein Abdel Latif

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic al			2023-2024 / Fourth



	theoretic al	Philosophical Arts		
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3- Expected learning outcomes of the programme

Knowledge		Introducing students to the extent of Philosophy's connection with other sciences, and knowledge, including Arts, and how Philosophy enters into Arts, and integrates with it through choosing philosophical literary models.
Skills		Exp, and ing students' awareness, and familiarizing them with many important literary works within different historical stages
Values , and ideas		Enhancing the aesthetic, and artistic aspect of students, and also trying to educate them with different levels of skills, such as text analysis, and criticism, etc.

4- Teaching, and learning strategies

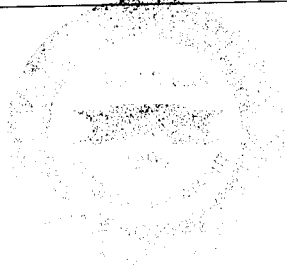
- 1- A general presentation of each of the literary works selected within the curriculum, and their summary while maintaining the general framework of the work.
- 2- Highlighting the most important ideas, and philosophical, and intellectual contents contained in the work.
- 3- Highlighting the critical aspect of these works in a way that serves the basic idea of the curriculum, and also enhances usage

5- Evaluation methods

Daily, and monthly exams, mid-year, and end-of-year exams, with some activities such as writing reports, and others.

6- education institution

Faculty members					
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	
	Permanent		Contemporary	Philosophy	Teacher



				Philosophy		
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Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard
Central admission

8- The most important sources of information about the program
<ul style="list-style-type: none"> 1- Philosophical Arts - Muhammad Shafiq Chia 2- All texts, and literary works of authors under study (within the curriculum) 3- Literary criticism - Ihsan Abbas

9- Program development plan
<ul style="list-style-type: none"> 1- Working to link some study topics to the cultural, literary, and artistic reality of life for a deeper, and more comprehensive understanding. 2- Trying to link the works with their cinematic or theatrical embodiment, through some theatrical or cinematic performances.



Program skills chart															
Learning outcomes required from the programme															
Value	Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level			
	C1	C2	C3	C4	B1	B2	B3	B4					A1	A2	A3
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Philosophical and Arts		2023-2024

• Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

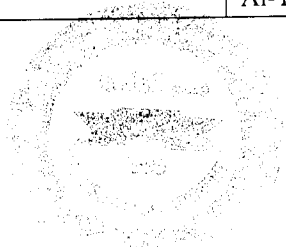


Course description form

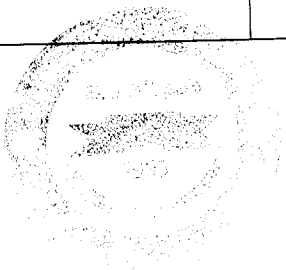
196. Course Name:					
Philosophical Arts					
197. Course Code:					
198. Semester/Year: Annual					
Annual					
199. The date this description was made:					
2/22/2024					
200. Available attendance forms:					
Attendance only					
201. Number of study hours (total)/number of units (total):					
60 hours. Two hours a week					
202. Name of the course administrator (if more than one name is mentioned)					
Name: Resal Hussein Abdel Latif					
Email: resal.hussain@uoBasrah.edu.iq					
203. Course objectives					
			Developing students' skills in creative writing in different literary genres, and developing their language as much as possible. Urging students to read literary texts that have an intellectual or philosophical dimension. Comparing the stages of development of philosophical thought through the literary models through which it appears		
204. Teaching, and learning strategies					
1- -Students participate in presenting part of the lecture 2- Teaching strategy brainstorming. 3- Teaching strategy through analysis, and critical thinking					The strategy
205. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction	Philosophical Arts	What Arts	2	1
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The difference between Arts, and Philosophy in terms of language, and Philosophy	2	2



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The meaning of philosophical Arts	2	3
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Forms of intersection between Arts, and Philosophy	2	4
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Literary criticism as a method to show the philosophical dimension in Arts	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Structuralism	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Deconstruction	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Applied models for philosophical Arts, A- The Epic of Gilgamesh	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Elements of the epic, and its most prominent ideas	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		B- Symbolic Arts, Ibn Sina/ 1- Salaman, and Basal	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		2- The specific poem	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		C- Ibn Tufayl (Hayy ibn Yaqzan)	2	12
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		D- Sufi Arts	2	13
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		E - Abu Al-Ala Al-Marri, examples of his philosophical poetry	2	14
Exam, discussion,	Lecture, participation,		, and - Abu Hayyan Al-Tawhid (Al-	2	15



reports, and research	questions, and interaction		Hawamil, and Al-Shawal)		
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Contemporary Western philosophical Arts (selected models) 1- Dostoevsky: Crime, and Punishment	2	16
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Crime, and Punishment	2	17
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		2-Maxim Gorky (Marxism in Arts)	2	18
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Maxim Gorky (The Mother)	2	19
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Eliot, and nihilism	2	20
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Poems of The Waste L, and, Ash Wednesday.	2	21
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Existentialism (meaning of existential Arts)	2	22
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Sartre	2	23
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Albert Camus	2	24
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Examples of philosophical Arts in the Arab world (Jamil Sidqi Al-Zahawi)	2	25
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Khalil Gibran	2	26
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The presence of Marxism in Arabic Arts	2	27



Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Abdul Rahman Al-Sharqawi (Earth)	2	28
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		The presence of existentialism in Arabic Arts	2	29
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		Suhail Idris (The Latin Quarter Novel)	2	30
206. Course evaluation					
Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams					
207. Learning, and teaching resources					
None		Required textbooks (methodology, if any)			
1- Arts Philosophical- Mohammed Shafiq Shea 2- all Texts, and the works Literary For authors Restriction the study (within Curriculum) 3- criticism Literary-Ihsan Abbas		Main references (sources)			
None		Recommended supporting books, and references (scientific journals, reports....)			
https://www.researchgate.net/		Electronic references, Internet sites			



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English language/ Haitham Mahdi Maatouq

1- Program structure				
Notes *	percentage	Study unit	Number of courses	Program structure
Assistant rapporteur		30		Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

* Notes may include whether the course is essential or elective.

2- Program description				
Credit hours		Name of the course or courses	Course or courses code	Year/level
1	theoretical	English language		2023-2024 /Fourth phase

3- Expected learning outcomes of the programme	
Knowledge	Informing students about the rules of the English language, and linguistic communication in the classroom to enhance the student's abilities, and increase his self-confidence
Skills Learn conversation, reading, and comprehension skills.	



	Expanding students' perceptions of reading in the English language Training students to communicate in the English language in class
Value	
	Developing students' abilities to acquire English language skills
	Developing the spirit of linguistic communication among students

4- Teaching, and learning strategies
-Explaining the scientific material by reading English texts. 2- Linking linguistic skills (which were presented during the lectures) Together: reading, conversation, and comprehension

5- Evaluation methods
Monthly, and daily exams, and the end of the year exam.

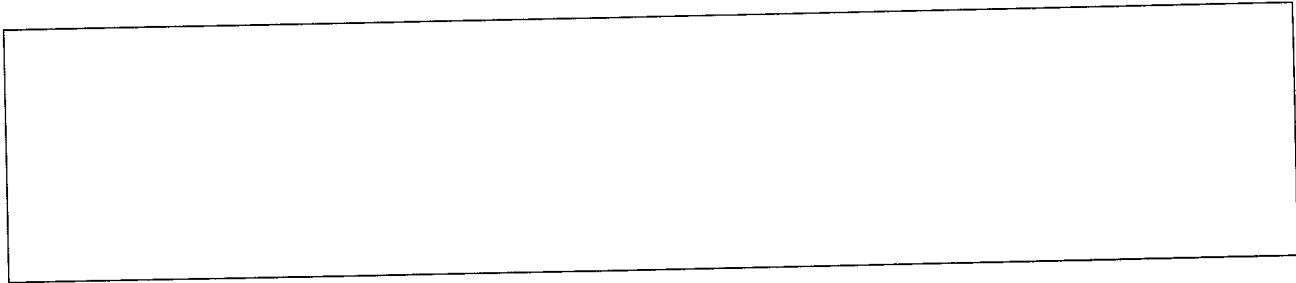
6- education institution						
Faculty members						
Preparing the teaching staff		Special requirements/skills (if any)		Specialization		Scientific rank
lecturer	permanent			private	general	
	permanent			Translation studies	Translation studies	Teacher

Professional development
Orienting new faculty members
Professional development for faculty members

7- Acceptance standard

8- The most important sources of information about the program





9- Program development plan

Studying the importance of learning basic English language skills so that the student is able to deal with the curriculum book



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Course description form

40. name the decision: intermediate student book					
41. Course Code:					
42. Semester/Year: Annual					
Annual					
43. The date this description was made: 02/14/2024					
44. Available attendance forms:					
Attendance only					
45. Number of study hours (total)/number of units (total):					
30 hours annually. An hour a week					
46. Name of the course administrator (if more than one name is mentioned)					
Name: Haitham Mahdi Maatouq Email: Haitham.maatoq@uBasrah.edu.iq					
47. Course objectives					
<ul style="list-style-type: none"> • • • 		1- Make students understand the basic rules of the English language 2 -Expanding students' skills in conversation, reading, and writing 3 -Enhancing the spirit of communication within the classroom by motivating students to express their abilities to participate			
48. Teaching, and learning strategies					
1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming. 3-Education strategy notes series					The strategy
49. Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
for mont hly, and writt en exa ms,	Explaini ng the scientifi c material by reading library	Module orl		hour	1
		Unit Topic Title	1-	hour	2
		2	Acquiring	hour	
		Questions Words	English	hour	3
		3	language	hour	
		Present Tenses: Present	skills	hour	4
4 Simple, and present	2-	hour	5		
Continuous	Informing	hour	6		



and the end-of-year exam.	concept s, and ... 2- Research h conduct ed by the student on the Internet to apply these concept s. 3. It summar izes the most importa nt ideas that were presente d during the lectures	5	students	hour	7
		Tenses: Past Simple	about the	hour	
		6	importance	hour	8
		, and Continuous	of	hour	9
		Reading text: River	comprehen	hour	10
		Thames	sion	hour	
		7	through	hour	
		8	reading in	hour	
		Hot Verbs	the English	hour	
		Quiz	language	hour	
		9	3 Teaching	hour	11
		Comparative, and	students	hour	
		Superlative Adjectives	how to	hour	12
		10	write, and	hour	13
		Famous Couples: Present	speak the	hour	
		perfect, Past perfect/for	English	hour	14
		& some	language	hour	
		A Tale of Two		hour	15
		Millionaires		hour	16
		11		hour	17
		Have, should & must		hour	
		Reading Text: Dilemmas		hour	18
		12		hour	
Homework			19		
13			20		
Review			21		
14			22		
Monthly Exam					
15			23		
Verbs & Complements					
16			24		
Reading & Speaking			25		
17			26		
Hot verbs: take, get, do & make					
18			27		
Reading/Scared to Death					
19			28		
Grammar Spot					
20			29		
Homework					
Quiz			30		
Vocabulary					
22					
Ed/ing adjectives					
23					
Monthly Exam					



		24 Into the Wild 25 So, & much 26 Coca cola 27 History of the Hamburger 28 Homework 29 Review 30 Monthly exam			
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50. Course evaluation
 51.

Distributed as follows: 25 marks for monthly, and daily exams for the first semester. 25 marks for monthly, and daily exams for the second semester. 50 marks for final exams

52. Learning, and teaching resources

-New HeadwayBeginners-student book (Student book)	Required textbooks (methodology, if any)
-New Headway Beginners- student book (work book)	
	Main references (sources)
	Recommended supporting books, and references (scientific journals, reports....)
https://uomustansiriyah.edu.iq/	Electronic references, Internet sites

