Course description form

1. Course Name: Principles of Philosophy

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@uoBasrahh.edu.iq

8. Course objectives

- 1-Enabling the student to understand the basic concepts in Philosophy.
- 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)
- 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.
- 4- Introducing the importance of Philosophy, and the extent of its difference from mythological, and religious thinking.

9. Teaching, and learning strategies

1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so.

The strategy

- 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 summarized 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

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

Exam,		Lecture,		Private philosophies (Philosophy of	3	15
discussion,		participation,		(2		
reports,	and	1	and	politics)		
research		interaction				16
Exam,		Lecture,		A tree of the stages of	3	16
discussion,		participation,		Philosophy,		
reports,	and	questions,	and	historically, and its		
research	j	interaction		most prominent		
				philosophers		
Exam,		Lecture,		Arboretum of Greek	3	17
discussion,		participation,	1	Philosophy (Eleatic,		
reports,	and	questions,	and	and Ionic Greek		
research		interaction		Schools)		
Exam,		Lecture,		Greek Philosophy	3	18
discussion,		participation,		(Socrates, and Plato)		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Greek Philosophy	3	19
discussion,		participation,		(Aristotle)		
reports,	and	questions,	and	(4.2.3.3.3.7)		
research	anu	interaction	and			
				Islamic Philosophy,	3	20
Exam,		Lecture,		and its most		
discussion,	,	participation,		prominent schools		
reports,	and	questions,	and	proniment schools		
research		interaction		Islamic Philosophy	3	21
Exam,		Lecture,		1	3	21
discussion,		participation,		(peripatetic school)		
reports,	and	questions,	and			
research		interaction			ļ	
Exam,		Lecture,		Islamic Philosophy	3	22
discussion,		participation,		(Iraqi school)		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Islamic Philosophy	1	23
discussion,		participation,		(the school of		
reports,	and	questions,	and	transcendent wisdom)		
research		interaction				
Exam,		Lecture,		Arboretum of	3	24
discussion,		participation,		European Philosophy		
reports,	and	questions,	and	in the Middle Ages		
research		interaction		(Augustine)		
Exam,		Lecture,		The Tree of	3	25
discussion,		participation,		Philosophy (Thomas		
reports,	and	questions,	and	Aquinas)		
research	und	interaction				
Exam,		Lecture,		Arboretum of Modern	3	26
discussion,		participation,		Philosophy	_	
	د ۵۰۰	1 -	ond.	(Rationalists, and		
reports,	and	1 *	and	Empiricists)		
research		interaction		Empiricises)		

Exam,		Lecture,				Arboretum of modern	3	27
discussion,	1	participation,				Philosophy (Daniel Amin's)		
F	and	questions, interaction	and			(Descartes, Aspin's)		
research						0361		20
Exam,		Lecture,				Arboretum of Modern	3	28
discussion,		participation,	_			Philosophy (Bacon,		
	and	questions,	and			and Hume)		
research		interaction						
Exam,		Lecture,				The tree of	3	29
discussion,		participation,				contemporary		
. ,	and	questions,	and			Philosophy, and its		
research		interaction				schools (pragmatism)		
Exam,		Lecture,				Contemporary	3	30
discussion,		participation,				Philosophy		
reports,	and	questions,	and			(existentialism)		
research		interaction						
11. Cour	rse ev	/aluation						
Distribution A	As fo	llows: 25 monthl	y, and	daily exam grade	es for the	first semester. 25 monthly	y, and daily ex	kam grades
for the second	l sen	ester. 50Sessent	ial for	final exams				
12. Lear	ning.	and teaching re	esourc	es				7 - 15 - 10 - 10 - 10 - 10 - 10 - 10 - 10
None					Require	ed textbooks (methodolog	y, if any)	
Foundations of	of Ph	ilosophy, Tawfic	Al-T	awil	Main re	eferences (sources)	• • • • • • • • • • • • • • • • • • • •	
1/ A new in Badawi 2/Introduction	trodu 1 to F	Philosophy, Iman	ophy, n Abd	Abdul Rahman el Fattah Imam	Recom	mended supporting boofic journals, reports)	ks, and	references
https://faculty	uoB	asrahh.edu.iq/fa	culty/2	2743/teaching	Electro	nic references, Internet si	tes	

Greek Philosophy/Dr. Nabaa Abdul Sattar Jaber

Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirement
PROPosition of the Control of the Co			None	summer training

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

 Program descriptio Credit hours 	VYY4Y11	Name of the course or	Course or courses	Year/Level
3 hours	theoretic	courses Greek Philosophy	code	2023-2024 / the first
- 10 M	al			

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.

Faculty mem	ibers				
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer permanent	permanent		private	general	100
	permanent		Greek Philosoph y	Philoso phy	Teacher: doctor

Professional development				
Orienting new faculty members		The second of the second	1000	
Professional development for faculty mer	nbers			0.00

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.

	<u>1</u> e		1			1	_ <	1
	the year/the le	3	2023-2024					
	Course Code							
	Course Name		Greek	Philosophy				
	or		and					
	Essential ontional		Essential,	Mandatory				
		a1	,					
Tara		a2						
	Knowledge	a3						
	Know	a4						
e e		B1	-					
		B2						
16		B3						
programn	Skills	B4						
Program skills chart Learning outcomes required from the programme		C1	1					
rt s require		C2						
skills cha outcomes	All S	C3						
Program skills chart Learning outcomes required from the	 Value	C4						

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

Course description form

prescribed

1. Course i	Name: Greek Philo	sophy		Barrier Committee of the Committee of th			
Greek Philosophy	before Aristotle.						1000000
2. Course (Code:	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -			Control of		
				200000000000000000000000000000000000000		And the second second	
3. The Sem	ester/the year: An	nual					And the second s
Annual	•		0.000		<u> </u>		<u> </u>
4. The Date	this description v	vas made:	A**		Sec. 11.		W.C.
5. 02/14/20		UMIN.					**
<u> </u>							
6. Availabl	e attendance forms			Village of the second of the s		-	Mark and the second
Attendance only		*			37.7.18		
	of study hours (tot	al)/number of units	(total):				
90hour annually.		atj/number of ums	(wai).		<u> </u>		
Johour unnuarry.	o nours a week						
8. Name of	the course admini	strator (if more than	n one non	ra io mantianad)			
	Abdul Sattar Jabe		i One man	ie is incluioned)		100000000000000000000000000000000000000	
	sattar@uoBasrahl						
Linuii. <u>Mada.addu</u>	sattar@uobasram	i.eau.iq					
9. Course o	bjectives						
•	ojectives .		A				
•			1-	Thinking, and deduction	skills.		
•			2-	Cognitive skills.			
			3-	Analytical skills.			
			4-	-			
				personal skills.			
			5-	Preparing students who	are prof	icient	in
			teaching	Greek Philosophy, and	research	ers in	its
			various	fields, and branches.			
	, and learning str			2000 (17.00) 14. (17.00 A) (17.00) 14. (17.00) 15. (17	11 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1		
	gy collaborative co	oncept planning.				The s	strategy
2-Teaching strateg	gy brainstorming.						
3-Education strate	gy notes series						
11. Course st	ructure		0.000		100 May 201	-	
Evaluation	Learning	Name of the unit of	or Requ	ired learning outcomes	hours		the
method	method	topic		1000	1.5		week
	Explaining				3hour	<u> </u>	1
Weekly,	the		1-	identification	3hour		=
monthly,	scientific		Philo	sophy, and what	3hour		
daily,	material			ant by Philosophy.	3hour		2
written	through		2-	The origins,	3hour		_
exams, and	the		and	branches of	3hour		

3

3hour

the end-of-	material	Philosophy, and their	3hour	
year exam.	according	importance.	3hour	
	to the	3- The most	3hour	4
	vocabular	important philosophies	3hour	
	у	in the history of human	3hour	
	mentioned	thought.	3hour	5
		4- Pre-Socratic	3hour	
		Greek thought	3hour	
		5- Homer		6
		6- Hesiod.	3hour	
		7- The Seven	3hour	
		Wise Men.	3hour	7
		8- Philosophical	3hour	
		schools before Socrates	3hour	
		A- The first naturalists.	3hour	8
		9- Thales.	3hour	
		10- Animi,	3hour	
		and risk.	3hour	9
		11- Animas	3hour	
			3hour	
		12- Heracli	3hour	10
		tus	3hour	
		13- Eleatic	3hour	11
		School - Xanana	3hour	
		14- Parmenides.	3hour	12
		15- Zenon Eli.		
				13
		16- The		
		Pythagoreans, their		14
		Philosophy, and		
		their method.		15
		17- Their		vacation
		sciences.		
				16
		18- The late		
		naturalists,		1.5
		Empedocles, and		17
		his doctrine.		
				1.0
		19- Anaxagoras,		18
		and his doctrine.		
			:	19
		20- The atomists		19
		of Lucius, and his		1
		doctrine		19
				17
		21- Democritus.		
				20
				20
			1	,

		22- The Sophists,	
		the emergence of	
		sophistry.	21
		sopmony.	
		23- Pythagoras.	
		24- Gorgias.	
		24- Gorgias.	22
		25- Socrates, his	
		life, and method.	
		26- Plato's life,	
		26- Plato's life, and writings.	
		and writings.	
		27- Plato's	23
		Philosophy, and	
		its sections.	
		28- theory of	24
		knowledge.	
		29- Theory of	
		proverbs.	25
		30- Existence.	
			26
			27
			28
			29
	ļ		
			30
12. Course evaluation		7. 1997 (1997) Victoria (1997)	
Distribution as follows: 25 monthly,	and daily exam gra	ades for the first semester. 25 mo	nthly, and daily exam
grades for the second semester. 50Se	ssential for final exam	ıs	

13. Learning, and teaching resources

None Required textbooks (methodology, if any)

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

English language/M. Haitham Mahdi Maatouq

i. Progra	im structure			7000
Notes *	percentage	Study unit	Number of courses	Program structure
Assistant rappo	orteur	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	
1 Z. Liugiani description	

Credit hours		Name of the course or courses	Course or courses code	115 (P) 5 (S) (S)
1	theoretic	English language		2023-2024/First Stage
	al			

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
Value	Developing students' abilities to acquire English language skills
Value	

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.

Faculty mem	ibers				
A	e teaching staff	Special requirements/skills (if any)	Specializati	on .	Scientific rank
lecturer	permanent		private	general	
	permanent		Translatio n studies	Translat ion studies	Teacher

Professional development	
Orienting new faculty members	
Professional development for faculty members	

Central admission			
8. The most important sources of information about the program	Grant Control		
		Section and the section of the secti	

9. Program development plan

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

-10 com		evel							`		
12.00 12.00		the year/the level		2023-2024							
		Course Code									
		Course Name		Beginner head-	way for	etudents/Work	book				
		or		and							
ALCCANO.		Essential optional		Essential,	Mandatory						
			a1								
		e na La	a2								
		Knowledge	a3								
		Know	a4								
			B1				0.0000000000000000000000000000000000000				
			B2								
	ne		B3						Y		
V 43 - 18	rogram	Skills	B4				9.44				
	Learning outcomes required from the programme		C1				000000000000000000000000000000000000000				
1	require										
Program skills chart	; outcomes										
Program	Leaming	Value	C4								

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

\sim	-1		. •	C
Course	des	crin	tion	torm
Course	uco	טווטפ	uon	101111

Course description form		
1. name the decision: Beginner head-way for students	dents/Workbook	
2. Course Code:		
3. The Semester/the year: Annual		
Annual		
4. The date this description was made: 02/14/202		
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	n one name is mentioned)	
Name: Haitham Mahdi Maatouq		
EmailHaitham.maatoq@uBasrahh.edu.iq		
8. Course objectives	The state of the s	
•	1- Make students understand the basic rul	es of the
•	English language	
•	2 -Expanding students' skills in conv	ersation,
	reading, and writing	
	3 – Enhancing the spirit of communication	
	the classroom by motivating students to exp	ress their
	abilities to participate	
9. Teaching, and learning strategies		
1-Education strategy collaborative concept planning.		The strategy
2-Teaching strategy brainstorming.		
3-Education strategy notes series		
	•	

10. Co	ourse structure				VI
Evaluatio n method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	Explaini	Module		hour	1
Wee	ng the		1.A-Knowledge &	hour	
kly,	scientifi	Unit Topic Title	Understanding	hour	2
mont	c		A1- Students should	hour	
hly,	material	Questions Words	understand the	hour	
daily	by		vocabulary	hour	3
,	reading			hour	
writt	library	Present Tenses:	A2-2. Introductions are	hour	4
en	concept	Present	read clearly by the	hour	
exa	s, and		lecturer.	hour	5
ms,	2-		A3-3. Students should	hour	
and	Researc	4 Simple, and	read the text thoroughly	hour	6
the	h	present Continuous		hour	

end-	conduct		to recognize the	hour	
of-	ed by	Tenses: Past Simple	difficult items	hour	7
year	the	, and Continuous	4	hour	'
exa	student	, and Commutati	A4- Q & A is	hour	8
m.	on the	Reading text	approached	hour	
111.	Internet	reduing text	A5- Students must fully	hour	9
	to apply		practice English Every	hour	
	these		Day.	hour	
	1	Grammar Spot	Students should be able	hour	
	concept s. 3. It	Graninai Spot	to read, and speak the	hour	10
	l I	Homework	content of the highway	hour	10
	summar	Holliework		hour	
	izes the		freely in the class.		11
	most			hour	11
	importa			hour	1,2
	nt ideas	Quiz		hour	12
	that			hour	1,2
	were			hour	13
	presente	Vocabulary		hour	
	d during				14
	the	Me /are/is /me			
	lectures	How Are You?			15
		Your world			16
					17
		he/she/it.his/her			
		All about you			18
		Reading text: Family			
		& Friends			
					19
		Homework			
•		Present Simple / we /			20
		you / they			
		Monthly exam			21
		Questions &			
		Negatives			22
		My favorites			
		Where I live			23
		· - · -			
					24
		Time Past			1
		Was/were			25
		vi do vi ele			-
					26
					20
					27
		I can do that			-
		Can / cannot			28
		Cuii / Caimot			120
					29

14,

	Homework	
	1101110	30
	Review	
	Monthly Exam	
	Monthly Exam	
ĺ	Please, and	Гhank
	you	
	Some & any	
	Here, and nov	v
	Present continu	ious
	Homework	
	It is time to go	
	Quiz	
	Present simple present continu	l l
	Future Plans	uous
	Revision	
	29	
	Review	
	30	
	Monthly oxom	
11. Course e	Monthly exam	
19		A Company of the Comp
distributed as foll	ows: 25 monthly, and daily exam grade	s for the first semester. 25 monthly, and daily exam grades
for the second ser	mester. 50Sessential for final exams	NAV.
	g, and teaching resources	
-	eginners-student book	Required textbooks (methodology, if any)
(Student book)		
-New Headway F	Beginners- student book	
(workbook)	organicio- student cook	
(morneous)		
		Main references (sources)
		Recommended supporting books, and references
		(scientific journals, reports)
https://uomustans	siriyah.edu.iq/	Electronic references, Internet sites

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

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				a yya mana		
Credit hours	Name of courses	the course or	Course o	r courses	Year/Level	

practical	theoretic al	Democracy, human rights	and	2023-2024 / First Stage
	theoretic	numan rights		 24.1
	al			

3. Expected 1	earning 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. edu Faculty mem	cation institution				
Preparing the teaching staff		Special requirements/ski	Specialization		Scientific rank
lecturer	permanent		private	general	
	permanent		Islamic thought	Islamic history	M. Dr. Sarah Abdel Razzaq Zaji Al-Asadi
					Doctor teacher

Orienting new faculty members	Professional development	
	Orienting new faculty members	
Professional development for faculty members	Professional development for face	ilty members

7. Acceptance standard

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

10 pr 10 pr		the year/the		2023-2024							
		the	level	2023					т		
		Course	Code								
		Course Name		Democracy,	and human	iohte	0				
		Essential or Course Name Course	optional	Essential,	and and human	Mandatory r	•				
			a 1								
		ə	a2								
	e	Knowledge									
	ramm	Kno	a4 a3								
chart	e prog		BI								
Program skills chart	om the		B2								
ogran	red fr		B 3								
T.	s requi	Skills	B4								
	Learning outcomes required from the programme		Cl								
	arning		C2			000000000000000000000000000000000000000					
			ප								
		Value	C4								

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		mini 70 % 30 % 30 % 30 % 30 % 30 % 30 % 30 %
4. The date this description was made:	02/29/2024	
5. Available attendance forms:		
Attendance only		
6. Number of study hours (total)/number	er of units (total):	
60 hours annually. Two hours a week		
7. Name of the course administrator (if		
Name: Dr. Sarah Abdel-Razzaq Zaji Al-Asad	i.	
Email. sarah.zachy@UoBasrahh.edU.iq		
8. Course objectives		
• ,	Furning Impulades of the original	richte in
	Framing knowledge of the original their nature, without which a person ca	-
•	as a human being, and given the chang	
	renewable nature of these rights that k	
	with the development of the era in their	
	and knowing the dimensions	of the
	establishment (democracy), its circur	
	and the intellectual elements that surrou	
	emergence of those rights.	ilidea tile
	emergence of those rights.	
9. Teaching, and learning strategies		
1-Education strategy collaborative concept pl	anning.	The strategy
2-Teaching strategy brainstorming.		
3-Education strategy notes series		
		1

10

Course structu	ire				The state of the s
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,		Lecture,		B-Plato, and the	1	2
discussion,		participation,		Utopia		
reports,	and	1	and	C- Aristotle's systems		
research		interaction		of government		
Exam,		Lecture,		Democracy in modern,	1	3
discussion,		participation,		and contemporary		
reports,	and	questions,	and	times		
research		interaction				
Exam,		Lecture,		Democracy, and	1	4
discussion,		participation,		citizenship (equality,		
reports,	and	questions,	and	and citizenship)		
research		interaction				
Exam,		Lecture,		Concepts of	1	5
discussion,		participation,		democracy		
reports,	and	questions,	and	1-Autocracy		
research		interaction	-	2-Autocracy		
Exam,		Lecture,		3-Bureaucracy	1	6
discussion,		participation,		4-Technocracy		
reports,	and	questions,	and	,		
research		interaction				
Exam,		Lecture,		Characteristics of a	1	 7
discussion,		participation,		democratic system	-	
reports,	and	questions,	and	democratic system		
research	anu	interaction	anu			
Exam,	······································	Lecture,		Democracy in Islam/1	1	8
exam, discussion,		· · · · · · · · · · · · · · · · · · ·		Democracy in Islam/1	1	
•	and	participation, questions,	024			
reports,	and	interaction	and			
research				Domocomov in Islam/2	1	9
Exam, discussion,		Lecture,		Democracy in Islam/2	1	7
,	1	participation,	1			
reports,	and	questions,	and			
research		interaction		D	1	10
Exam,		Lecture,		Basic components of	1	10
discussion,		participation,		democracy		
reports,	and	questions,	and	1-Free, and fair		
research		interaction		elections		
				2-Direct, and indirect		
		-		elections		11
Exam,		Lecture,		3- Individual, and list	1	11
discussion,		participation,		elections		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Main components of	1	12
discussion,		participation,		democracy		
reports,	and	questions,	and	1-Civil freedom		
research		interaction		2-Political freedom		
Exam,		Lecture,		Pillars of democracy	1	13
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				

	—т	Lastrina		T	Basic conditions for a	1	14
Exam,		Lecture,			democratic system	1	
discussion,	,	participation,			democratic system		
reports,	and	1	and				
research		interaction			Problems faced by	1	15
Exam,	1	Lecture,				1	
discussion,	.	participation,			11140		
reports,	and	4,	and		implementing		
research		interaction			democracy	1	16
Exam,]	Lecture,			The intellectual	1	10
discussion,]	participation,			foundations of the		
reports,	and		and		concept of human		
research		interaction			rights, and its		
		I			importance	İ	
					Definition of the truth		1.5
Exam,		Lecture,		!	1-Introducing the	1	17
discussion,	1	participation,		l	human being		
reports,	and	questions,	and	!	3- Natural rights		
research		interaction			4-Special rights		
Exam,		Lecture,			The development of	1	18
discussion,		participation,		!	the concept of human		
reports,	and	questions,	and	,	rights		
research	I	interaction		ı	1-Human rights in		
	I				ancient civilizations		
Exam,		Lecture,			2-Human rights in the	1	19
discussion,		participation,			Middle Ages		
reports,	and	questions,	and		3-Human rights in the		
research		interaction		1	modern era		
Exam,		Lecture,		1	Human rights in	1	20
discussion,		participation,	1	İ	systems of thought		
reports,	and	questions,	and	1	1- Human rights in		
research	****	interaction		l	Islamic thought		
100001111			ļ	I	2-Human rights in		
			1	1	positive thought		
Exam,		Lecture,			Human rights in Sahifa	1	21
discussion,		participation,	ł		Al-Sajjadiyya 1- The		
reports,	and	questions,	and		right of God 2- The		
research	4114	interaction			right of the soul		
103041011		interaction.	ı		3- The rights of imams		
			:		4- The rights of		
					teachers		
Exam,		Lecture,			5- The rights of the	1	22
discussion,		participation,			educated, 6- The right	4	
reports,	and		and		of the favored person,	í	
research	and	interaction	ana		7- The right of the	1	
Toscaron		Interaction			sitter, 8- The right of	1	
					the neighbor		
Exam,		Lecture,			9- The right of the	1	23
discussion,		participation,			owner 10- The right of		
	and	I = "	and		money 11- The right of		
reports, research	anu	interaction	anu		the plaintiff 12- The	1	
research		interaction			right of the defendant		
	4-1/2-1/2-						

Exam,	Lecture,			13- The right of the	1	24
discussion,	participation,			advisor 14- The right		
reports, an	1 - *	and		of the advisor 15- The		
research	interaction			right of the advisor 16-		
				The right of the		
				advisor		
Exam,	Lecture,			17- The right of the	1	25
discussion,	participation,			elderly 18- The right		
reports, and	d questions,	and		of the young 19- The		
research	interaction			rights of the poor 20-		
				The right of the people		
				of the religion 21- The		
				right of the people of		
				Dhimma		
Exam,	Lecture,			Human rights in	1	26
discussion,	participation,			Renaissance, and		
reports, and	, ,	and		modern societies		
research	interaction					
Exam,	Lecture,			French human, and	1	27
discussion,	participation,			citizen rights flags in		
reports, and	1	and		1688 AD		
research	interaction					
Exam,	Lecture,			Contribution of	1	28
discussion,	participation,			thinkers Hobbes, John		
reports, and	1	and		Locke, Rousseau,		
research	interaction			Voltaire, and		
Exam,	Lecture,			Montesquieu The French	1	29
discussion,	participation,			Revolution, and the	1	29
reports, and		and		Declaration of the		
research	interaction			Rights of Man, and		
				the French Citizen in		
				1789 AD		
Exam,	Lecture,			Covenant of the	1	30
discussion,	participation,			League of Nations,	•	
reports, and	. 1 " . "	and		and human rights		
research	interaction			1- The United Nations		
				Charter 1945 AD		
				2-The Universal		
				Declaration of Human		
400			ļ	Rights 1948 AD		
CONTRACTOR CONTRACTOR	evaluation		2	No. of the second secon	A Commission of the Commission	
Distributed as fo	llows: 25 marks for	r monthly, and daily	y exams for	the first semester. 25 ma	rks for month	nly, and daily exams
······································	mester. 50 marks f					ACCASION S. P. Jung Popularia
	g, and teaching re	sources	T_			
None	AT A 4			d textbooks (methodology	y, if any)	
· · · · · · · · · · · · · · · · · · ·	the Arab world/Hu			ferences (sources)		
	=	vorld/Hussein Jameel	1	nended supporting bool	ks, and r	references (scientific
2 - Democr	acy, and Hum	an Rights/Mohamed	journals	, reports)		

Abed Al-Jabri

structure			
percentage	Study unit	Number of courses	Program structure
	60	60	Course requirements
		Yes	College requirements
		Yes	Department requiremen
		None	summer training
			Other
		percentage Study unit	percentage Study unit Number of courses 60 60 Yes Yes

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

2. Program descriptio Credit hours	1.0	Name of the course or courses	Course or courses code	
practical	theoretic al	Ancient Eastern thought		2023-2024/first
	theoretic			
	al			

3. Expected learning outcomes of the programmed	
Knowledge	The second secon
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	The state of the s
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. edu	cation institution		77 77 77 77 77 77 77		The second secon
Faculty mem	bers				
Preparing the	e teaching staff	Special requirements/skills (if any)	Specializati	on 18	Scientific rank
lecturer	permanent		private	general	A STATE OF THE STA
	Permanent		Islamic	the date	assistant teacher
			History -		
			Crusades		

Professional development	
Orienting new faculty members	
Professional development for faculty member	S

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.

	Progr	Program skills chart	ls chart	i de la companya de l	1.				11000	2.53				
	Learn	Learning outcomes required from the programme	comes r	equirec	1 from t	he prog	ramme							
	Value			1 mm	Skills			14	Knowledge	ge H	Essential or optional	Course Name	Course Code	the year/the level
C C3	<u>C</u>	<u>C</u>	B 4	B3	B2	B1	a4	a3	a2	a 1				
											Essential, and Mandatory	Ancient		2023-2024The fir
												Eastern		
		***************************************	000000000000000000000000000000000000000					>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>>			AND THE PROPERTY OF THE PROPER	thought	000000000000000000000000000000000000000	
														q
														1

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

Course description form Course Name: Ancient Eastern thought Course Code: 3. Semester/ year: Annual Annual The date this description was made: 4. 10/5/2023 Available attendance forms: Attendance only Number of study hours (total)/number of units (total): 60hour.Two hours a week Name of the course administrator (if more than one name is mentioned) Dr. Aqeel Jabbar Jassim Email: aqeel.jassim@uoBasrahh.edu.iq Course objectives -Enabling the student to understand concepts in ancient Eastern thought, and distinguish between it, and ancient Eastern philosophies 2- Knowing the ancient Eastern religions, learning about their beliefs, and knowing their rituals, and doctrines. 3- Introducing the student to the most important visions: creation, ancient Eastern ideas, and formation, death, immortality, and others. 4- Enabling the student to get to know the most prominent ancient Eastern philosophers, and their lives, writings, and Philosophy. Teaching, and learning strategies The strategy -A Dialog, discussion, and participation for all students, motivating, and encouraging them to do so. 3-Simulation, stories, acting, and simile. 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) Course structure the hours Required learning Name of the unit or Learning method Evaluation weekoutcomes topic method 1 2 The originality Exam, discussion, Lecture, between Philosophy and participation, reports, Ancient Eastern thought

questions,

interaction

participation,

Lecture,

research

reports,

research

Exam, discussion,

East, and West

The

meaning

thought, the meaning

of Philosophy,

of

2

questions, and				·
• ·		distinction between		
interaction		thought, and		
		Philosophy)		
Lecture,	Exam, discussion,	The reasons for	2	3
participation,	reports, and	thinking among the		
questions, and	research	ancients, and its		
interaction		motives. Does their		
		thought rise to		
		Philosophy?		
Lecture,	Exam, discussion,	Myths, their meaning,	2	4
participation,	reports, and	role, reasons for their	_	'
questions, and	research	appearance, features		
interaction		of mythological		
		thinking, and		
		organized thinking		
Lecture,	Exam, discussion,		2	_
participation,	reports, and	Ancient Iraqi thought:	2	5
questions, and	research	Mesopotamian		
interaction	research	formation, existence,		
	E-rom dia	and the gods		
Lecture,	Exam, discussion,	Cosmic order, natural	2	6
participation,	reports, and	laws		
questions, and	research			
interaction				
Lecture,	Exam, discussion,	Creation of the world,	2	7
participation,	reports, and	creation of man		
questions, and	research			
interaction				
Lecture,	Exam, discussion,	Knowledge, doubt,	2	8
participation,	reports, and	anxiety		
questions, and	research			
interaction				
Lecture,	Exam, discussion,	Death, and	2	9
participation,	reports, and	immortality	_	
questions, and	research			
interaction				
Lecture,	Exam, discussion,	Ancient Egyptian	2	10
participation,	reports, and	Thought: Egyptian	_	10
questions, and	research	Formation, Origin of		
interaction		the Universe		
Lecture,	Exam, discussion,	Cosmology, universe,	2	11
participation,	reports, and	and state	2	1 1
questions, and	research	and state		
interaction	. Journal			
Lecture,	Exam, discussion,	V1-1		10
participation,		Knowledge, creation	2	12
	reports, and	of the world		
questions, and interaction	research			
Lecture,	Exam, discussion,	Creation of man	2	13
participation,	reports, and			
questions, and	research		j	
interaction				

Lastres	D 1: ·				
Lecture,	Exam, discussion,		Life values	2	14
participation,	reports, and				
questions, and	research				
interaction					
Lecture,	Exam, discussion,		Death, and	2	15
participation,	reports, and		immortality		
questions, and	research				
interaction					
Lecture,	Exam, discussion,		Ancient Persian	2	16
participation,	reports, and		Thought: Zoroastrian		
questions, and	research		Formation		
interaction					
Lecture,	Exam, discussion,		Creation of the world,	2	17
participation,	reports, and		dualism	_	' '
questions, and	research				
interaction					
Lecture,	Exam, discussion,		Man, knowledge,	2	18
participation,	reports, and		freedom, society, and		10
questions, and	research		law, society, ethics		
interaction	1050aron		iaw, society, ethics		
Lecture,	Exam, discussion,		Caul de-4h - 1	<u> </u>	10
participation,	reports, and		Soul, death, and	2	19
questions, and	research		immortality, salvation		
interaction	research				
Lecture,	Even				
•	Exam, discussion,		Ancient Indian	2	20
participation,	reports, and		Thought: Basic		
questions, and interaction	research		Characteristics of		
interaction			Buddhist Thought,		
			Genesis, Vedas, and		
T4			Upanishads		
Lecture,	Exam, discussion,		The world, the soul	2	21
participation,	reports, and				
questions, and	research				
interaction					
Lecture,	Exam, discussion,		Knowledge, and	2	22
participation,	reports, and		reality, contemplation,		
questions, and	research		and reflection		
interaction					
Lecture,	Exam, discussion,		Change, and reality,	2	23
participation,	reports, and		society, and thought,		
questions, and	research		death, and		
interaction			immortality		
Lecture,	Exam, discussion,		Ancient Chinese	2	24
participation,	reports, and		thought:		
questions, and	research		interpretation, and		
interaction			Confucianism		
T4	Exam, discussion,		The universe, and the	2	25
Lecture,		i e	tile	~	_
participation,	reports, and		gods, the being the		
•			gods, the being, the unity of heaven, and		

	reports, and					1 76		
· 1		1		Human morality, and nature	2	26		
interaction	research							
Lecture,	Exam, discussion,			Natural laws, and the	2	27		
participation,	reports, and			state of nature, reason,	-	21		
questions, and	research			and knowledge				
interaction								
Lecture,	Exam, discussion,			Confucian logic,	2	28		
participation,	reports, and			society, and human		20		
questions, and	research			qualities				
interaction				*				
1	Exam, discussion,			Principles, and	2	29		
	reports, and			virtues, obedience,	-			
· ·	research			authority				
interaction				•				
	Exam, discussion,			Judgment, and	2	30		
	reports, and			reform, class division,				
	research			death, and				
interaction				immortality				
11. Course eva			100			V 01-10-10-10-10-10-10-10-10-10-10-10-10-1		
Distributed as follow	vs: 25 monthly, and	daily exam grad	es for the fi	rst semester. 25 monthly	and daily ex	am grades		
for the second semes	ster. 50Sessential for	final exams		•	,	<i>B</i>		
	nd teaching resource	es						
None			Require	d textbooks (methodolog	y, if any)			
1-Ancient Eastern Tl	hought: John Kohler		Main references (sources)					
	enry Frankfurt, and		Recommended supporting books, and references (scientific journals, reports)					
Pre-Philosophy: Hen	ary Frankfurt, and ot	hers	Electronic references, Internet sites					

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

Established			Program structure
	30	30	Course requirements
		Yes	College requirements
		Yes	Department requirement
		None	summer training

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

2. Program description	
Credit hours Name of the course or Course or courses Year/level	
courses code	
	8

theoretic al	Arabic	2023-2024/first Stage

3. Expected learning outcomes of the	e 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

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

5. Evaluation methods

- -Weekly, and monthly exams, and the end of the year exam.
- -Questions during the lecture, and giving a mark for the correct answers through daily grades.

6. edu	cation institution				And A Comment of the		
Faculty mem	ibers						
Preparing the	e teaching staff	Special requirements/skills (if any)	Specializat	ion	Scientific rank		
lecturer	permanent		private	general			
	permanent		Language	Arabic	Assistant Professor		
			, and				
			grammar				

Professional development	Constitution of the consti		
Orienting new faculty members	The second second	ridge g	The second second
Professional development for faculty members			
Troressional 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.

		the year/the le		2023/2024				0		
		Course Code th		20						
		Course Name		Arabic						
		Essential or optional		Essential, and	Mandatory					
		APP OF	al							
		əği	a2							
		Knowledge	a4 a3							
			BI							
	ə	100 100 100 100 100 100 100 100 100 100	B3 B2							
	programm	Skills	B4							
Program skills chart	Learning outcomes required from the programme		CI							
art	es require		C3							
skills ch	g outcome	22	င္သ							
Program	Learning	Value	C4							

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	* <u> </u>
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)	
7. Name of the course administrator (it more than one hame is measured)	
8. Course objectives 1- Providing students with application ski	lls in the
Arabic language	
- v ' moding skills when	
2 -Expanding critical reading skins when	studying
2 –Expanding critical reading skills when the language in its correct form.	studying
the language in its correct form.	The State of the S
the language in its correct form. 9. Teaching, and learning strategies	studying The strategy
the language in its correct form.	

10. Course structure Evaluation	Name of the unit or topic	Required learning outcomes	hours	the week
method Weekly, monthly, daily, written exams, and the end-of- year exam.	Prescribed vocabulary plural the language Arabic Genesis the language Arabic sources the language Arabic Phase that It passed with it the language Hamza, and its types Writing the hamza Solar, and lunar lights The language of the punctuation marks Numbers, and their countable, and their rulings Sections of speech Name, and what it is Action, and its nature		1	1 2 3 4 5 6 7 8 9 10 11 12 13 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
	1 Chains		1	
11. Course evaluation			1 -	Minney Co.
11. Course evaluation	and the second s			
12. Learning, and teaching reson			ry if ony)	<u> </u>
book Systematic (the language A	rabic for others Required t	extbooks (methodolog	gy, 11 ally)	
Jurisdiction)				
the book the assistant (Meanings	Grammar) Doctor Main refer	rences (sources)		
Virtuous Samurai				
, and a book (to explain son Aqeel of	on Millennium son			
What is with you).				

General Psychology/ Maysaa Sabri Jassim

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

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

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

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.

Faculty mem	ibers				
Preparing the	e teaching staff	Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	
	permanent		Education	Educati	assistant teacher
			al	onal,	
			psycholog	and	
			у	psychol	
				ogical	
				science	
				s	

Orienting new faculty members Professional development for faculty members	Professional development	
Professional development for faculty members	Orienting new faculty members	
110/400/C/A	Professional development for faculty members	

7. Acceptance standard	
Accentance crannara	
FULCHARE MARKATA	
The second secon	

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

9. Program development plan

haranes as	w)	1 112						0	3	,,
7.2		ar/the 1		9024						
		the year/the lε		2023-2024	990					
*										
		Course Code								
		Cour								
		lame		gy						
		Course Name		General psychology						
		or		and Ge						
				1						
		Essential	optional	Essential, Mandatory						
3-4		Ess	<u>a</u>	Ess						
11111		-	al							
			a2							
		adpe	a3							
165.4		Knowledge	a4 g							
		_								
			B1							
			B2							
À	ıme		B3							
	rogran	Skills	B4							
	n the p									
	ed froi		[C]							
T.	requir		C2		:					
Program skills chart	Learning outcomes required from the programme		3							
ram sk	ning ou	r)	74 C	**						
Prog	Lean	Value	C4							

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

Course description form

Course description	1 101111						
1. Course	Name: General psych	ology			1000 mg - 1000 m		
The concept, and	schools of general p	osychology					
2. Course	Code:						
3. Semeste	er/ year: Annual						1319
Annual		22					
4. The date	e this description was	made02/25/2024					

	le attendance forms:			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1			1
Attendance only		***************************************					.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
	of study hours (total))/number of units	(total):				
60hour annually.	2An hour a week						
7. Name o	Cal 1 - 1	/ ('C 41					
Name: Maysaa S	f the course administr	ator (11 more than	n one name	e is mentioned)			2000
_							
Email: <u>sabrimays</u>	saa / (wgman.com						
8. Course	objectives						
• Course	objectives		1- Provid	ing students with the skil	l of annly	ing and	
•				theories of general psycl		mig, and	
•				nding reading skill sch		general	
			psycholo	-	10013 01	general	
				ing the most important	modern	ideas in	
			· ·	sychology, such as motiva			
			generarp	sychology, such as motive	ition, and	omers.	
9. Teachin	g, and learning strate	egies					1, 1/14 <u>1</u> 884.
	arning education strate		<u> </u>			The strateg	v
	egy brainstorming.	- 8,7					.,,
	egy discussion, and	uestioning					
10. Course	structure					All the second s	
Evaluation	Learning 1	Name of the unit	or topic	Required learning	hours	the	
method	method			outcomes		wee	k
	evaluation	27727 SANS	Table 1				amend to see
Exam,	Lecture,	psychology		An introduction to	2	1	
discussion,	participation,			general psychology			
reports, and	questions, and					·	
research	interaction						
Exam,	Lecture,			History of psychology	2	2	
discussion,	participation,						
reports, and	questions, and						
research	interaction						
Exam,	Lecture,			Psychology schools	2	3	
discussion,	participation,			·			
			4, 4	range (m. 1945).			

reports,	and	questions,	and			
research		interaction				+
Exam,		Lecture,		Basic concepts in the	2	4
discussion,		participation,		psychodynamic		
reports,	and	questions,	and	approach		
research		interaction				
Exam,		Lecture,		Behavioral school	2	5
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Classical conditioning	2	6
discussion,		participation,	İ	in real life		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Skinner's model	2	7
discussion,		participation,		(schedules of		
reports,	and	questions,	and	reinforcement).		
research		interaction		<u> </u>		
Exam,		Lecture,		Procedural	2	8
discussion,		participation,		conditioning	_	
reports,	and	questions,	and	Conditioning		
research	unu	interaction				
Exam,		Lecture,		School of humanistic	2	9
discussion,		participation,		psychology	2	
reports,	and	questions,	and	psychology		
research	anu	interaction	anu			
				Cartaltaranahalaran		10
Exam,		Lecture,		Gestalt psychology	2	10
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Applications of	2	11
discussion,		participation,		Gestalt theory		
reports,	and	questions,	and			
research		interaction				<u> </u>
Exam,		Lecture,		Frontiers of	2	12
discussion,		participation,		psychology (fields		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Cognitive psychology	2	13
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Developmental	2	14
discussion,		participation,		psychology		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Personal	2	15
		participation,				
discussion				1		I .
discussion, reports,	and	questions,	and			

Exam,		Lecture,		Social Psychology	2	16
discussion,		participation,				
	ınd	questions,	and			
research		interaction				
Exam,		Lecture,		Psychology, and law	2	17
discussion,		participation,		1 by chology, and 14.	-	- 7
	and	questions,	and			
research	ina	interaction	and			
		Lecture,		Motives	2	18
Exam, discussion,	1			Mouves	2	10
1	ا د	participation,	and l			
1 '	ind	questions,	and			
research		interaction		Cl. 'C	22	10
Exam,	Ì	Lecture,		Classification of	22	19
discussion,		participation,		motives		
* '	and	questions,	and			
research		interaction				
Exam,		Lecture,		Social motives	2	20
discussion,		participation,				
reports, a	and	questions,	and			
research		interaction				
Exam,		Lecture,		Physiological motives	2	21
discussion,		participation,				
	and	questions,	and			
research		interaction				
Exam,		Lecture,		Conflict (Coover, and	2	22
discussion,		participation,		Appley model).)		
	and	questions,	and	Tapping and delivery		
research		interaction				
Exam,		Lecture,		Emotions	2	23
discussion,		participation,		Emotions	~	20
-	and	questions,	and			
research	and	interaction	and			
		Lecture,		Emotion, and its	2	24
Exam, discussion,		· ·		evidence	-	24
1		participation,		evidence		
1 *	and	questions,	and			
research		interaction		E		25
Exam,		Lecture,		Emotion theories	2	25
discussion,		participation,				
1 * '	and	questions,	and			
research		interaction				
Exam,		Lecture,		Disturbed response to	2	26
discussion,		participation,		stressful situations		
1 *	and	questions,	and			
research		interaction				
Exam,		Lecture,		psychological diseases	2	27
discussion,		participation,				
reports, a	and	questions,	and			
1		interaction				
research						
research Exam,		Lecture,		Psychosomatic	2	28

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

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

12. Learning, and teaching resources	
	1-General Psychology Book/author Jaafar Abde
	Khadim Al-Mayahi
	2-Foundations of Psychology book / Talaat Mansour, and
	Anwar Al-Shargawi

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	111		The state of the s	
Credit hours		Name of the course or	Course or courses	Year/level
		courses	code	
practical	theoretic	Computer basics		2023-2024 / first Stage
	al			

•	

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. edu	cation institution				Total
Faculty mem	bers				
Preparing the	teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	
lecturer			Agricultur al geograph y	geograp hy	Teacher assistant

The second secon

8. The most important sources of information about the program

- 1- Muhammad Al-Saeed Khashaba, Introduction to Electronic Computers, Dar Al-Ma'ref, 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.
- 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 websitewww.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)

Knowledge Essential or Course Name Course Code the year/the le a4 a3 a2 a1 Essential, and Computer 2023-2024 Mandatory basics 2023-2024	Program skills chart Learning outcomes required from the programme	gramme				
a3 a2 a1 Essential, and Computer Mandatory basics	Skills	Knowledge	Essential		Course Code	the year
and Computer basics	B4 B3 B2	a3	a1			
basics	000000000000000000000000000000000000000	32.493866 CFF 1 AFF 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Essential,	and Computer	000000000000000000000000000000000000000	2023-2024
			Mandatory	basics		
		office and the control of the contro				
						7'

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

Course description form

	me: Computer basics				\$
	nputer, its types, and	applications.			
2, Course Co	de:	77			
Annual	year: Annual his description was ma	ide: 02/14/2024			
My presence, my a	attendance forms: pplication (practical) f study hours (total)/nu 1 hour a week	umber of units (total):	200 S		
Name: Fatima Jum	1100	r (if more than one name	s mentioned)		
8. Course ob	ojectives	with c	Providing students value of applying, and dea omputers. The importance of and using program	ling of	
9. Teaching, 1-Theoretical educ 2-Daily participati 3-Training strategy	on.	ies — — — — — — — — — — — — — — — — — — —			The strategy
10. Course st Evaluation method 11. Course ev	Learning method	Name of the unit or topi	c Required lea outcomes	nning hour	s the week
Exam, discussion, eports, and esearch	Lecture, participation, questions, and interaction	Name of the unit or topic the computer	Required learning outcomes Introduction to the computer, it introduction, and the history of the computer.	e ts le 1	the week

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

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

Exam, discussion, reports, and research	questions, and	History of viruses, their types	1	27
Exam, discussion,	interaction Lecture,			
reports, and research	'	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

1Distributed 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.

12. Learning, and teaching resources

- 1- Muhammad Al-Saeed Khashaba, Introduction to Electronic Computers, Dar Al-Ma'ref, 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.
- 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 websitewww.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.

A collection of miscellaneous sources to exp, and the material

Determine their values to suit the

Determine their values to suit the academic stage.

Second Stage

Second Stage

Theology / Ali Abbas Dahr

Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		90	90	Course requirements
			Yes	College requirements
			Yes	Department requirement
			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 strat	tegies	

-Explaining the scientif	ic material through a historical	presentation of the theological	opinions of Islamic schools.

-Explaining the scientific material through a historical presentation of the t 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.

Faculty men	nbers				
Preparing th	e teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	
	Permanent		Philosoph	Philoso	assistant teacher
			y of	phy	
			religion		

Professional development	
Orienting new faculty members	
Professional development for faculty members	AND TOTAL TO

7- Acceptance standard	
Central admission	

	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

		Year/level		2023-2024					
		Course Code							
		Course Name		and theology	erinnen vor de konstrukte en statte in statte kild bled bled bled bled bled bled bled bl				
		or		and					
		Essential optional		Essential, Mandatory	965 († 16.00) - 10.00) - 10.00 († 10.00) - 10.00 († 10.00) - 10.00 († 10.00) - 10.00 († 10.00) - 10.00 († 10.00)	000p	A SECTION ASSESSMENT A		
		200	Al						
			A2						
		edge	A3						
		Knowledge	A4						
	ne		B 1		00,000,000,000				
1.5	ogramı		B2						
	n the pi	SI	В3						
	ed fror	Skills	B 4						
	s requir		CI		***				
Program skills chart	Learning outcomes required from the programme		C2						
gram sk	ning or	Je.	ဌ						
Prog	Lear	Value	O 4						

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:			on melana haran a managan

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

- 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.

23. Teaching, and learning strategies

1- strategy education Planning Concept Cooperative.

Learning method

2-strategy education Storming Mental.

3-strategy education series Notes

Course structure

Evaluation

The strategy

method				topic	outcomes		TA CO	week
Exam,		Lecture,		Islamic Philosophy	Introduction to	the	2	1
discussion,		participation,			science of speech			
reports,	and	questions,	and					
research		interaction						
Exam,		Lecture,			Factors of	the	2	2
discussion,		participation,			emergence of theo	logy		
reports,	and	questions,	and					
research		interaction						

Name of the unit or Required learning hours

research	interaction			
Exam,	Lecture,	Factors of the	2	2
discussion,	participation,	emergence of theology		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	reason of calling	2	3
discussion,	participation,			
reports, and	questions, and			
research	interaction			
	1			

т		T 4		T1 4:60	2	1
Exam,		Lecture,		The difference	2	4
discussion,		participation,		between theology, and		
reports,	and	questions,	and	jurisprudence		
research		interaction				
Exam,		Lecture,		The difference	2	5
discussion,		participation,		between theology,		
reports,	and	questions,	and	Philosophy, and		
research		interaction		Sufism		
Exam,		Lecture,		Mu'tazila origin, and	2	6
discussion,		participation,		name		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		The Five Principles	2	7
discussion,		participation,		(Monotheism, Justice,		
reports,	and	questions,	and	Promise, and Threat)		
research		interaction		,,		
Exam,		Lecture,		Enjoining good, and	2	8
discussion,		participation,		forbidding evil)	_	-
reports,	and	questions,	and			
research	and	interaction	and			
Exam,				Examples of the	2	9
		Lecture,		Mutazilites, and their	2	9
discussion,		participation,	3	1		
reports,	and	questions,	and	theological opinions		
research		interaction		(Wasil ibn Ataa)		1.0
Exam,		Lecture,		===== (fodder,	2	10
discussion,		participation,		system)		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		===== (Abu Alaa Al-	2	11
discussion,		participation,		Jabbai)		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Ash'ari (their	2	12
discussion,		participation,		difference from the		
reports,	and	questions,	and	Mu'tazila)		
research		interaction				
Exam,		Lecture,		Examples of their	2	13
discussion,		participation,		personalities, and		
reports,	and	questions,	and	verbal opinions (Abu		
research		interaction		Al-Hasan Al-Ash'ari)		
Exam,		Lecture,		(Al-Baqalani)	2	14
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		(Fakhr al-Din al-Razi)	2	15
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Imami Shiites (name,	2	16
discussion,		participation,		and origin)		•
discussion,		participation,		and origin)	1	<u></u>

1/2

reports, research	and	questions, interaction	and				
					Their beliefs	2	17
Exam,		Lecture,				2	17
discussion,	.	participation,			(monotheism, justice)		
reports,	and	questions,	and				
research		interaction					10
Exam,		Lecture,			Their beliefs	2	18
discussion,		participation,			(prophecy)		
reports,	and	questions,	and				
research		interaction					
Exam,		Lecture,			Their beliefs	2	19
discussion,		participation,			(Prophecy 2)		
reports,	and	questions,	and				
research		interaction					
Exam,		Lecture,			Their beliefs (Imamate	2	20
discussion,		participation,			1)		
reports,	and	questions,	and				
research		interaction					
Exam,		Lecture,			Their beliefs (Imamate	2	21
discussion,		participation,			2)		
reports,	and	questions,	and		,		
research		interaction					
Exam,		Lecture,			Their beliefs (Imamate	2	22
discussion,		participation,			3)		
reports,	and	questions,	and				
research	and	interaction	and				
Exam,		Lecture,		<u> </u>	The return	2	23
		*			The return	-	23
discussion,		participation,	a d				
reports,	and	questions,	and				
research		interaction			Examples of the	2	24
Exam,		Lecture,			Examples of the Imamate's	2	24
discussion,		participation,					
reports,	and	questions,	and		personalities, and		
research		interaction			their verbal opinions		
					(Introduction)	<u> </u>	
Exam,		Lecture,			(Hisham bin Al-	2	25
discussion,		participation,			Hakam 1)		
reports,	and	questions,	and				
research		interaction		·	- 197		
Exam,		Lecture,			(Hisham bin Al-	2	26
discussion,		participation,			Hakam 2)		
reports,	and	questions,	and				
research		interaction					
Exam,		Lecture,			(Sheikh Al-Mufid 1)	2	27
discussion,		participation,					
reports,	and	questions,	and				
research		interaction					
Exam,		Lecture,			(Sheikh Al-Mufid 2)	2	28
discussion,		participation,	1				
reports,	and	questions,	and				
research		interaction		. 7			
		1				1	

Exam, discussion,	Lecture, participation,		(jewelry tag 1)	2	29
reports, and research	questions, and interaction				
Exam, discussion, reports, and research	Lecture, participation, questions, and interaction		(Allama Al-Hilli 2)	2	30
25. Course ev	/aluation			1 1	
Distributed as foll	ows: 25 marks for month	ly, and daily	exams for the first semester. 2	5 marks for	monthly, and
daily exams for th	e second semester. 50 mai	ks for final ex	ams		
26. Learning	and teaching resources	At the state of the			
None			Required textbooks (methodolo	ogy, if any)	
In theology, Ahme	ed Mahmoud Sobhi		Main references (sources)		
Early articles, She	ikh Al-Mufid		Recommended supporting bo	ooks, and	references
Boredoms, and E	ees, Al-Shahrastãni		(scientific journals, reports)		
			Electronic references, Internet	sites	
https://www.aqaeo	l.net/				

Greek Philosophy / Dr. Maha Issa Fattah

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

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

2- Program description	1			77 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2
Credit hours		Name of the course or courses	Course or courses code	Year/level
practical	theoretic	Greek Philosophy		2023-2024/second
	al			
	theoretic			
	al			

3- Expected learning outcomes of the programme	ACCOUNTY OF THE PROPERTY OF TH
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	

		s the problem of pantheism nation, and others.	, and the		
Skills	Company Comments				
Analysis -					
B2- Installation	-				
B3- Cash					
Values, and id	leas l thinking 2- T	1e	S. Harris III. Commission	onene e e e e e e e e e e e e e e e e e	
ability to sort					
		cize. 4- Build a contemplativ	ve, careful,		
and objective r	nindset			 	
4- Teachir	ng, and learning	trategies			
		The second of th	· · · · · · · · · · · · · · · · · · ·		
1 - Lectu	res, discussions, a	nd regular attendance - 2-	Blended lear	ning	
		270		* . *	a dear fear and a dear fear and a dear dear and a dear
5- Evaluat	ion methods				
Daily, and mon	thly discussions, a	nd exams	X-1		An analysis of an analysis of the state of t
			200 May 200 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		
6- education Faculty members	on institution				
Preparing the tea	- CONT	Special	Specializati		Scientific rank
Topuming the term		requirements/skills (if any)	Specializati	OII	Harris and the second
lecturer	permanent		private	general	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	Permanent		Greek Philosoph	Philoso phy	Professor Dr
			у		
Professional deve					
Orienting new fac	ulty members				
	lopment for facult g, logical thinking	y members and the ability to analyze	, and criticiz	ze	
Y 772 15 (577)	ince standard				
Central admission	n	44.4			
8- The mo	st important sourc	es of information about the	program		

47

- 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

- 4- Providing means that facilitate the integration between the traditional lecture, and the electronic lecture.
- 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.

11

		<u> </u>		Ι.		Γ			r	
		Year/level		2023-2024	.					
		Course Code						To the state of th		
TE.		Course Name		Greek Philosophy						
		or		and						
2441		Essential optional		Essential, Mandatory						
			A1							
		170	A2							
		edge	A3 /							
		Knowledge	A4							
	me		B 1							
	rogram	11	B2							
	n the p	kills	B3							
	ed fror	Skills	B 4							
π	s requir		C1							
Program skills chart	Learning outcomes required from the programme		C2							
ram sk	ning or	le.	C3							
Prog	Lear	Value	O 4							

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

Course description form Course Name: 27. Greek Philosophy Course Code: 28. 29. Semester/Year: Annual Annual 30. The date this description was made: 2/26/2024 31. Available attendance forms: Attendance only Number of study hours (total)/number of units (total): 60 hours. Two hours a week 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 Teaching, and learning strategies The strategy 1- Lectures, discussions, and regular attendance 2- Blended education 36. Course structure the Learning method Name of the unit or Required learning hours Evaluation outcomes week method topic Aristotle / his life, and Greek Philosophy Daily, Lectures, and monthly discussions, writings and regular attendance discussions, and exams 2-Blended learning 2 Daily, Lectures, Aristotle / his life. and works, and works, monthly discussions, and regular attendance discussions, and - 2 - Education exams 3 Aristotle / his method Lectures, Daily, and monthly discussions, and discussions, and regular attendance exams - 2 - Education Aristotle/Logic 2 4 Daily, and Lectures, monthly discussions, and discussions, and regular attendance

exams

- 2 - Education

•	and	Lectures,		Aristotle/Logic	2	5
monthly		discussions, and				
discussions,	and	regular attendance				
exams	İ	- 2 - Education				
Daily,	and	Lectures,		Aristotle/Theme of	2	6
monthly		discussions, and		Nature		
discussions,	and	regular attendance	,			
exams		- 2 - Education				
Daily,	and	Lectures,		Aristotle/Principles of	2	7
monthly		discussions, and		the Natural Body		
discussions,	and	regular attendance				
exams		- 2 - Education				
Daily,	and	Lectures,		Aristotle/Nature/Caus	2	8
monthly	and	discussions, and		es		
discussions,	and	regular attendance				
exams	anu	- 2 - Education				
	d			Aristotle/ Nature,	2	9
Daily,	and	Lectures,		force, and action	~	
monthly	1	discussions, and		10100, and action		
discussions,	and	regular attendance				
exams		- 2 - Education		(0.1		10
Daily,	and	Lectures,		Aristotle/Nature/Soul	2	10
monthly		discussions, and				
discussions,	and	regular attendance				
exams		- 2 - Education				
Daily,	and	Lectures,		an Aristotle's	2	11
monthly		discussions, and		Metaphysics		
discussions,	and	regular attendance				
exams		- 2 - Education				
Daily,	and	Lectures,		Aristotle/Ethics	2	12
monthly		discussions, and				
discussions,	and	regular attendance				
exams		- 2 - Education				
Daily,	and	Lectures,		Aristotle/Ethics/Text	2	13
monthly		discussions, and		from the Nicomachean		
discussions,	and	regular attendance		Ethics		
exams		- 2 - Education				
Daily,	and	Lectures,		Aristotle/Politics	2	14
monthly	4114	discussions, and				
discussions,	and	regular attendance				
exams	and	- 2 - Education				
Daily,	and	Lectures,		Aristotle/Politics	2	15
•	anu	discussions, and		/ instance of outles	_	.
monthly	د ۵	regular attendance				
discussions,	and	1 •				
exams		- 2 - Education		Introduction to Casal-	2	16
Daily,	and	Lectures,		Introduction to Greek		10
monthly		discussions, and		Philosophy in the third		
discussions,	and	regular attendance		century BC. M		
exams		- 2 - Education		- C	12	1.7
Daily,	and	1 '		Stoicism /	2	17
monthly		discussions, and		Characteristics of		
· · · · · · · · · · · · · · · · · · ·				Stoic Philosophy	<u> </u>	

discussions,	and	regular attendance			
exams		- 2 - Education			
Daily,	and	Lectures,	Stoicism/Logic	2	18
monthly		discussions, and			
discussions,	and	· · · · · · · · · · · · · · · · · · ·			
exams		- 2 - Education		:	
Daily,	and	Lectures,	Stoicism/Nature	2	19
monthly	una	discussions, and	2000		
discussions,	and	′			İ
exams	una	- 2 - Education			
Daily,	and	Lectures,	Stoicism/ethics	2	20
monthly	anu	discussions, and	Stoloishibethies	_	
discussions,	and	· ·			
•	anu	- 2 - Education			
exams			Epicureanism /	2	21
Daily,	and	Lectures,	Characteristics of	2	21
monthly	,	discussions, and			
discussions,	and	regular attendance	Epicurean Philosophy		
exams		- 2 - Education			- 22
Daily,	and	Lectures,	Epicureanism/Logic	2	22
monthly		discussions, and			
discussions,	and	~			
exams		- 2 - Education			
Daily,	and	Lectures,	Epicureanism / Nature	2	23
monthly		discussions, and			
discussions,	and	regular attendance			
exams		- 2 - Education			
Daily,	and	Lectures,	Epicureanism/Ethics	2	24
monthly		discussions, and			
discussions,	and	regular attendance		}	
exams		- 2 - Education			
Daily,	and	Lectures,	Plotinus / features of	2	25
monthly		discussions, and	his Philosophy		:
-	and	regular attendance			
exams		- 2 - Education			
Daily,	and	Lectures,	Plotinus / Metaphysics	2	26
monthly		discussions, and			
discussions,	and	regular attendance			
exams		- 2 - Education			
Daily,	and	Lectures,	a Socratic / Megarian	2	27
monthly	uilu	discussions, and	schools		
discussions,	and	· ·			
exams	und	- 2 - Education			
Daily,	and	Lectures,	The Socratic/Cynic	2	28
monthly	anu	discussions, and	schools	-	20
discussions,	and	l '	schools		
1	anu	- 2 - Education			
Paily	1	 	Socratic/ Cyrene	2	29
Daily,	and	Lectures,	schools Socratic/ Cyrene		29
monthly	فين	discussions, and	schools		
discussions,	and	1 -			
exams		- 2 - Education		<u> </u>	

Daily, and	Lectures,		The skeptic	2	30
monthly	discussions, and				
•	regular attendance				
exams	- 2 - Education				
37. Course e	valuation				
Exam grades are d	istributed as follows:25	marks are award	ed to the student for the first	semester exam.	, and 25 marks
for the second sen	nester exam. 50 marks	for final exams	57.77		
38. Learning	, and teaching resource	es			
None			Required textbooks (method	odology, if any)	
			Main references)		
1History of Gr	eek Philosophy: Dr.	Youssef Karam			
(First Chapter)					
2- Majed Fakhry:	Aristotle (Chapter One	e)			
3The Autumn	of Greek Thought:	Abdul Rahman			
Badawi (Chapter	•				
4-Greek Philoso	phy: Amira Hilmi	Matar (Second			
Semester)					
5- History of Gree	ek Philosophy: Yousset	Karam (Second			
Chapter)					
				11	references
1-The Wisdom of	f the West: Bert, and	Russell (Chapter	Recommended supporting	-	references
Two)			(scientific journals, report	S)	
	ek Philosophy / Part	2: Emile Bahira			
(Chapter Two)					
1	Western Philosophy:	Bert, and cel			
(Chapter second)					

Electronic references, Internet sites

Introduction to Islamic Philosophy / Dr. Haider Abdul Hussein Qasir

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

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

Credit hours		Name of the course or		Year/level
		courses	code	
practical	theoretic	Introduction to Islamic		2023-2024/second
•	al	Philosophy		
	theoretic			
	al			

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.						

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

4. Teaching, and learning strategies

- Explaining scientific material by reading philosophical texts, and giving the most appropriate interpretation that suits 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

	Weekly, monthly, daily exams, and the end of the year exam.
488	Spounding in the state of the s

	bermanent			Islamic Philosoph y	osolid¶ phy	T.D	
lecturer	permanent			private	general		
ana am Au mday	Time Stupe	Special requirements	nts/skills (if	Specializati	IIO	Scientific rank	Parties of the Control of the Contro
Faculty members Preparing the teac		Interes					
6. education	noituitisni no					Parket annual of	And the second second

The state of the s	7 Acceptance standard
	Professional development for faculty members
	Orienting new faculty members
	Professional development

	And the second of the second o
And Andrews An	
The second secon	7. Acceptance standard
The state of the s	7. Acceptance standard
and the second s	brehnete enreigent /

- The most important sources of information about the program
- I The history of Arab thought until the days of Ibn Khaldun, and Omar Farroukh 2 The history of Islamic philosophers, Muhammad Lotfi Gomaa
- 3 History of Islamic Philosophy, Majid Fakhry

- 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

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.

Frogram skills chart Learning outcomes required from th	skills ch outcom	es require	Program skills chart Learning outcomes required from the programme	program	me				17							
Value				Strille				2	-							
				elling.				Nnowledge	edge	Tibe		Essential ontional	or	Course Name	Course Code	Year/level
C4	C3	C2	CI	B4	B3	B2	B 1	A4	A3	A2	A1					
												Essential,	and	Introduction to		2024-2024
												Mandatory	 -	Islamic		
	Warning of the second	***************************************		**************************************				***************************************				***************************************		Philosophy	CONTRACTOR CONTRACTOR	***************************************
																0
														 		
													-			

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

Course	description	form

ourse description form	
1. Course Name:	
Introduction to Islamic Philosophy	
2. Course Code:	
3. Semester/Year: Annual	
Annual The date this description of the second control of the sec	
The date this description	was made: 02/23/2024
Available attendance form	
Available attendance form Attendance only	18:
O hours applied 2.1	otal)/number of units (total):
0 hours annually. 2 hours per wee	k
. Name of the course admin	
or the course aurilling	istrator (if more than one name is mentioned)
lame: DR. Haider Abdul Hussein (Vasir
Course objectives	
•••••	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.
	2- Expanding the
	skill of historical,
	analytical, and critical
	reading of Islamic
	philosophical topics
	3- Developing
	students' abilities to
	share ideas
	4- Disclosing
	one's thoughts, and
	feelings regarding life
	matters, including
	scientific material in
	matters of theele-
	matters of theology,
	nature, and
	intology,
	nature, and
Teaching, and learning strate	nature, and mathematics.
Teaching, and learning strate laining scientific material by reading pretation appropriate to the spirit of the sp	nature, and mathematics. egies

2- Writing questions for each the lectures	topic, summarizing the most important ideas presented during

3- Linking famous philosophical ideas with students' critical, and analytical opinions

10. Course structure

11. Course evaluation

39. C	ourse s	structure			77,000	
Evaluation	110,000 111,000,000	Learning method	Name of the unit or	Required learning	Ti	1,
method			topic	Required learning outcomes	hours	the
Exam,		Lecture,	Introduction to Islamic			week
discussion,		participation,	Philosophy	The term Philosophy in Islam	2	1
reports,	and	questions, ar		III ISIAIII		
research		interaction				
Exam,		Lecture,		Schools spreading	ļ	
discussion,		participation,		Schools spreading Greek culture in the	2	2
reports,	and	questions, an	d	Islamic world		
research		interaction	"	Islamic world		
Exam,		Lecture,		T1-4		
discussion,		participation,		Translation movement	2	3
reports,	and	questions, an	d			
research		interaction	u			
Exam,		Lecture,		A1 7/:- 1'2		
discussion,		participation,		Al-Kindi's	2	4
eports,	and	questions, an	1	participation in the		
esearch		interaction	1	translation movement		
Exam,		Lecture,		III 1 C 11		
liscussion,		participation,		His definition of	2	5
eports,	and	questions, and	,	Philosophy		
esearch		interaction				
Exam,		Lecture,		41	_	
liscussion,		participation,		theory of knowledge	2	6
eports,	and	questions, and				
esearch		interaction				
xam,		Lecture,		T (1) 1		
iscussion,		participation,		Types of knowledge	2	7
eports,	and	questions, and				
esearch		interaction				
xam,		Lecture,		The control of the con		
iscussion,		participation,		Theory of mind	2	8
ports,	and	questions, and				
esearch	ļ	interaction				
xam,		Lecture,		D 11		
scussion,		participation,		Psychology theory	2	9
ports,	and	questions, and				
search		interaction				
xam,		Lecture,		D '1		
scussion,		participation,			2	10
ports,		questions, and		existence		
search		interaction				

Exam,		Lecture,		Al-Farabi's	2	11
discussion,		participation,		Philosophy		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Success according to	2	12
discussion,		participation,		Al-Farabi		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Classification of	2	13
discussion,		participation,		sciences according to	_	
reports,	and	questions,	and	Al-Farabi		
research		interaction		1 1 100		
Exam,		Lecture,		The human need for	2	14
discussion,		participation,		cooperation 2	2	14
reports,	and	questions,	and	cooperation 2		
research		interaction	4114			
Exam,		Lecture,		Endowment from	2	15
discussion,	İ	participation,		prophecy	2	15
reports,	and	questions,	and	propriecy		
research	wild	interaction	anu	1		
Exam,		Lecture,		Ethica 1 d	-	
discussion,		participation,		Ethics in the	2	16
reports,	and	questions,	and	Philosophy of ibn		
research	anu	interaction	and	Miskawiyah		
Exam,						
discussion,		Lecture,		Integrative approach	2	17
	1	participation,	,			
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Innate human	2	18
discussion,		participation,		characteristics		
reports,	and	questions,	and			
research		interaction				
Exam,	1	Lecture,		Reading, and briefing	2	19
discussion,	_	participation,				
eports,	and	questions,	and			
esearch		interaction				
Exam,]	Lecture,		Get used to generosity	2	20
discussion,	l	participation,				
eports,	and	questions,	and			
esearch		interaction				
Exam,		Lecture,		Good management of	2	21
liscussion,		participation,		money		
eports,	and	questions,	and			
esearch		interaction				
Exam,		Lecture,		Love of goodness, and	2	22
liscussion,		participation,		devotion		==
eports,	and	questions,	and			
		interaction				
esearch						I
esearch Exam,		Lecture,	j	The meaning of	2	23
		Lecture, participation,		The meaning of happiness, and	2	23

reports,	and	questions,	and					
Exam,		Lecture,	······································		_	Politics, and politics	22	24
discussion,		participation,				ļ		- '
reports,	and	questions,	and					
research		interaction						
Exam,		Lecture,				Islam, and the	2	25
discussion,		participation,				virtuous city	~	
reports,	and	questions,	and			, mudaus enty		
research		interaction						
Exam,		Lecture,				Characteristics of a	2	26
discussion,		participation,				good president		20
reports,	and	questions,	and			good president		
research		interaction	and					
Exam,		Lecture,				The virtue of Islam in	22	27
discussion,		participation,					22	27
reports,	and	questions,	and			politics		
research	unu	interaction	anu					
Exam,		Lecture,				T-1 '- 41 '11- C	100	20
discussion,		participation,				Islam is the pillar of	22	28
reports,	and	questions,	0 10 10			the virtuous city		
research	anu	interaction	and					
Exam,							_	
discussion,		Lecture,				Agreement between	2	29
· ·	المسم	participation,				Philosophy, and		
reports,	and	questions,	and			religion		
research		interaction						
Exam,		Lecture,	ĺ			A philosophical text	2	30
discussion,	,	participation,				from the book		
reports,	and	questions,	and			Happiness, and		
research		interaction				Happiness		
Monthly, a		laily exam grade	es for t	he first semester.	25 mar	ks for monthly, and da	ily exams fo	r the second
····		ks for final exam						
		g, and teaching		ces				
- Tandem a	l-Akh	laq, Ibn Miskaw	iyah		Requir	ed textbooks (methodolo	gy, if any)	
- Religion	and	thought in	41 4					
Muhammad			me t	rap of tyranny,				
withinia	ı Kılaı	aiiii						
– Arab-Isla	mic Pl	hilosophy Abda	Al-Sha	mali				
		roblems - Ibrahi			Main r	references (sources)		
•	•		~~~		IVIUIII I	ciciences (sources)		
- Al-Muwa	ffaq, c	ommentator Al-	Farabi					
			until	the days of Ibn		mended supporting bo	oks, and	references
		mar Farroukh			(scient	ific journals, reports)		
	ory of	Islamic Philosop	hers, N	Iuhammad Lutfi				
Gomaa								
3– History	of Isla	mic Philosophy,	Majid	Fakhry				

Δ	
7	4

Electronic references, Internet sites

Intermediate Philosophy / DR. Hassan Muhammad Jassim

Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirement
			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	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	dispression and the same
 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)	Specializat	ion	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 fa	Cilify members
	suity memocis

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.

92

,	1		1			 1	 T	
	Year/level		2023-2024	And Anderson Construction of the Construction				
	Course Code							
	Course Name		Intermediate Philosophy					
75	or		or					
	Essential optional	,	Basic Mandatory					
		A1	7					
		A2						
	agpa	A3 /						
200	Knowledge	A4 ,	***************************************					
ne ne		B 1	***************************************					
Program skills chart Learning outcomes required from the programme		B2	***************************************					
m the p	IIs	B3	200000000000000000000000000000000000000					
red fro	Skills	B 4						
art es requi		CI						
kills ch		C2						
gram s. ming o	Value	3	***************************************					
Pro	Val	O 4						

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

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		2 200
44. Available attendance forms:		77.74.5
Attendance only		
45. Number of study hours (total)/number of units	s (total):	
60 hours. Two hours a week		<u> </u>
46. Name of the course administrator (if more tha	π one name is mentioned)	
Name: Dr. Hassan Muhammad Jassim		
Email: hasan.jasim@uoBasrahh.edu.iq		
47. Course objectives		A District of the Control of the Con
	-Enabling the student to understand	he basic
	concepts in medieval Philosophy.	
	2- Knowing other monotheistic religions	such as
	Judaism, and Christianity, learning ab	
	beliefs, and knowing their rituals, and do	
	3- Introducing the student to the most i	
	Christian religious ideas, and visions, su	
	Trinity, crucifixion, salvation, and others.	on as the
	4- Enabling the student to get to know	the most
	prominent Jewish, and Christian philosoph	
	to know their lives, writings, and Philosop	
48. Teaching, and learning strategies	Timosop	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
1-Dialog, discussion, and participation for all studen	its, and motivating, and	The strategy
encouraging them to do so.	ino, and mouvaing, and	The strategy
2- Brainstorming, and surprising questions to draw	students' attention to the	
lecture.	ouderies attention to the	
3- Simulation, stories, acting, and simile.		
4- The lecture is given by the professor, and returned	d with a summary by the	
student, where the student takes the professor's place in		
5- E-learning methods, sometimes through smart scree	ens or asking students to take advantage of	
electronic offices, and the method of accessing, se		
(Telegram, Google Meet, PowerPoint)	downloading those books.	
49. Course structure		
Evaluation Learning method Name of th	e unit or Required learning hours	tha
method topic	outcomes learning nours	the
	UUUUUIIU	WCCK

Exam,		Lecture,	Intermediate	An introduction to the	2	1
discussion,		participation,	Philosophy	concept of the Jewish		*
reports,	and	questions, an	T -	religion		
research	una	interaction	u	1 -		
researen		micraction		(Origin, development,		
				and sources) + The		
				relationship of Jewish		
				Philosophy to		
				Hellenistic Philosophy		
Exam,		Lecture,		Figures of Jewish	2	2
discussion,		participation,		Philosophy, Philo (his		
reports,	and	questions, and	d	life, his works,		
research		interaction		symbolic		
				interpretation,		
				metaphysics)		
Exam,		Lecture,		Introduction to the	2	3
discussion,		participation,		Christian religion		
reports,	and	questions, and	i	(origin, development,		
research		interaction		and sources)		
Exam,		Lecture,		The emergence of the	2	4
discussion,		participation,		Church, and the era of	-	'
reports,	and	questions, and	1	the Fathers		
research		interaction		ino i amers		
Exam,		Lecture,		Christian Philosophy	2	5
discussion,		participation,		(problem, and	2	3
reports,	and	questions, and	1	characteristics)		
research	unu	interaction	•	characteristics)		
Exam,		Lecture,		1: 1:0 1:		
discussion,		participation,		Augustine, his life, his	2	6
reports,	and		1	works, reason, and		
research	and	questions, and interaction	1	faith		
Exam, discussion,		Lecture,		Augustine (The	2	7
-		participation,		Problem of		
reports,	and	questions, and		Knowledge)		
research		interaction				
Exam,		Lecture,		Augustine (the	2	8
discussion,	_	participation,		problem of divinity,		
reports,	and	questions, and		proofs of the existence		
research		interaction		of God)		
Exam,		Lecture,		Augustine (the	2	9
discussion,		participation,		problem of divinity,		
reports,	and	questions, and		attributes of God)		
research		interaction				
Exam,		Lecture,		Augustine (The	2	10
discussion,		participation,		Problem of the World)		
reports,	and	questions, and				
research		interaction				
Exam,		Lecture,		Augustine (The	2	11
discussion,		participation,		Problem of the Soul)	-	11
reports,	and	questions, and		1.00.0m of the bour)		
research		interaction				
			1			

Exam,		Last				
discussion,		Lecture,		Augustine (moral, and	1 2	12
1		participation.		political problem)		
reports,	and	questions,	and			
		interaction				
Exam,		Lecture,		The problem of		13
discussion,		participation,		colleges from the ninth		
reports,	and	questions,	and	to twelfth centuries		
research		interaction				
Exam,		Lecture,		Anselm (life, works,	2	14
discussion,		participation,		Philosophy)		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Anselm (Reason, and	2	15
discussion,		participation,		Faith)	~	13
reports,	and	questions,	and	,		
research		interaction				
Exam,		Lecture,		Anselm (proofs of the	2	16
discussion,		participation,		existence of God)		10
reports,	and	questions,	and	CAISICIPE OF God)		
research		interaction	-			
Exam,		Lecture,		Angolm (Attribute - C	2	1.50
discussion,		participation,		Anselm (Attributes of	2	17
reports,	and	questions,	and	God)		
research		interaction	ana			
Exam,		Lecture,				ļ
discussion,		participation,		Anselm (colleges)	2	18
reports,	and	questions,	and			1
research		interaction	anu			
Exam,		Lecture,				
discussion,		participation,		Abelard (life, works,	2	19
	and	questions,	- L	and theology)		
research	and	interaction	and			
Exam,	-+					
discussion,		Lecture,		Abelard (The Problem	2	20
•	and	participation,	.	of Universals, and		
research	and	questions,	and	Divine Science)		
Exam,		interaction				
discussion,		Lecture,		Abelard (The problem	2	21
•	L	participation,		of creation, and the		
•	and	questions,	and	antiquity of the world)		
research		interaction				
Exam,	- 1	Lecture,		Albert the Great: His	2	22
discussion,		participation,		life, writings, and		
		questions,	and	doctrine)		
research		interaction				
Exam,		Lecture,	Ţ	Thomas Aquinas (his	2	23
discussion,		participation,		life, and works,		
-	and	questions,	and	reason, and		
research		interaction		transmission)		
Exam,		Lecture,		Aquinas (proofs of the	2	24
discussion,						

					1				
reports,	and	questions,	and				T		
research	_	interaction							
Exam,		Lecture,				Aquinas (Proofs of	+	 	
discussion,		participation,				Aquinas (Proofs of God's Existence, and	2	25	
reports,	and	questions,	and			Attributes)			
research		interaction				Autoutes)			
Exam,		Lecture,				Aquinas (creation)	<u> </u>		
discussion,		participation,				Aquinas (cleation)	2	26	
reports,	and	questions,	and				1		
research		interaction							
Exam,		Lecture,				Aquinas (the moral			
discussion,		participation,					2	27	
reports, a	ind	questions,	and			problem)			
research		interaction					1		
Exam,		Lecture,				A : (1)			
discussion,		participation,				Aquinas (the political	2	28	
reports, a	nd	questions,	and			problem)			
research		interaction							
Exam,		Lecture,							
discussion,		participation,	ŀ			William Occam (life,	2	29	
reports, a		. •	and			works, and criticism			
research		interaction	and			of Philosophy)			
Exam,		Lecture,				XX / '11'			
discussion,	- 1	participation,	1			William Occam	2	30	
reports, ar			and			(criticism of science)			
research		interaction	and						
50. Course		luation				**************************************			
			r mon	+h-l 1 1 1 1					
daily exams for	the	second semester	50	unly, and daily	y exams fo	or the first semester. 25 m	arks for mor	thly, and	
51. Learni	ng a	and teaching res	. 30 111	arks for final ex	ams				
None		are teaching ic.	Source	81.					
	hv	European in ag	~~ N/-	1:4. 37 0	Required textbooks (methodology, if any)				
Vineyard)11 <i>y</i>	European in ag	ge ivit	ediator, Yusef	Main references (sources)				
-	oes (Central, slave me		D 1 ·					
·	503 (Schual, Slave III	erciiui	Bedouin					
-spirit Philosop	nhv	Christianita	200 1	f - 1' /					
ame They sat d	Umu	Christianity in	age N	rediator, they	Recomme	ended supporting books	, and re	ferences	
-Essays on med					(scientific	journals, reports)			
rachte, and M	aren	a i mosopny,							
und IVI	ai CU	o							
				ı					

Electronic references, Internet sites

https://faculty.uoBasrahh.edu.iq/faculty/2743/teaching

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

3- Expected learning outcomes of the programme	
Knowledge	
Skills	100 mg (100 mg)
-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- edu Faculty men	cation institution				
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private general		
	Permanent		Modern Philosoph	Philoso phy	assistant teacher
			у		

Professional d	evelopment			the state of the s	- 0. Thomas
	- exopanoni	1 1907 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	The state of the s	Talakaran Germanian Kalender	

Orienting new faculty	iembers	
Professional developm	nt for faculty members	
7- Acceptance s	andard	
Central admission	The principle of the pr	
8- The most imp	ortant sources of information about the pr	ogram
	History of modern Philosophy Modern Philosophy / Karim Ma	/ Youssef Karam
	History of modern Philosophy / History of Philosophy/Bert, and	William Clay Wright

		T			+	 	 	 	
		Year/level		2023-2024	COMMISSION OF THE PROPERTY OF				
dis A		Course Code							
		Course Name		Modern Philosophy	**************************************				
		or		and					
		Essential optional		Essential, Mandatory	**************************************				
			A1						
			A2						
		lge.							
		Knowledge	A4 A3						
		<u>×</u>							
	lilline	1	В						
	progra		B2	***************************************					
Town the	2111	Skrils	B3	4000000					
irad from th			В 4						
nt require	mbor c		CI						
ills cha			CZ						
Program skills chart Learning outcomes required from the second	6		C3					-+	
Progr		value	D 4	*				-	

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

discussions

Course description	on form				
	Name:				
Modern Philoso	phy			X-2000	
53. Course	Code:			7.57	
54. Semest	er/Year: Annual			The thirt has	
Annual					
55. The dat	e this description was	made:			
2/22/2024					
56. Availab	ole attendance forms:		Co. Ampair	2	
Attendance only				***************************************	
57. Numbe	r of study hours (total)/number of units (total)	Water Control of the		
60 hours. Two he	ours a week	/(total	<u> </u>		
58. Name o	f the course administr	ator (if more than one r	lame is mentioned)	V 1.5 35cc 35cc 25	
Name: Dr. Zahra	a Abdel Baqi Abdel \	Wahed	iame is menuoned)		
Email: zahraa ah	odlebaqi @uobasrrah.	ody is			
	. 0				
		- Enal philos ration	sophy. bling the student to know the cophers of the experimental al trend, their opinions, and	trend, and	minent d the ophical
0. Teaching	g, and learning strate	writin	gs		
	explanation, and cla	gies			
Self-learning me	ethod	irilication)		13	The strategy
	ent to submit articles,	and research			
•	articles,	und research			
 Course st 	ructure				
Evaluation	Learning method	Name of the unit	or Required learning	1	
nethod	-	topic	or Required learning outcomes	hours	the
ests, and	Lectures	Modern Philosophy	A general introduction	-	week
scussions		into dorin'i miosophy	to modern Philosophy	2	1
ests, and	Lectures		Features of the modern	1	
scussions			era	2	2
ests, and	Lectures				
scussions	Lectures		General characteristics	2	3
ests, and	Lagturag		of modern Philosophy		
scussions	Lectures		Realism in Engl, and	2	4
	Lastone	ļ	(empiricism)		
ests, and scussions	Lectures		France S. Bacon	2	5
	Loston				
ests, and	Lectures		Criticism of the four	2	6

illusions

Tests,	and	Lectures	Bacon's method of	2	7
discussions			induction	-	1
Tests,	and	Lectures	Bacon's method of	2	8
discussions			induction		
Tests,	and	Lectures	John Locke	2	9
discussions	_		John Book		,
Tests,	and	Lectures	John Locke's theory of	2	10
discussions			knowledge	2	10
Tests,	and	Lectures	John Locke's political	2	11
discussions			Philosophy	2	11
Tests,	and	Lectures	David Hume	2	
discussions			David Hulle	2	12
Tests,	and	Lectures	F-i-41		
discussions			Epistemology	2	13
Tests,	and	Lectures	(knowledge analysis)		
discussions		Zootares	Ideas	2	14
Tests,	and	Lectures			
discussions	und	Lectures	Laws of association	2	15
Tests.	and	Lectures			
discussions	and	Lectures	Rene Descartes	2	16
Tests,		T			
discussions	and	Lectures	Foundations of the	2	17
			Cartesian method		
Tests,	and	Lectures	Rules of the Cartesian	2	18
discussions			method		
Tests,	and	Lectures	Proving the existence	2	19
discussions			of the self		
Tests,	and	Lectures	God, and truth	2	20
discussions			·		
Tests,	and	Lectures	The world, and its	2	21
discussions			laws	2	21
Tests,	and	Lectures	Baruch Spinoza	2	22
discussions			Saluen Spinoza	2	22
Tests,	and	Lectures	God, and Nature	2	22
discussions			(Printed Nature, and	4	23
			Printed Nature)		
Tests,	and	Lectures		2	124
discussions			knowledge	2	24
Tests,	and	Lectures			-
discussions	ļ		Kengion, and pointes	2	25
Tests,	and	Lectures	C		
discussions				2	26
	and	Lectures	prophecy		
discussions			i i	2	27
	and	Lectures	Leibniz		
discussions	unu	Decimies		2	28
	and	Lactures	of the monad		
discussions	and	Lectures	,	2	29
			Leibniz		
	and]	Lectures	God according to	2	30
discussions			Leibniz 2		
62. Cour	se eva	luation			× 4950

History of Western Philosophy / Bert, and Russell

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

Electronic references, Internet sites

Mathematical Logic/ Dr. Amal Ali Awed

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

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

2- Program descrip	tion			
Credit hours	1 Table 1	Name of the course or	Course or courses	Year/level
		courses	code	
practical	theoretic	logistic		2023-2024/second
	al			
	theoretic			
	al			

3- Expected learning outcomes of the programme	
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 interest, and, portioingto in the lecture by asking	
-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	A STATE OF THE STA
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- edu	cation institution				
Faculty men	nbers				
Preparing the	e teaching staff	Special requirements/skills (if any)	Specializat	ion	Scientific rank
lecturer	permanent		private	general	
	permanent		Philosoph y of science	Philoso phy	assistant teacher

rofessional development				
Prienting new faculty members	Chicago Caralla	7.50		and the state of t
rofessional development for facu	y mambars			
reseasonar de velopinent for facu	y 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)

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.

				+-	 T			
	Year/level	**************************************	2023-2024					
	Course Code							
	Course Name		logistic	CONTRACTOR OF THE PROPERTY OF				
	Essential or	optional	Basic mandatory					
		A1		000				······································
		A2						
	Knowledge	A3						
	Know	A4						
Program skills chart Learning outcomes required from the programme		B 1						
Program skills chart Learning outcomes required from the programme		B2						
om the	Skills	B3						
iired fr	Skill	B 4					_	
nart es requ		C1						
kills ch		C2						
gram s	lue	ည	100					
Pre Lee	Value	O 4						

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

Course description form

64. Cou	rse Name:	A - 14, 114 - 000000 x - 1, NV CALLELL L.	 		
	gic (mathematical l			***************************************	
65 Con	rse 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@uoBasrahh.edu.iq

71. Course objectives	
	-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

72. Teaching, and learning strategies

- Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so.
- The strategy

- 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)

73. Course st	ructure				A Landon Co
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	2	2

its characteristics

questions, and interaction	questions, interaction	and			
Lecture, participation, questions, and interaction	Lecture, participation, questions, interaction	and	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,	Lecture,		Definition of the case,	2	4
participation,	participation,		and its sections	2	4
questions, and	1 .	and	and its sections		
interaction	interaction				
Lecture,	Lecture,		Logical connections in	2	5
participation,	participation,		the theory of		
questions, and		and	propositions		
interaction	interaction		propositions		
Lecture,	Lecture,		Logical value tables	2	6
participation,	participation,		Logical value tables	_	0
questions, and	questions, a	and			
interaction	interaction				
Lecture,	Lecture,		The formula is	2	7
participation,	participation,		structurally correct	_	'
questions, and	questions, a	and	Silustaning Contool		
interaction	interaction				
Lecture,	Lecture,		Incorrect syntax	2	8
participation,	participation,		.,	_	
questions, and	questions, a	nd			
interaction	interaction				!
Lecture,	Lecture,		Structural rules for	2	9
participation,	participation,		properly constructed	_	
questions, and	questions, an	nd	propositions, and		
interaction	interaction		formulas		
Lecture,	Lecture,		Selected theorems for	2	10
participation,	participation,		sound logical		
questions, and		nd	synthesis		
interaction	interaction				
Lecture,	Lecture,		The formula is	2	11
participation,	participation,		structurally correct		
questions, and		nd			
interaction	interaction				
Lecture,	Lecture,		i	2	12
participation,	participation,		sound logical		
questions, and		nd	synthesis		
interaction	interaction				
Lecture,	Lecture,			2	13
participation,	participation,		Deconstructing the		
questions, and	questions, an		internal content of the		
interaction	interaction		formal case (fixed, and		
			variable)		

participation,	Lecture, participation,		Define the function and the function	1	14
questions, and	questions,	and	variable	11	
interaction	interaction		Types of functions	l	
Lecture,	Lecture,		Define the function	1, 2	15
participation,	participation,		and the function	′ I	15
questions, and	questions,	and	variable	"	
interaction	interaction		variable		
Lecture,	Lecture,		Signifiers, and wall		
participation,	participation,		Signifiers, and wall of issues	s 2	16
questions, and	questions,	and	.		
interaction	interaction	and	The free variable, and	d	
Lecture,	Lecture,		the restricted variable		
participation,	participation,		The relationship		17
	1	, [between propositiona	1	
questions, and interaction	questions,	and	functions		
interaction	interaction		(propositional		
Ţ			functions)		
Lecture,	Lecture,		Definition of group	2	18
participation,	participation,		(types of groups)	_	
questions, and	questions,	and			
interaction	interaction				
Lecture,	Lecture,		Methods of classifying	+	19
participation,	participation,		groups	2	19
questions, and	questions,	and	groups		
interaction	interaction				
Lecture,	Lecture,		T		
participation,	participation,		Logical operations	2	20
questions, and	questions,	and	between sets, and		
interaction	interaction	anu	value tables		
Lecture,					ŀ
participation,	Lecture,		Applied models of	2	21
	participation,		logical operations		
questions, and interaction	questions,	and			
	interaction				
Lecture,	Lecture,		Union Group	2	22
participation,	participation,		Intersection set		
questions, and	questions,	and			
interaction	interaction				
Lecture,	Lecture,		Complementary group	2	23
participation,	participation,		Frege's symbolic		23
questions, and		and	language		
. 1	interaction		imiguage		
Lecture,	Lecture,		The language of		
	participation,		2	2	24
		and	Russell, and		
	interaction		Whitehead	1	
	Lecture,				
. '	participation,		Symbols created by	2	25
		and	the owners of the		
	interaction	and	Bernicia Matamata		
ecuire	Lecture, participation,		Ackerman's symbolic	2	26
	DATTICINATION		language		

questions, and	questions, and	1	Hilbert lang	uage	<u> </u>	
interaction	interaction	·		, 6 -		
Lecture,	Lecture,		Hilbert lang	guage steps	2	27
participation,	participation,					
questions, and	questions, and	i				
interaction	interaction					
Lecture,	Lecture,		Symbolic	Polish	2	28
participation,	participation,		school lang	uage		
questions, and	questions, and	1				
interaction	interaction					
Lecture,	Lecture,		Lukasiewic	z language	2	29
participation,	participation,					
questions, and	questions, and	1				
interaction	interaction					
Lecture,	Lecture,		Lukasiewic	z language	2	30
participation,	participation,		2			
questions, and	questions, and	1				
interaction	interaction					
74. Course ev	aluation	A Company of the Comp			<u> </u>	
Distributed as follo	ows: 25 marks for n	nonthly, and daily	exams for the first se	emester. 25	marks for mo	nthly, and
daily exams for the	e second semester. 50	0 marks for final ex	ams			
75. Learning,	and teaching resou	irces				
- Dr. Yassin Khalil	(lectures on mather	natical logic)	Required textbooks (methodolog	y, if any)	
-Dr. Muhammad		(Principles of	Main references (sou	rces)		
Mathematical Logi	*					
	n Badawi (Formal, a	nd Mathematical				
Logic						
			Recommended supp	porting boo	ks, and	references
			(scientific journals, r	eports)		
			Electronic references	s, Internet sit	es	

Political Philosophy/ Dr. Muntader Karim Qassim

I- 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 descri	ption			
Credit hours		Name of the course or courses	Course or courses	Year/level
practical	theoretic al	Political Philosophy		2023-2024/second
	theoretic al			

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- edu Faculty men	cation institution ibers		Y 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1 / 1		
oraz nizalgitá t mi mi á hTozott melháni mető	e teaching staff	Special requirements/skills (if any)	Specializati	ion	Scientific rank
lecturer permanen Permanen			private Political	general Philoso	assistant teacher
			Philosoph y	phy	

Professional development	And the second s				
Orienting new faculty members				200	
Professional development for faculty r	nembers		200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg 200 mg	77.	
Professional development for faculty f	iembers				

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

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.

							-							
		Year/level			7000 0000	2025-2024			 			 	:	
		Course Code												
		Course Name				Political	Philosophy							
100 100 100 100 100		or				and								
		Essential	optional			Essential,	Mandatory							
				A1				00000000000000000000000000000000000000						
				A2										
		Knowledge	**************************************	A3 ,					 					
		Know		A4										
	ne			B 1										
	rogram			B2										
	n the p	ls	2.5	B3										
	ed fro	Ski		В	4					-		-	_	
r	s requir			CI										
ills cha	ıtcome			C2										
Program skills chart	Learning outcomes required from the programme	Value	1 10 7 11 11	ည										
Prog	Lear	Valu		၁	4									

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

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	
oo nouls. Two nouls a wook	
82. Name of the course administrator (if more than	one name is mentioned)
Name: Dr. Muntader Karim Qassim	in the state of th
Email: muntadar.kareem@uoBasrahh.edu.iq	
ALL MANAGEMENT AND AND AND AND AND AND AND AND AND AND	
83. Course objectives	
83. Course objectives	-Enabling the student to understand the basic
	concepts in political Philosophy
	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.
	3- Introducing the student to the most important
	Christian religious ideas, and visions, such as the
	Trinity, crucifixion, salvation, and others.
	12- Enabling the
	student to know the most
	prominent philosophers
	who have effective
	political theories, and to
	know their lives,
	writings, and
	Philosophy.
	13-
84. Teaching, and learning strategies	
1-Dialog, discussion, and participation for all stude	ents, and motivating, and The strategy
encouraging them to do so.	
2- Simulation, stories, acting, and simile.	
2- Simulation, Stories, acting, and Simile.	
3- E-learning methods, sometimes through smart screen	eens or asking students to take advantage of
electronic offices, and the method of accessing,	
(Telegram, Google Meet, PowerPoint)	continue, and commontant mass volume.
(Telegram, Google Meet, FowerFolin)	

85. Course structure Evaluation method	Learning method	Name of the unit or	Required learning	hours	the
		topic	outcomes		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	1	Citizen - Citizenship - Violence - Civil Rights	2	11
Lecture, participation,	Exam, discussion, reports, and research	l .	The principle of separation of powers	2	12

lacenons,	and				
nteraction					
ecture, participation, questions, nteraction	and	Exam, discussion, reports, and research	The emergence of political Philosophy	2	13
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy in the Greek, and Roman era (Plato - Aristotle - Cicero)	2	14
/		1	Political Philosophy in the Roman era	2	15
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy in the Middle Ages (Augustine)	2	16
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy of Thomas Aquinas	2	17
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy according to Al-Farabi	2	18
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy according to Ibn Khaldun	2	19
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy in the modern era	2	20
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Machiavelli's political Philosophy	2	21
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Rousseau's political Philosophy	2	22
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Political Philosophy of John Locke	2	23
Lecture, participation, questions, interaction	anc	Exam, discussion, reports, and research	Hobbes's politica Philosophy	2	24
Lecture, participation	,	Exam, discussion, reports, and research	Political Philosophy according to Hegel	2	25

questions,	and						
interaction							-
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research			Political Philosophy of Karl Marx	2	26
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research			An introductory introduction to contemporary political Philosophy	2	27
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research			Political Philosophy according to Hannah Arendt	2	28
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research			Political Philosophy according to John Rawls	2	29
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research			Political Philosophy according to Habermas	2	30
		luation					1 3-11-
				ms for th	ne first semester. 25 marks	s for monthly	, and daily
		d semester. 50 marks		N. D. C.			
87. Learn	nng, a	nd teaching resource		Requir	ed textbooks (methodolog	gy, if any)	
1-Political F Muhammadiya		ophy / Dr. Ali al Philosophy / Leo St	Abboud Al- rauss		eferences (sources)	5,,	
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)				
/				Electro	onic references, Internet s	ites	

English language/ Dr. Haitham Mahdi Maatouq

Notes *	percentage	Study unit	Number of courses	Program structure	
[3]B (6]		30		Course requirements	
			Yes	College requirements	
			Yes	Department requirement	
			None	summer training	
				Other	

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

code			50-6
	2022 20	24 /	secono
iglish		2 4 /	Secon
	nglish	nglish 2023-200 phase	

3- Expected learning outcomes of the program	me
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 compreher	ision skills
DAMIS, Louis conventional, 1997	Expanding students' perceptions of reading in the English language Training students to communicate in the English language in class
Value	
Value	Developing students' abilities to acquire English language skills
	Developing the spirit of linguistic communication among students

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

Evaluation methods 5-

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

Faculty mem	bers				
	e teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	The Control of the Co
	permanent		Translatio	Translat	Teacher
	1		n studies	ion	
				studies	

Professional development	
Orienting new faculty men	
Professional development	or faculty members
<u> </u>	9000018 - 4-01-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1-004-1

Acceptance standard



8-	The most important sources of information about the program		 Solvent in .

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

					00000000000000000000000000000000000000						
		Course Year/level		2023-2024	00000000000000000000000000000000000000						
		Course Code									
		or Course Name		and Beginner head-	way for	book					
		o		and							
10 10 10 10 10 10 10 10 10 10 10 10 10 1		Essential optional		Essential,	Mandatory	00000000000000000000000000000000000000					
		E HE	A1								
			A2								
		Knowledge	A3								
		Knov	A4								
			B 1								
			B2								
	ıme		B3					>			_
	rogran	Skills	B4								
	Learning outcomes required from the programme		CI								
1	required		22								
kills char	outcomes		C3								
Program skills chart	Leaming (Value	C4								

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

14. Course name: Beginner head-way for students	/Work book		
15. Course Code:	C. C. Paramanan		
16. Semester/Year: Annual	All Control of the Co		
Annual			
17. The date this description was made: 02/14/20			3 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
18. Available attendance forms:		· · · · · · · · · · · · · · · · · · ·	7
Attendance only			
19. Number of study hours (total)/number of unit	s (total).		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
30 hours annually. An hour a week			
20. Name of the course administrator (if more than	n one name is mentioned)	777	
Name: Haitham Mahdi Maatouq			
Email: Haitham.maatoq@uBasrahh.edu.iq			
21. Course objectives		100	and the state of t
21. Course objectives	1- Make students understand the	basic rules	of the
21. Course objectives	English language		
21. Course objectives	English language 2 -Expanding students' skills		
•	English language 2 –Expanding students' skills reading, and writing	in convers	sation,
•	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun	in conversication with	sation,
•	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversication with	sation,
•	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun	in conversication with	sation,
• •	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversication with	sation,
• • 22. Teaching, and learning strategies	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversion with	sation,
• • 22. Teaching, and learning strategies 1-Education strategy collaborative concept planning.	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversion with	sation, hin the s their
22. Teaching, and learning strategies 1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming.	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversion with	sation, hin the s their
• • 22. Teaching, and learning strategies 1-Education strategy collaborative concept planning.	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversion with	sation, hin the s their
22. Teaching, and learning strategies 1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming.	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversion with	sation, hin the s their
22. Teaching, and learning strategies 1-Education strategy collaborative concept planning. 2-Teaching strategy brainstorming.	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	in conversion with	sation, hin the s their
	English language 2 -Expanding students' skills reading, and writing 3 -Enhancing the spirit of commun classroom by motivating students	ication with to express	sation, hin the s their

Evaluatio n method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Wee	Explaini	Module		hour	1
kly,	ng the		1.A-Knowledge &	hour	
mont	scientifi	Unit Topic Title	Understanding	hour	2
hly,	c		A1- Students should	hour	
daily	material	Questions Words	understand the	hour	
,	by		vocabulary	hour	3
writt	reading			hour	
en	library	Present Tenses:	A2-2. Introductions are	hour	4
exa	concept	Present	read clearly by the	hour	
ms,	s, and		lecturer.	hour	5

ınd	2-	4.0' 11	A3-3. Students should read the text thoroughly	hour hour	6
he	Researc	4 Simple, and		hour	
nd-	h	present Continuous	to recognize the difficult items	hour	
of-	conduct			hour	7
ear	ed by	Tenses: Past Simple	4	hour	'
exa	the	, and Continuous	A4- Q & A is		8
n.	student		approached	hour	0
	on the	Reading text	A5- Students must fully	hour	
	Internet		practice English Every	hour	9
	to apply		Day.	hour	
	these		Students should be able	hour	
	concept	Grammar Spot	to read, and speak the	hour	
	s. 3. It	-	content of the highway	hour	10
	summar	Homework	freely in the class.	hour	
	izes the	1101110	•	hour	
				hour	11
	most			hour	
	importa	Oviz		hour	12
	nt ideas	Quiz		hour	
	that			hour	13
	were	** 1 1		hour	
	presente	Vocabulary		lioui	14
	d during				14
	the	Me /are/is /me			15
	lectures	How Are You?			16
		Your world			1
					17
		he/she/it.his/her			
		All about you			18
		Reading text:			
		Family & Friends			
		1			19
		Homework			
		Homework			
		Present Simple / we			20
		_			
		/ you / they			
		3.6			21
		Monthly exam			-1
		Questions &			22
		Negatives			22
		My favorites			23
		Where I live			23
					1 24
					24
		Time Past			
		Was/were			25
					26
l					27
	1		I	1	l l

	Can / cannot	28
	Can / Cannot	
		29
	Homework	20
		30
	Review	
	Monthly Exam	m
	Please, and	Thank
	you	
	Some & any	
	Here, and no	ow
	Present conti	nuous
	Homework	
	It is time to g	o
	·	
	Quiz	
	Present simp	le, and
	present conti	I
	Future Plans	
	Revision	
	29	
	Review	
	30	
	Monthly exam	
24. Course eval25.	uation	All productions of the control of th
Distributed as follow	vs: 25 marks for monthly and da	ily exams for the first semester. 25 marks for monthly, an
daily exams for the s	second semester. 50 marks for final	exams
26. Learning, a	nd teaching resources	The second secon
-New HeadwayBegi	nners-student book	Required textbooks (methodology, if any)
(Student book)		
"New Headway Rea	inners- student book	
(work book)	mmore student book	
·		
		Main references (sources)
		Recommended supporting books, and reference
1-44	volt odvia/	(scientific journals, reports) Electronic references, Internet sites
https://uomustansiri	yan.edu.1q/	Electronic references, finemer sites

1- Prograi	n structure	100 miles (
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course	<u> </u>	60	60	Course requirements
			Yes	College requirements
			Yes	Department requirements
			None	summer training
				Other

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

Program description

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

3- Expected learning outcomes of the programme	
Knowledge	4993 Care 27 1 1 1 1 1 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3
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	

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- edu	cation institution					
Faculty mem	bers			in a second		
Preparing the	teaching staff	Special	Specializat	ion	Scientific ranl	•
		requirements/skills (it				
ASSESSMENT OF THE PROPERTY OF	40.00	any)				
lecturer	permanent		private	general		

141

Permanent	Islamic Philosoph	Philoso phy	Assistant Professor Doctor
	у		

Professional development	
Orienting new faculty members	
D. C. Statistics and D. C. Sta	
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.

	-	····						 		 	
		Year/level		2023-2024							
		Course Code									
		Course Name		Sociology		AND THE PROPERTY OF THE PROPER					
		OI		and							
		Essential optional		Essential, Mandatory	f to the total	90000000000000000000000000000000000000			- Landaning III		
2.7			A1								
			A2								
		Knowledge	A3								
		Know	A4								
	ıme		B1								
enpara (rogran		B2								
	n the p	S	B3								
	d fron	Skills	B 4								
Ħ	Learning outcomes required from the programme		CI								
ills cha	utcome	a P	C2								
Program skills chart	ming o	1e	ຣ								
Pro	Lea	Value	O 4								

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

Course description for	m				
38. Course Name:					
Sociology					
89. Course Code:				73	
90. Semester/Year: At	nnual				
Annual		The same of the sa			
	ription was made:			<u> </u>	
2/22/2024					
92. Available attenda	nce forms:				
Attendance only	(tatal)/aumbar o	funite (total):			
	hours (total)/number o	Lunits (total).	The state of the s		
60 hours. Two hours a wee	:K		_		
94. Name of the cour	se administrator (if mo	re than one name is menti	oned)		
Name: Dr. Taha Muhamm	ad Iawad				
Name. Dr. Tana Munamin	aa sarraa				
95. Course objective	S				
93. Course objective	**************************************	1-Enabling	the student to understand	the basic	
		concepts in	Sufism		
		2- Knowin	g the theories, and opinion	ns he spoke	:
		about Sufis	3.		
		3-	•		
				1	
96. Teaching, and I	earning strategies			T1	otogy
1-Dialog, discussion, an		all students, and mo	tivating, and	The str	ategy
encouraging them to do s	0.				
2- Brainstorming, and st	urprising questions to d	lraw students' attention to	the lecture.		
97. Course structure	Learning method	Name of the unit or	Required learning	hours	weeks
Evaluation method	Pearling memor	topic	outcomes		
Exam. discussion,	Lecture,	Sufism	The beginnings of social	2	1
Exam, discussion, reports, and research	participation,		thought		
reports, and research	questions, and		Definition of thought -		
	interaction		Definition of social		
			thought - The benefit of		
			studying social thought		
Exam, discussion,	Lecture,		Mesopotamian	2	2
reports, and research	participation,		civilization - Pharaonic		
Toporto, una Toboaron	questions, and		civilization - Indian		
	interaction	Š	civilization	ļ	<u> </u>
Exam, discussion,			Greek civilization -	2	3
reports, and research	participation,		Roman civilization		

	questions,	and			
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	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, interaction	and	Pioneers of sociology (Ibn Khaldun - Auguste Comte - Herbert Spencer - Dore Kheim)	2	5
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	Definition of sociology	2	6
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	Sociological purposes	2	7
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	Fields, and areas of sociology	2	8
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	The relationship of sociology to the human sciences (economics, politics, history)	2	9
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	The scientific method in sociology	2	10
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	Social theory, and its characteristics	2	11
Exam, discussion, reports, and research	Lecture, participation, questions, interaction	and	Theoretical, and applied sociology	2	12
Exam, discussion, reports, and research		and	Concepts in sociology (social structure, social system)	1	13
Exam, discussion, reports, and research		and	Social change, society, local community	2	14
Exam, discussion, reports, and research			Branches of sociology	2	15

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

Exam, discussion,	Lecture,					2	28	
reports, and research	participation,			Religious institution				
•	questions,	and			Rengious institution			
	interaction							
Exam, discussion,	Lecture,					2	29	
reports, and research	participation,			Judicial institution				
	questions,	and						
	interaction		4				30	
Exam, discussion,	Lecture,				Educational institution	2	30	
reports, and research	participation,							
	questions,	and						
	interaction		- COSC		Harris III - Harris III - Harris III - Harris III - Harris II - Ha	1.288281.0 113.25.2.1.1.1.3.		
98. Course evaluati				99.5	- 1 6	.1.1	1 1-:1	
Distributed as follows: 2 exams for the second ser				for the	first semester. 25 marks fo	or monthly,	and daily	
99. Learning, and	teaching resource	es				-1,00		
None				Required textbooks (methodology, if any)				
				Methodical book				
All references, and Sufism books that include vocabulary				Sociology - Ihsan Muhammad Al-Hassan				
related to the above subject			Theoretical trends in sociology					
				Electro	onic references, Internet site	es		

Third Stage

Third Stage

Islamic Philosophy/ Dr. Taha Muhammad Jawad

Study unit	Number of courses	Program structure
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 desc Credit hours		Name of the course or courses	Course or courses code	
practical	theoretic	Islamic Philosophy		2023-2024 / third
	theoretic			
	al			

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

1/ Avertantitition	
16 Adjication institution	
16- education institution	
16- education institution	
	38000
	3388880 Value 1 1
Locality manifes	
Faculty members	

Preparing the teaching staff		Special requirements/skills (if any)	uirements/skills (if		Scientific rank
lecturer	permanent		private	general	
	Permanent		Islamic Philosoph y	Philoso phy	Assistant Professor Dr

Professi	ional development	1	4			What is a second of the	
Orientir	ng new faculty members			77			
Professi	ional development for facult	/ members		r destriction (in the control of the			
17-	Acceptance standard						
Centra	ll admission				makanaidan s	incide a history	
18-	The most important source	es of information abou	ut the program				

19- Program development plan

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

									<u>-</u>	
	Year/level		2023-2024			······································				
	Course Code									
	Course Name		Islamic Philosophy	monodescuper organización para característico de contracterístico						
	or		and							
	Essential optional		Essential, Mandatory	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$						
		A1		0.0000000000000000000000000000000000000						
		A2		90000000000000000000000000000000000000						
	Knowledge									
302	Know	A4 A3								
me	11 T	B 1		***						
program		B2		-			_			
om the	Skills	B3								
equired fr	Ø	B	r					-		
chart mes req		C		***************************************	-					
n skills g outcor		3 C2		***************************************	-	-				-
Program skills chart Learning outcomes required from the programme	Value		4	Y,000 030	-					

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

Course description form 100. Course Name: Islamic Philosophy 101. Course Code: Semester/Year: Annual 102. Annual 103. The date this description was made: 2/22/2024 104. Available attendance forms: Attendance only Number of study hours (total)/number of units (total): 105. 60 hours. Two hours a week Name of the course administrator (if more than one name is mentioned) 106. Name: Dr. Taha Muhammad Jawad 107. Course objectives the basic -Enabling the student to understand concepts in Islamic Philosophy Teaching, and learning strategies 108. The strategy 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.

Evaluation Learning method Name of the unit or Requiremethod topic		Required learning outcomes	hours	the week			
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	Islamic Philosophy	Brothers of Safa, and Khalan Al-Wafa (who they are, their truth)	2	1
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and		Their philosophical letters	2	2
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and		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	questions,	and			
research		interaction				
Exam,		Lecture,		Their philosophical views on	2	5
discussion,		participation,	İ	logic, and epistemology		
reports,	and	questions,	and	<i>3</i> ,		
research		interaction				
Exam,		Lecture,		Philosophy of religion, and	2	6
discussion,		participation,		a philosophical text from	~	
reports,	and	questions,	and	their letters		
research	unu	interaction	and	then letters		
Exam,		Lecture,		Ibn Sina (his life, and	2	7
discussion,		participation,		writings)	2	'
reports,	and	questions,	and	wittings)		
research	una	interaction	and			
Exam,		Lecture,		His metaphysical views	2	8
discussion,		participation,			2	0
,	ادمو		07.4	(God, and his attribute,		
reports,	and	questions,	and	theory of existence)		
research		interaction		Di i		 _ _
Exam,		Lecture,		Philosophy of nature	2	9
discussion,		participation,	,	(principles of natural		
reports,	and	questions,	and	beings)		
research		interaction				
Exam,		Lecture,		His opinion on logic, and	2	10
discussion,		participation,		psychology		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Epistemology, and mind	2	11
discussion,		participation,				
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		His opinion on ethics, and	2	12
discussion,		participation,		politics, a philosophical text		
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		Abu Hamid Al-Ghazali (his	2	13
discussion,		participation,		life, and writings,		
reports,	and	questions,	and	methodological doubt)		
research		interaction				
Exam,		Lecture,		The divine self, the world,	2	14
discussion,		participation,		and its levels	-	-
reports,	and	questions,	and			
research		interaction				
Exam,		Lecture,		His position on psychology,	2	15
discussion,		participation,		theology, and Philosophy		13
reports,	and	questions,	and	types of discourse		
research	unu	interaction	and	types of discourse		
Exam,		Lecture,		A1 Charati (bia aninina		16
discussion,				Al-Ghazali (his opinion on	2	16
	on d	participation,	L	politics, ethics, and logic)		
reports,	and	questions,	and			
research		interaction				

Exam,	Lecture,	The transmission of	2	17
discussion,	participation,	Philosophy from the East to	4	1 /
reports, and	questions, and	the Maghreb		
research	interaction	the Wagineb		
Exam,	Lecture,	Ibn Masarra (his life, and	2	18
discussion,	participation,	writings, discussions of his	2	10
reports, and	questions, and	Philosophy)		ļ
research	interaction	Timosophy)		
Exam,	Lecture,	Ibn Hazem Al-, and Alusi	2	19
discussion,	participation,		2	19
reports, and	questions, and	, , ,		
research	interaction	Philosophy)		
Exam,	Lecture,	The Dair (b) 116 and	1	20
discussion,	participation,	Ibn Baja (his life, and	2	20
	-	writings)		
reports, and research	questions, and interaction			
		TT 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		21
Exam, discussion,	Lecture,	His philosophical views on		21
· · · · · · · · · · · · · · · · · · ·	participation,	politics (the management of		
reports, and	questions, and	the recluse)		
research	interaction			
Exam,	Lecture,	His views on the soul, on	2	22
discussion,	participation,	knowledge, on happiness)		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	His metaphysical, and	2	23
discussion,	participation,	natural Philosophy		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	A philosophical text from the	2	24
discussion,	participation,	book Managing the Autistic		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	Ibn Tufayl (his life, and	2	25
discussion,	participation,	writings)		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	His criticism of the	2	26
discussion,	participation,	philosophers who preceded		
reports, and	questions, and	him		
research	interaction			
Exam,	Lecture,	His philosophical views on	2	27
discussion,	participation,	nature		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	His philosophical views are	2	28
discussion,	participation,	post-natural		
reports, and	questions, and			
research	interaction			
Exam,	Lecture,	Communication theory	2	29
discussion,	participation,	Communication fleory	-	2)

reports, an	d questions, and		
research	interaction		
Exam,	Lecture,	His opinion on the soul, and	2 30
discussion,	participation,	the soul, a philosophical text	2 30
reports, and	d questions, and	a pimosophical text	
research	interaction		
001 COM 000 CO	evaluation		
Distributed as for	llows: 25 marks for mo	hly, and daily exams for the first semester. 25 marks for	or monthly and
daily exams for t	he second semester. 50	arks for final exams	n monuny, and
111. Learnin	g, and teaching resource		
None		Required textbooks (methodology, if any)
		Main references (sources)	,
		History of Arab Philosophy, Hanna Al-	Fakhoury with
		Khalil Al-Jar	· · · · · · · · · · · · · · · · · · ·
		The history of philosophical thoug	ht in Islam.
		Muhammad Ali Abu Rayyan	
		Recommended supporting books, and	references
		(scientific journals, reports)	

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

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

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

	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	
	 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
Understanding, and explaining	

4. Teaching, and learning strategies

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

5. 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
- 6. education institution

Faculty members

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

Professional de	velopment	rasî Haît					
Orienting new	faculty member	rs			Section 2		10
Professional de	velopment for	faculty me	mbers		790	-	

			V
7. Acceptance standard	**************************************	Section 1997 to the process of the section of the s	
Augustania			
\$4000 Per - Personal St. St. St. St. St. St. St. St. St. St.		CONT. 2 - CONT. CO	 The second section of the second seco

8. The most important sources of information about the program
1. History of modern Philosophy / Youssef Karam



- 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.

								\ <	ر /	1		
	Year/level		2023-2024									
	Course Code						and different to					
100 mg 1	or Course Name		Modern	Philosophy- Kant	after Kant							
	Essential or optional		Essential, and	Mandatory								
		A1				7						
	Knowledge	A4 A3 A2										
	K	B 1										
mme	SI	B3 B2										
rom the progra	Skills	CI B4							America de Carlos de Carlo	The second secon		
hart nes required fi		C2 (00000000000000000000000000000000000000							
Program skills chart Learning outcomes required from the programme	Value	C4 C3			**************************************							

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

Course description form	151		
COurse M			
Modern Philosophy after Kant 2. Course Cour	n Philosophy	_	
2. Course Code:			_
3. Semester/Year: Annual			
			AND THE STREET STREET, STREET STREET, STREET STREET, S
4. The date this day			
4. The date this description	1 was made2/23/2024	The state of the s	The state of the s

The date this description was made2/23/2024

Available attendance forms: Attendance only

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

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

Course objective

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Studying modern Western Philosophy, and important variables, developments, and progress of these eras through studying the most important models of its influential philosophers, and knowing the most 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 has	Course structure	
week hou	required learning outcomes Nov.	\int
	Knowledge of the characteristics, and features of modern Western Philosophy Rame of the unit/course or Learning method Introduction to modern Lectures Philosophy Factors of the emergence of modern Philosophy Factors of the emergence of modern Philosophy	_
3	Knowing the most important Western philosopher, Department of Western Philosophy, to learn about Kant's critical Philosophy Kant's critical Philosophy Heatures of modern Philosophy Kant - his life, and writings Lectures questions, and answers	-

					
		before, and after Kant, study his critical Philosophy, and learn the mechanism of the critical method.			
3	3	Delving into the field of the most important philosophical books in the		Lectures	questions, and answers
		history of Philosophy, which is the criticism of pure reason, and the	theory of knowledge	-	
		exploration of the theory of knowledge as Kant wanted it			
4	3	Complete the book Critique of Pure Reason	synthetic judgments	Lectures	questions, and answers
			Time, and place		
			Kant's categories		
5	3	Complete the book Critique of Pure Reason		Lectures	questions, and answers discussion
		1	The opposites of pure reason		
6	1		A discussion circle for students about contradictions		
6	3	Research into the practical aspects of the human mind through studying		Lectures	questions, and answers
		criticism of practical reason, and studying moral duty	Creationist Philosophy		
7	1		Moral duty		
7	3	Moving to religious views from Kant's critical point of view		Lectures	questions, and answers
ı			Ethical evidence		
			Religion, and reason	1	
8	3	Learn about politics in the era of European Enlightenment,		Lectures	questions, and answers
		views	Kant's political views		1
			A text of criticism of pure reason		1
9	3	writing philosophical articles, and	Kant	Lectures	discussion
		discussing them.	Discuss student reports about Kant		ı
		Starting with the German idealist philosopher Hegel	Hegel - his life, and works		1
10	3	Guiding students in understanding l Hegel's logic, and its difference	Logic/existence I	Lectures	questions, and answers
	1 1	from Arietatle's lania	Logic/Nonanes		
			Logic/Becoming		

			/9 -		
11	3	Study of the most important topics of Hegel's Philosophy, which is the spirit, and what is based on it		Lectures	questions, and answers
			Symbolic art	-	
12	3	Studying the stages of art within the Philosophy of the soul	Classic art	Lectures	questions, and answers
			Romantic art	_	
12			Religion according to Hegel		
13	3	Knowing Hegel's views on religion, and politics		Lectures	questions, and answers
			Society, and politics		
			Society, and politics		
14	3	Guiding students in the process of writing philosophical articles, and	Hegel	Lectures	discussion
		reports on previous topics, and discussing them			
			Text from Hegel's book	1	
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	# -	
		1 1	Comparisons between the Philosophy of Kant, and Hegel		
16	3	with what is known as	writings	Lectures	questions, and answers
1		Schopenhauer's Philosophy of	Schopenhauer - his	1	
ĺ			Philosophy The quadrilatoral root of the	1	1
1			The quadrilateral root of the sufficient cause	(1	
		analyze, and synthesize these opinions by comparing them with reality.	Sufficient cause		j
17	3	about human wills through	The world is a will	Lectures	questions, and answers
		Schopenhauer's Philosophy	The world represents	,	1
			Art/Aesthetics		
18	3	writing philosophical articles, and	summary books for students	Lectures	discussion
<u> </u>		reports on previous topics, and	Discussing a section of summary books for students		i

					
		Alerting students to the necessity of studying, and reading Philosophy in an objective, non-ideological study	Schopenhauer		
19	3	Study of the hierarchical arrangement of art according to Schopenhauer	,		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		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		Lectures	Discussion + questions, 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, answers
28	3	Guiding students in the process of	Kant review Hegel review	Lectures	questions, and answers

		reports on previous topics, and	Schopenhauer review			
29	3	discussing them Pushing students to ask their	Nietzsche review	T4	1:	
29	3	questions about the topics at h, and,		Lectures	discussion	
		and define their forms, and	Auguste Comte Review			
		repeat what was not clear.	Karl Marx review			
30	3	Pushing students to ask their	Hegel	Lectures	Daily exam	
		questions about the topics at h, and,	Nietzsche		Written exam	
		and define their forms, and repeat what was not clear.	Schopenhauer + Marx			
Distribution the second 12.	second se	llows: 25 marks for monthly, and daily mester. 50 marks for final exams g, and teaching resources	exams for the first semester.	25 marks for m	nonthly, and daily exams	
1.	History	of modern	Required textbooks (method	dology, if any)	And the state of t	
Philosop		ussef Karam		, , , , , , , , , , , ,		
2.	•	of Western				
•	phy /	Bert, and				
Russell		71.11				
3. William		Philosophy /				
w 1111a111 4.	Clay Wr	Philosophy /				
 Karim N		Timosophy /				
1. Philosop	-	of modern	Main references (sources)			
1. 2.		Philosophy	Recommended supporting	books, and	references (scientific	
2. 3.		c Philosophy ing the circle	journals, reports)			
		ng the circle philosophers				
	odern era					
		-				

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		

None	summer training
	Other

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

Credit hours	territorialismo	Name of the course or	Course or courses	Year/level
Company of the Compan		courses	code	- 120
practical	theoretic	Philosophy of religion		2023-2024/third
•	al			
	theoretic			
	al			

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

- Property Commission	
	the state of the s
edication institution	
• UT	e and the same and the contract of the contrac
Facility members	

Preparing the	teaching staff	Special	Specializati	on	Scientific rank		
		requirements/skills (if any)	TEAT.				
lecturer	permanent		private	general	Therefore		
	Permanent		Philosoph	Philoso	assistant teacher		
			y of	phy			
			religion				

Profess	sional development						
	ing new faculty men	bers			21.22	10 TH	
Profess	sional development	for faculty members			1	79 <u>.00</u>	
	•	•					

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

	Year/level	2023-2024			· · · · · · · · · · · · · · · · · · ·		
	Course Code						
	Course Name	and Philosophy of religion					
	Essential or optional	Essential, and Mandatory	AND THE PROPERTY OF THE PROPER				
Program skills chart Learning outcomes required from the programme	alue Skills Knowledge C3 C2 C1 B B3 B2 B1 A4 A3 A2 A1	4					

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

12. Course l	Van	ne:	583-4				<u> </u>
hilosophy of rel	igio	n					70.7
13. Course	Cod	e :		<u> </u>			A Salada III
14. Semeste	r/Y	ear: Annual		¥1	La Harrina	. Neg. 1. St	
Annual							
15. The date	th:	is description was ma	ide:				
2/22/2024							
16. Availab	le a	ttendance forms:					
Attendance only							22.00
		study hours (total)/m	umber of unit	s (total):			
60 hours. Two h	ours	a week					
According to the contract of t	Addison S	e course administrato	or (if more the	an one name i	s mentioned)		
Name: Ali Abba							
Email: <u>ali.dahar</u> (<u>a</u>)uc	Basrahh.edu.iq					
						10.00	
119. Course	obj	ectives		1 + 6 ·	-t-1ta about the	origins o	f the
			•	- Informir	ng students about the of religion What it is, ar	of the res	search
				Philosophy	science covers, as well	as devel	oning
							op.mg
				atudanta' n	antal abilities to criticize	e and ar	nalyze
					nental abilities to criticize		nalyze
					nental abilities to criticize and religious statements		nalyze
							nalyze
120 Tooki	200	and Jeanning strateg	les				nalyze
120. Teachi	ng,	and learning strateg	iles				halyze
			iles				
121, Course		ucture	8.5	cognitive,	and religious statements		
121, Course Evaluation			Name of		and religious statements	Т	he strategy
121, Course Evaluation method		ucture Learning method	Name of topic	cognitive,	and religious statements Required learning	Т	The strategy
121, Course Evaluation method Exam,		ucture Learning method Lecture,	Name of	cognitive,	Required learning outcomes	hours	the strategy
121. Course Evaluation method Exam, discussion,	str	Learning method Lecture, participation,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept	hours	the strategy
121. Course Evaluation method Exam, discussion, reports, ar	str	Lecture, participation, questions, and	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion	hours	the strategy
121, Course Evaluation method Exam, discussion, reports, ar research	str	Lecture, participation, questions, and interaction	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and	hours 2	the strategy
121, Course Evaluation method Exam, discussion, reports, ar research Exam,	str	Lecture, participation, questions, and interaction Lecture,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically	hours 2	the strategy the week
Evaluation method Exam, discussion, reports, ar research Exam, discussion,	str	Lecture, participation, questions, and interaction Lecture, participation,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of	hours 2	the strategy the week
121, Course Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar	str	Lecture, participation, questions, and interaction Lecture, participation,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion	hours 2	the strategy the week 1
121. Course Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar	str	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction, questions, and interaction	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method,	hours 2	the strategy the week
121, Course Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, Exam, discussion, reports, ar research Exam,	str	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose)	hours 2 2	the strategy the week 1
121. Course Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, research Exam, discussion,	stro	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose) The historical	hours 2 2	the strategy the week 1
121. Course Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar	str	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation,	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose) The historical relationship between	hours 2	the strategy the week 1
121. Course Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, research Exam, discussion,	stro	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose) The historical relationship between religion, and	hours 2	the strategy the week 1 2
Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, research	stro	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction and interaction	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose) The historical relationship between religion, and Philosophy (Ancient	hours 2 2	the strategy the week 1
Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, research Exam, discussion, reports, ar research Exam, discussion, reports, ar	stro	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose) The historical relationship between religion, and Philosophy (Ancient Greek, Middle Ages)	hours 2 2	the strategy the week 1 2
Evaluation method Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar research Exam, discussion, reports, ar research	stro	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction	Name of topic Islamic Phi	cognitive,	Required learning outcomes Defining the concept of religion linguistically, and terminologically The relationship of Philosophy to religion (subject, method, purpose) The historical relationship between religion, and Philosophy (Ancient Greek, Middle Ages) The historical	hours 2 2	the strategy the week 1 2

research

interaction

				Philosophy (modern era)		
Exam, discussion, reports,	i	4	and	Philosophy of religion (definition, essence)	2	5
Exam, discussion, reports,	and	Lecture, participation, questions, interaction	and	The difference between Philosophy of religion, and theology	2	6
research Exam, discussion, reports,	and	Lecture, participation,	and	The relationship of Philosophy of religion to other sciences (comparative religion)	2	7
Exam, discussion, reports, research	and	Lecture, participation,	and	The relationship of the Philosophy of religion to other sciences (religious psychology)	2	8
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	The relationship of the Philosophy of religion to other sciences (sociology of religion)	2	9
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	Topics in the Philosophy of religion (defining the meaning of religion, the emergence of religious tendency)		10
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	(The nature of religious language, rationality of religion, religious experience, scope of religion)		11
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	(Participation between religions, the relationship of religion, and science)		12
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	The difference between moral religion, and historical religion (Kant)	2	13
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	The nature of religious language (Thomas Aquinas)	S	14
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and	===== (John Hick)	2	15

Exam,		Lecture,		Logical positivism	2	16
discussion,	1	participation,				
reports, ai	nd	questions,	and			
research		interaction				1.7
Exam,		Lecture,		The Question of	2	17
discussion,		participation,		Divinity		
		_	and	(Introduction)		
research		interaction				
Exam,		Lecture,		The Question of	2	18
discussion,	- 1	participation,		Divinity		
		questions,	and	(Malebranche)		}
research		interaction				
Exam,		Lecture,		The question of	2	19
discussion,		participation,		divinity (Spinoza)		
	- 1	questions,	and			
research		interaction				
		Lecture,		The Question of	2	20
Exam,		participation,		Divinity (Feuerbach)		
discussion,	and	questions,	and			
,	anu	interaction				
research		Lecture,		Religious Experience	2	21
Exam,	ļ			(Intro)		
discussion,		participation,	and			
1 - P	and	questions,	and			1
research		interaction		Religious Experience	2	22
Exam,	ļ	Lecture,		(Ibn Arabi, Lecture 1)		
discussion,		participation,	,	(1011 Titabi, Beetare 1)		}
F,	and	questions,	and			
research		interaction		Religious Experience	2	23
Exam,		Lecture,		(Ibn Arabi, Lecture 2)	1	
discussion,		participation,		(Ion Alabi, Lecture 2)		
1 1 /	and	questions,	and			
research		interaction		IX: Januardia	12	24
Exam,		Lecture,		Kierkegaard's	-	2
discussion,		participation,		Religious Experience		
reports,	and	questions,	and			
research		interaction		D 1: :	12	25
Exam,		Lecture,		Religious Experience	2	23
discussion,		participation,		(William James 1)		
reports,	and	questions,	and			
research		interaction			1	
Exam,		Lecture,		Religious Experience		26
discussion,		participation,		(William James	S	
reports,	and	questions,	and	Lecture 2)		
research		interaction				
Exam,		Lecture,		The Problem of Evi	1 2	27
discussion,		participation,		(Intro)		
reports,	and	1	and			
research		interaction				
Exam,		Lecture,		The problem of ev	i1 2	28
discussion,		participation,		(Plotinus)		

reports,	and	questions,	and			
research		interaction			 	20
Exam,		Lecture,		The problem of evil	2	29
discussion,		participation,		(Avicenna)		
reports,	and	questions,	and			
research		interaction				20
Exam,		Lecture,		The problem of evil	2	30
discussion,		participation,		(Leibniz)		
reports,	and	questions,	and			
research		interaction				

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	9 (19 (19 (19 (19 (19 (19 (19 (19 (19 (1
None	Required textbooks (methodology, if any)
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 Youssefian, Hassan, Studies in New Theology, Hadara Center, Beirut, 2016 AD 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	Main references (sources) Recommended supporting books, and references (scientific journals, reports)
https://www.iicss.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.

Program desc	



Credit hours		Name of the course or courses	Course or courses code	
practical	theoretic al	Philosophy of ethics		2023-2024 / 2ndtoTh

. Expected learning outcomes of the programme	
inowledge The Paris of the Pari	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, an providing him with the correct thinkin tools such as analysis, criticism, etc. 3-Absorbing different ideas with intellectual flexibility that the student gains from the academic program course 4-PossibilityTranslating ethick knowledge, and applying it practically academic, and educational fields.
Value	A- Spreading sound moral principles. 2-Induction To achieve the greate possible educational goals through the concepts of ethics. 3- preparing a specialist who masters when he is assigned to do in a scientific manner and raises qualified minds to lead future generations scientifically, and culturally

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.

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.

Faculty mem	bers				Calcutific rank		
Preparing the teaching staff		Special requirements/skills (if any)	Specializati	on	Scientific rank		
lecturer	permanent		private	general			
	permanent		Contempo rary Philosoph	Philoso phy	Teacher		
			у				

Professional development
Orienting new faculty members
Professional development for faculty members

- Acceptance standard 7.
- 1- Central admission for morning studies
- 2-Direct submission of evening studies according to grade, and competition
- The most important sources of information about the program

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

- Brandt, Richard B., Facts, Values, and Morality [2]
- Foot, Philippa (Edited), Theories of Ethics [3]

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.

	xx // // // // // // // // // // // // /	y ear/level		2023-2024		C 2000000000000000000000000000000000000						•
		Course Code										
		Course Name		and Philosophy of	ethics	who (2000) (2000						
		or		- 1								
		Essential	Opuonai	Fecential	Mandatory							
			A1									
			A2									
		Knowledge	A4 A3			7000 pp. 00 up. 1 m m m m m m m m m m m m m m m m m m	<u>.</u>				<u></u>	
		A	В 1									
			, D)									
	amme	Skills		B								
	the progr	Sk		B4								
	iired from			CI		***			-			
; chart	omes requ											
Program skills chart	Learning outcomes required from the programme	<u>ئ</u>		<u> </u>							-	
Prog	Lear	Value		2								

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

Course description form

I. Course Name: Philosophy of morals
Course vame, ramosophy of mose

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@uoBasrahh.edu.iq

8. Course objectives

•

•

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.

9. Teaching, and learning strategies

1- Presenting, explaining, analyzing, approaching, and criticizing ideas through dialogue between the professor, and the students.

The strategy

- 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 academic program

The specified one.

-10 Course	e structure		1199	1000	
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Weekly,	Explaining	Introducing the study of		2 hours	1
monthly,	the	values, and the position of		2 hours	2
daily	scientific	the subject of ethics in it	students with	2 hours	3

written	material in	Defining ethics, and moral	the skill of	2 hours	4
exams, and	selected	Philosophy, and	analyzing, and	2 hours	5
the end-of-	philosophi	determining the difference	understanding	2 hours	6
year exam.	cal texts,	between the two concepts	problems	2 hours	7
your oneman	and	Sections of moral	according to	2 hours	8
	analyzing	Philosophy	the theories of	2 hours	9
	the most	A- Normative ethics B-	moral	2 hours	10
	important	Applied ethics	Philosophy.	2 hours	11
	concepts	The relationship of ethics	2- Introducing	2 hours	12
	contained	with other sciences	students to the	2 hours	13
	therein.	(politics, law, sociology,	most	2 hours	14
	2- Writing	psychology, aesthetics,	important	2 hours	15
	a summary	biology).	current applied		vacation
	to review	The interest of thought, and	ethics theories,	2 hours	16
	the most	Philosophy in ethics	such as	2 hours	17
	important	Ethics in ancient Eastern	bioethics	2 hours	18
		thought	theory	2 hours	19
	opinions of the	Ethics among the Greeks		2 hours	19
	•	before the beginning of		2 hours	20
	philosoph			2 hours	21
	er that	Philosophy Editor in Greek Philosophy		2 hours	22
	were	Ethics in Greek Philosophy		2 hours	23
	presented	(early natural philosophers -	į	2 hours	24
	during the	sophists		2 hours	25
	lectures	Ethics in Greek Philosophy		2 hours	26
	3-	(Socrates - Plato - Aristotle)		2 hours	27
	Approachi	Ethics in medieval		2 hours	28
	ng moral	Philosophy (Islamic-		2 hours	29
	philosophi	Christian).		2 hours	30
	cal ideas	Main concepts in moral		2 nours	
	with	Philosophy (conscience,	,		Ì
	students'	duty) 1			Ì
	critical	Main concepts in moral			
	opinions	Philosophy (dignity respect) (2)	,		
		Main concepts in mora	1		
		Philosophy (goodness	,		
		happiness,) (3)			
		Main concepts in mora	.1		
		Philosophy (virtue - values			
		(4)			ļ
		Ethical problems (absolute	> ,		
		and relative) (1)			
		Ethical problems (absolute	e,		
		and relative) (2)			
		2)			
	1	Normative moral doctrines			
		The doctrine of duty (Kan	nt		
		Normative moral doctrine	s		

(Kant)2 Evolutionism (Sp Nietzsche) French sociological s Durkheim 1 French Social School Bergsonian vitalism1 Bergsonian vitalism second section: A ethics: its definition reasons for its emer and its types Bioethics 1 Bioethics 2 Environmental ethics Environmental ethics	Brill 2 2The applied n, the regence,
Professional ethics 2	
Distributed as follows: 25 marks for monthly, and daily daily exams for the second semester. 50 marks for final ex 12. Learning, and teaching resources None 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	Required textbooks (methodology, if any) Main references (sources) Recommended supporting books, and references (scientific journals, reports)
Morality [2] Foot, Philippa (Edited), Theories of Ethics	
https://www.google.com/search?q=%D9%85%D9%83 %D8%AA%D8%A8%D8%A9+%D9%86%D9%88%D 8%B1&sca_esv=41bf5eb459b77330&sxsrf=ACQVn	Electronic references, Internet sites

Philosophy of Jamal/ Zahraa Abdel Bagi Abdel Wahed

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

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

2- Program description	A Company of the Comp
Credit hours	Name of the course or Course or courses Year/level
Credit nours	1
	courses

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

3- Expected learning outcomes of the programme	
Knowledge	The second secon
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	

Evaluation methods

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

Faculty mem	ibers			1000000 100000000000000000000000000000			
	e teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank		
lecturer	permanent		private	general			
	Permanent		Beauty Philosoph	Philoso phy	assistant teacher		
			у	p.i.,			

Professional development
Professional development for faculty members

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-

							 \neg					
		Year/level		7000	2023-2024			I				
		Course Code				A COLORO CONTRACTOR DE CONTRAC						
		or Course Name			Beauty Philosophy	000000-44-1-46-134000000000000000000000000000000000000						
		or			and							
		Essential	optional		Essential, mandatory							
			14	7								
			7.4	2								
		ledge	۸3									
		Knowledge		A4								
	ne		1	<u>_</u>								
	rogramı		Ç	R 7		V-000000000000000000000000000000000000						
	n the pi	ls	Š	B3								
	red fron	Skills	١	8 4			 -					
art	es requi		i	<u>.</u>								_
kills ch	Learning outcomes required from the programme			C2		-				-		
Program skills chart	rming c	Value		\mathbb{S}_{-}			 -		_		-	
Pro	Le	Va		ر ر	r							

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

Course description							
124. Course	Name:	**************************************					
Beauty Philosoph	ıy						
125. Course	Code:	7 38 6 6 7	jessa si			12	
126, Semeste	r/Year: Annual						
Annual							
127. The date	e this description was n	nade:					(May 2
2/22/2024							
128. Availab	le attendance forms:		90 i i i			#	
Attendance only							
129. Number	of study hours (total)/r	number of uni	ts (total):				
60 hours. Two ho	ours a week						
	odlebaqi @uobasrrah.ec	łu.iq	concepts in	the student in the Philosop the student ters throughou	ohy of beauty to know the	y. most pro	
			contempor	eary eras, and losophy of be	their most p		
	g, and learning strateg						
- Self-learning m	(explanation, and claratethod.	•					The strategy
133, Course	structure		Any				
Evaluation	Learning method	Name of	.1	Required	learning		the

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	Andrew Sign States	The difference between artistic	2	3

				eauty, and natural		
				eauty		4
Daily, and	Lectures,	and		Council on position	2	*
	discussions			taste, criticism, and		
reporting, and			aı	rtistic creation		
esearch				6 11 -2	2	5
	Lectures,	and		The status of aesthetic	L)
quarterly tests,	discussions			alues (sensual,		
reporting, and			fo	ormal, relational)		
research					2	$-\frac{1}{6}$
Daily, and	Lectures,	and		Schools of modern,	2	U
quarterly tests,	discussions		a	and contemporary art		
reporting, and						
research						7
Daily, and	Lectures,	and		Beauty in Greek	2	'
quarterly tests,	discussions			Philosophy: Sophistic		
reporting, and				Philosophy, and		
research			l l	realistic art in the fifth		
= - 				century BC. M		
Daily, and	Lectures,	and	1	Art according to	2	8
quarterly tests,	discussions		1	Protagoras		
reporting, and	 					
research						- _
Daily, and	Lectures,	and		Gorgias' theory of	2	9
quarterly tests	discussions			beauty		1,
Providing	Lectures,	and	1	The Pythagorean	2	10
reports, and	discussions			theory of beauty		
research						
Daily, and	Lectures,	and		Beauty, and its	2	11
quarterly tests	discussions			connection to	1	
quarterly tests	3.000.00.00			goodness according to		
				Socrates		
Providing	Lectures,	and		Art, and the imitation		12
reports, and	discussions			of beauty according to		
reports, and research	discussions			Plato: poetry, rhetoric,		
165Carcii				music		
Daily, and	Lectures,	and		Aristotle, and the	2	13
quarterly tests	discussions			book of poetry		
Providing	Lectures,	and		Beauty according to	2	14
reports, and	1			Plotinus		
reports, and research	discussions		ŀ			
Daily, and	Lectures,	and		End of semester test	2	15
quarterly tests	discussions			_		
	Lectures,	and		Beauty in the modern	n 2	16
Providing reports, and		3114		era		
1 1	uiscussions					
research	I Lectures	and		It was: aestheti	c 2	17
Daily, and		anu		judgement		
quarterly tests	discussions	ond		The four moments that	at 2	18
Providing	Lectures,	and		determine	i i	
reports, an	d discussions			conditions, an		
research			ت الناب الم			

		146			
			formality of governance according to Kant		
Daily, and	Lectures, and		Beauty, and majesty	2	19
puarterly tests Providing reports, and	Lectures, and discussions		Hegel: Art, Thought	2	20
esearch Daily, and	Lectures, and		The three art styles	2	21
quarterly tests Providing reports, and	discussions Lectures, and discussions		Arts format	2	22
research Daily, and quarterly tests	Lectures, and discussions		The coup of governance is beauty according to Natisha	2	23
Providing reports, and	Lectures, and discussions	1	Art according to Schopenhauer	2	24
Daily, and quarterly tests	Lectures, and discussions	1	Beauty in contemporary Philosophy: Bergson, and the Philosophy of laughter		25
Providing reports, and research	Lectures, an discussions	d	Crochet, and art Crochet, and aesthetics	i	26
Daily, and		d	Sartre, and beauty	2	27
Providing reports, and	discussions Lectures, ardiscussions	d	Santayana, and the sense of beauty	2	28
Daily, and quarterly tests	Lectures, ar discussions	nd	Gadamer, and the Interpretation of the Arts	· [29
Providing reports, and research		nd	End of semester test	2	30
134. Course Distributed as for daily exams for	evaluation bllows: 25 marks for the second semester. ag, and teaching res	50 marks for final ex	y exams for the first semester. 2 xams	25 marks for	monthly, and
135. Learnir None	ig, and leaching les	ourcos	Required textbooks (methodol	ogy, if any)	
Rawya Abdel M	linim: Aesthetic valu	es	Main references (sources) Recommended supporting by (scientific journals, reports)		reference
https://faculty.u	oBasrahh.edu.iq/facı	lty/2743/teaching	Electronic references, Internet	sites	



Philosophy of History/ Dr. Ali Hadi Taher

		Total C	Des avons atmosture	
Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirement
			None	summer training
				Other

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

Credit hours		Name of the course or courses	Course or courses code	Year/level		
practical	theoretic	Philosophy of history		2023-2024/third		
•	al					
	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
	books on the Timeseping
Values, and ideas	
values, and access	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

Faculty mem	bers				· ·
Preparing the	e teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	The second secon
	Permanent		Islamic	Philoso	Professor Dr
			Philosoph	phy	
			у		

Professional develop	ment			A A	
Orienting new facult	/ members		44		
Professional develop	ment for faculty me	embers	- 19	**************************************	

7- Acceptance standard

Central admission

8- The most important sources of information about the program



· · ·

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.



								\top			 			
		Year/level			2023-2024									
THE STATE OF THE S		Course Code				000000000000000000000000000000000000000								
		Course Name			Islamic Philosophy	500 0000000000000000000000000000000000								
		or			and									
		Essential	optional		Essential, Mandatory	WARRAN TO A STATE OF THE STATE								
				A1		00000000000000000000000000000000000000								
				A2				+		-				
		Snowledge)	A3										_
		Kno		A4					-					_
	ıme			B 1										
	progran			B2					-					
	om the 1	Skille	e e e e e e e e e e e e e e e e e e e	B3				-		-				_
	nired fre	5	5	B	4				+		 		_	
hart	nes requ			C1					_	_				
skills c	outcon			\vdash	_	-	<u> </u>		+		_	_	_	
Program skills chart	Learning outcomes required from the programme		Value	C C3								_		
Д					4						 1			

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



Course description form

research

interaction

Samic Philosophy 37. Course Code: 38. Semester/Year: Annual 19.	ourse description for	m						
38. Semester/Year: Annual 39. The date this description was made: 27/2/2024 40. Available attendance forms: Attendance only 41. Number of study hours (total)/number of units (total): 50 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 -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. 144. Teaching, and learning strategies - 1- Educational strategy, collaborative concept planning. - 2- Brainstorming education strategy. - 3- Education Strategy Notes Series 145. Course structure Evaluation Lecture, discussion, participation, p	36. Course Nam	e:				42.00	2776	
38. Semester/Year: Annual 39. The date this description was made: 2722/2024 40. Available attendance forms: Wittendance only 41. Number of study hours (total)/number of units (total): 30 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 - I 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. 144. Teaching, and learning strategies - 1- Educational strategy, collaborative concept planning 2- Brainstorming education strategy 3- Education Strategy Notes Series 145. Course structure Evaluation Exam, Questions, and questions, and research interaction Exam, June 18 to 18 to 18 to 18 to 19	slamic Philosophy							
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39. The date this description was made:						was a ministrative		
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Attendance only 41. Number of study hours (total)/number of units (total): 50 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 -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. 144. Teaching, and learning strategies - 1- Educational strategy, collaborative concept planning 2- Brainstorming education strategy 3- Education Strategy Notes Series 145. Course structure Evaluation Learning method Name of the unit or Required learning hours the week method topic Exam, Lecture, discussion, participation, questions, and interaction interaction Exam, Lecture, discussion, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, participation, discussion, participation, participation, participation, discussion, participation, participation, participation, discussion, participation, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, participation, discussion, discussion, participation, discussion, discussion, participation, discussion, discussion, discussion, participation, discussion, discussion, discussion, participation, discussion, discussion, discussion, discussion, discussion, d		tendance forms:				0,70		
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Name: Dr. Ali Hadi Taher 143. Course objectives -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. 144. Teaching, and learning strategies - 1- Educational strategy, collaborative concept planning 2- Brainstorming education strategy 3- Education Strategy Notes Series 145. Course structure Evaluation Learning method topic Exam, Lecture, participation, reports, and questions, and research interaction Exam, Lecture, discussion, participation, questions, and research interaction Exam, Lecture, participation, questions, and discussion, participation, and categories - the discussion of the paths in the paths in the paths in the paths in the paths in the path in th	rio ar esta	oourga administrator	(if more than	one name is	mentioned)			A CONTRACTOR OF THE CONTRACTOR
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	and and and and and	interaction Lecture, participation, questions, interaction	participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction	participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and	participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interpretation Lecture, participation, questions, and interpretation Lecture, participation, questions, and interpretation Lecture, participation, questions, and interpretation Lecture, participation, questions, and interpretation	participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction And questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and inte

			Periodic interpretation	2	15
· · · · · · · · · · · · · · · · · · ·	Lecture,	1	of history 2	2	15
′ 1 °	participation,		of filstory 2		
eports, and	questions, and				
esearch	interaction			2	16
Exam,	Lecture,		The periodic	2	10
iscussion,	participation,		astronomical		
eports, and	questions, and		interpretation of		İ
	interaction		history according to		
			the Ikhwan al-Safa		
Exam,	Lecture,		The cyclical	2	17
	participation,		interpretation of		
· /	questions, and	1	history according to		
···1 /	interaction		Ibn Khaldun - the		
Cocaron			stages of the cultural		
			transition - the age of		
			the state, and its		
			phases		
	Loctura		The civilizational	2	18
	Lecture,		cycle according to		
discussion,	participation,	d	Vico		
reports, and	questions, and	u	,		
research	interaction		Hegel's ideal	2	19
Exam,	Lecture,		dialectical theory		
discussion,	participation,		dialectical moory		
reports, and	questions, an	ď			
research	interaction		Dialectical	2	20
Exam,	Lecture,				20
discussion,	participation,		Waterfalloni		
reports, and	questions, an	ıd	Marx		
research	interaction			 	21
Exam,	Lecture,		Historical materialism	2	21
discussion,	participation,		- Marx		
reports, and	questions, ar	nd			
research	interaction				
Exam,	Lecture,		Challenge, and	2	22
discussion,	participation,		response theory -		
reports, and		nd	Toynbee		
research	interaction				
Exam,	Lecture,		The collapse, and	1 2	23
discussion,	participation,		decay of civilizations -	.	
reports, and	1 -	nd	Toynbee		
research	interaction				
				2	24
Exam,	Lecture,		Spengler, and cultura	1	
discussion,	participation,	nd	interpretation		
reports, and	1 1	iiu	F		
research	interaction		Fukuyama: The End o	f 2	25
Exam,	Lecture,		History, and the Las	1	
discussion,	participation,		Man		
reports, and	4	and	IVIAII		
research			End of history	+ 2	26
Exam,	Lecture,	Supply to the su	End of history	2	20
discussion,	participation,				
research Exam,	interaction Lecture,	5	End of history		2

		()~(•		
reports, and	questions,	and			
research	interaction				
Exam,	Lecture,		Huntington, and the	2	27
discussion,	participation,		clash of civilizations		
reports, and	questions,	and			
research	interaction				
Exam,	Lecture,		Causes of	2	28
discussion,	participation,		civilizational clash		
reports, and	questions,	and			
research	interaction				120
Exam,	Lecture,		What the West must	2	29
discussion,	participation,		do to confront the		
reports, and	1 *	and	clash		
research	interaction			2	30
Exam,	Lecture,		What the West must	2	30
discussion,	participation,		do to confront the		
reports, and	1 *	and	clash 2		
research 146. Course 6	interaction valuation				*** **********************************
* The Clash of C World Order, Sar * Dialogue of Ci Books: 1-Philosophy the Dulaimi 2-Philosophy the 3-Philosophy the most important Alnashar.	ory, and the last mivilizations, and muel Huntington vilizations - Roger date, and civilization date in Thought I date Its meaning Its doctrines,	the Reconstruction of Gaudi cation, Dr. Hamed Alslamic , and its origins, and Dr. Mustafa Hassan	Main references (sources)		
Yahya Navigato	•	history, Dr. Hashem r. Hashem Yahya			



Philosophical problems/ Dr. Haider Abdul Hussein Qasir

Notes *	percentage	Study unit	Number of courses	Program structure
Basic course		60	60	Course requirements
			Yes	College requirements
			Yes	Department requirement
			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 or courses Year/level	7
course code	

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

 Expected learning outcomes of th 	ie 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.

Faculty mem	ibers				G : WS - reals
	e teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	The state of the s
	permanent		Islamic Philosoph	Philoso phy	Teacher
			у		

Professional development
Orienting new faculty members

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



1/10	4
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	Year/level	2024-2024	- TOTAL CONTRACTOR CON			
	Course Code					
	or Course Name	Philosophical problems	orașa, Productor (Audolia, archemicadulii) izaladulululululululululululululululululul			
	or	and	000,00000000000000000000000000000000000			
	Essential optional	Essential, Mandatory	-1444-A0000000 000 00000000000000000000000			
*		A1				
	- F	A2	40 0 0000000000000000000000000000000000			
	Knowledge	A3	20000000 CAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA			
	Kn	1 A4	000000000000000000000000000000000000000			
	an i	B2 B 1	\$2,000 (A) (A) (A) (A) (A) (A) (A) (A) (A) (A)			
9		B3 B3	o., 1000000000000000000000000000000000000			
ramm	Skills	B4				
Program skills chart Learning outcomes required from the programme	-	CI				
required	1.23					
skills chai		ຍ	0.000aa.eee.eee.ee.ee.ee.ee.ee			
Program skills chart Learning outcomes required from the prog	Value	C4				

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



Course Name: Philosophical p	roblems
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 administr	ator (if more than one name is mentioned)
Name: Dr. Haider Abdul Hussein Qas	
Name, it Hainer Andin Lingsein Oas	ır
Name: Dr. Haider Abdul Husselli Qus	ır
Name: Dr. Haider Abdul Husselli Qus	ir
20. Course objectives	1-Students learn about the life problems facing the
	1-Students learn about the life problems facing the individual, society, and the state in different eras
	1-Students learn about the life problems facing the individual, society, and the state in different eras 2- Expanding their awareness in discovering the
	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,
	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
	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
	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
	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
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
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
20. Course objectives Teaching, and learning strate Explaining scientific material by reacting appropriate to the spirit	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 attegies Ing philosophical texts, and giving the most appropriate The strategy to of the times.
20. Course objectives Teaching, and learning strates a strategy of the spirit	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 attegies Ing philosophical texts, and giving the most appropriate The strategy to of the times.
20. Course objectives Teaching, and learning strate Explaining scientific material by reacting interpretation appropriate to the spirity. Writing questions for each topic, the lectures	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 Integies Integies The strategy

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



	1 .	The problem of divinity			2 hours	12
	interpretat	The human problem	and	knowledge	2 hours	13
	ion	Nature's problem	, 4110		2 hours	14
	appropriat	The problem of knowled	dge and	morals	2 hours	15
	e to the	Sensory knowledge	age , and			vacation
	spirit of	Mental knowledge			2 hours	16
	the times.	Innate knowledge			2 hours	17
	2- Writing	Intuitive knowledge			2 hours	18
	questions for each	Intuitive knowledge			2 hours	19
					2 hours	19
	topic, summarizi	The problem of values			2 hours	20
	1 -	Ethical problem			2 hours	21
	ng the most	The nature of moral val	lues		2 hours	22
	important	The problem of freedor	1		2 hours	23
	ideas	The inevitable problem			2 hours	24
	presented	The me made p			2 hours	25
	during the	The absurd problem			2 hours	26
	lectures	The problem of will			2 hours	27
	3- Linking	The teleological proble	em		2 hours	28
	famous	Feminist Philosophy			2 hours	29
	philosophi	Sex difference			2 hours	30
	cal ideas					
	with	The place of wome	en in			
	students'	Philosophy				
	critical,	Women, and religion				
	and	Women, and the law	ws of			
	analytical	nature				
	opinions	Forms of discrimin	nation			
	•	against women				
	1	Women, and the iss	sue of			
		the hijab				
			<u> </u>			
Distributed as f daily exams for	the second semes	the hijab for monthly, and daily ester. 50 marks for final example.	exams for thems	ne first semester	. 25 marks for	monthly, an
Distributed as f daily exams for 24. Learni	follows: 25 marks the second semesting, and teaching	the hijab for monthly, and daily ester. 50 marks for final examples resources	ms			monthly, an
Distributed as f daily exams for 24. Learni	follows: 25 marks the second semesting, and teaching	the hijab for monthly, and daily ester. 50 marks for final example resources	ms	ne first semester		monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its	follows: 25 marks the second semes ng, and teaching types, and probl	the hijab for monthly, and daily of the final example of the final exam	ms			monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its	follows: 25 marks the second semes ng, and teaching types, and probl	the hijab for monthly, and daily ester. 50 marks for final examples resources	ms			monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos	follows: 25 marks the second semesting, and teaching types, and problemant in Majid Al	the hijab for monthly, and daily ester. 50 marks for final examples resources ems - Hunter Mead -Gharbawi's project	ms			monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos	follows: 25 marks the second semesting, and teaching types, and problemant in Majid Al	the hijab for monthly, and daily of the final example of the final exam	ms			monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and	follows: 25 marks the second semesting, and teaching types, and problemant in Majid Al	the hijab for monthly, and daily ester. 50 marks for final examples for sources ems - Hunter Mead -Gharbawi's project m Abdel Fattah Imam	Required te			monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I	Follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar	the hijab for monthly, and daily exter. 50 marks for final examples for second of the	Required te	xtbooks (method		monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I	follows: 25 marks the second semesting, and teaching types, and problem sophy in Majid Al	the hijab for monthly, and daily exter. 50 marks for final examples for second of the	Required te	xtbooks (method		monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I	Follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar	the hijab for monthly, and daily exter. 50 marks for final examples for second of the	Required te	ences (sources)	lology, if any)	monthly, an
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I - Philosophica - Philosophica	follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar Il problems - Ibrah Il problems - Zaka	the hijab for monthly, and daily exter. 50 marks for final examples of the second of	Required te	ences (sources)	lology, if any) books, and	
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Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I - Philosophica - Philosophica	follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar Il problems - Ibrah Il problems - Zaka	the hijab for monthly, and daily of ster. 50 marks for final examples of the	Required te	ences (sources)	lology, if any) books, and	
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Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I - Philosophica - Philosophica	follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar Il problems - Ibrah Il problems - Zaka	the hijab for monthly, and daily of ster. 50 marks for final examples of the	Required te	ences (sources)	lology, if any) books, and	
Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I - Philosophica - Philosophica	follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar Il problems - Ibrah Il problems - Zaka	the hijab for monthly, and daily of ster. 50 marks for final examples of the	Required te	ences (sources)	lology, if any) books, and	
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Distributed as f daily exams for 24. Learni Philosophy, its Feminist Philos Women, and I - Philosophica - Philosophica	follows: 25 marks the second semesting, and teaching types, and problems sophy in Majid Al Philosophy - Imar Il problems - Ibrah Il problems - Zaka	the hijab for monthly, and daily of ster. 50 marks for final examples of the	Required te	ences (sources)	lology, if any) books, and	

		7
The Philosophical Encyclopedia - Maan Ziadeh		
		_
	Electronic references, Internet sites	_

1. Progran	n structure			I _ w_ +sec
Notes *	percentage	Study unit	Number of courses	Program structure
		60	60	Course requirements
Basic course			Yes	College requirements
			Yes	Department requiremen
				summer training
			None	Summer daming
				Other

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

 Program desc Credit hours 	Hibtion	Name of the course or	Course or courses	Year/level
	theoretic	theory of knowledge	0000	2023-2024/third
	al			



Expected learning outcomes of the programme	
nowledge	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.
	at 1912
kills	The state of the s
	1- P
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	dealin g with cognit ive proble ms, and exami ning opinio
	dealin g with cognit ive proble ms, and exami ning
	dealin g with cognit ive proble ms, and exami ning opinio ns.
	dealin g with cognit ive proble ms, and exami ning opinio ns. 2- D



the skill of philos ophic al, and episte molog ical critici sm, and the skill of critica l thinki ng. D 3evelo ping dialog ue, and discus sion skills, and prepar ing him psych ologic ally, and intelle ctuall y. 4-E nablin g the stude nt to analy zę episte molog ical issues

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	pts in
	compl
	eting
	his
	progr
	ams.
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



190

Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer permanent			private	general	Legisland Section 1
	permanent		theory of	Philoso	Assistant Professor
	1		knowledg	phy	
			e		

Professional development		
Orienting new faculty men	pers	
Professional development	or 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.



SELECTION OF THE SELECT		Year/level		2023-2024											
	Ī	Course Code													
		Course Name		theory of knowledge											
		Essential or optional		Essential, and Mandatory	ANY COLOR OF COMMENSACION TO THE COLOR OF COLOR										
			A1												
		Knowledge	A3 A2		00 000000000000000000000000000000000000										
		Kno	B 1 A4												
			;					Line Line Line Line Line Line Line Line	B3 B2						
	Learning outcomes required from the programme	Skills	B4												
(B) 787	ired from th		CI												
cills chart	utcomes requ	250 250 200 200 200 200 200 200 200 200	C3 C2												
Program skills chart	Learning o	Value	C4					3							

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

Course description form Course Name:					
, Course Name: heory of knowledge					100
Course Code:	Y	Adaptive Section 1			
Semester/Year: Annual					
Annual					
1. The date this description wa	as made:				
2/23/2024					
 Available attendance forms 	•				
Attendance only					
6. Number of study hours (total		units (total):			and the state of t
60 hours annually. 2 hours per week					
7. Name of the course admini	strator (if more	e than one name is ment	oned)		
Name: Dr. Sajjad Saleh Shinyar					
sajad.saleh@uoBasrahh.edu.iq					
8. Course objectives			1 Identify the cor	ncepts of epistemology	and
9. Teaching, and learning st	rategies		of knowledge, its plimits, and value. 3-Investigation problems, and use dealing with philos 4- Identifying the	ent knowledge of the contential, types, sources, to solve epistemological concestophical mental processes importance of the theopasing human thought on	tools, ogical epts in s ory of
1-Education strategy through direct		444	The state of the s		The strateg
2- Brainstorming education strategy 3-Self-learning strategy 4-Problem solving, and investigation strategy based on team	on strategy				
10. Course structure					
111.		· · · · · · · · · · · · · · · · · · ·			41
Evaluation method	Learning	Name of the unit or to	oic Required learning	outcomes hours	the wee
	method	T-t d-sti	to	2 hour	
ams (daily, and monthly). the end of the year)	Lectur e, and	Introduction knowledge,	to and	2 110th	
reports, and research	discus	epistemology	****		
3- Continuous preparation	sion	opisiomology	1- Identify the	concepts of	
5 Commuous proparation	Lectur	Distinction betw			2
A Adding amostions adding time	e, and	epistemology	and distinguish be	_	1
4- Asking questions, participating	c, and	cpisternoio 5	and anothinguism s		
			ge	2hour	3
4- Asking questions, participating during the lecture, paying attention, understanding, and	Lectur	Possibility of knowled		lent knowledge 2hour	



Beliefs

Lectur

e, and

of the concept of knowledge

		(4)			
interacting with the professor, and students 5- Participate in the lecture	Lectur e, and discus sion	The doctrine of skepticism - doctrinal skepticism	Its potential, types, sources, and tools Its limits, and value 3-Investigation to solve	2hour	5
presentation	Lectur		epistemological problems It uses epistemological concepts in	2hour	6
6- Attendance	e, and discus	Old doubt	dealing with Philosophical mental		
	sion Lectur		processes	2hour	7
	e, and discus	Doubt in the intermediate period	4- Identifying the importance of the theory of knowledge, and basing human thought on it		
	sion Lectur	Skepticism in the modern	basing numan mought on it	2hour	8
	Lectur	Methodological doubt -		2hour	9
	Lectur	Present knowledge, and		2hour	10
	Lectur	Departments of urban		2hour	11
	Lectur	Obtained knowledge, and		2hour	12
	Lectur	Conceptual, and		2hour	13
	Lectur	Intuitive, and theoretical		2hour	14
	Lectur	Sections of conceptual		2hour	15
				vacation	
	Lectur	Introduction to sources of		2hour	16
	Lectur	The rational doctrine, and		2hour	17
	Lectur	Rationalism - Spinoza		2hour	18
	Lectur	Rationalism - Leibniz		2hour	19
	Lectur	Empiricism, and its		2hour 2hour	20
	Lectur	Empiricism - John Locke	1	2hour	22
	Lectur	Empiricism - David Critical doctrine, and its		2hour	23
	Lectur	Intuitionism, and its		2hour	24
	Lectur e. and	characteristics - Bergson		2hour	25
	Lectur	Intuitionism - Sufis Introduction to the nature		2hour	26
	Lectur Lectur	of knowledge		2hour	27
	Lectur	Realism, and idealism The most important	-	2hour	28
	Lectur	Greece - Descartes -		2hour	29
	e, and	Locke - Idealists -			
	Lectur	Supporters of modern		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 Learning, and teaching resources 12. Required textbooks (methodology, if any) Main references (sources) 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 Theory of Knowledge - Abdullah Mohammadi, and Mojtaba Misbah Translated Recommended supporting books, and references (scientific journals, reports....) 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 Electronic references, Internet sites

English language/ Haitham Mahdi Maatouq

Number of courses Program structure Course requirements
Yes College requirements
Yes Department requirement
None summer training
Other

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

3- Program description	
	ear/level
courses code	

1	theoretic	English language	2023-2024/third
	al		

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	
Skills Codin Vol. V. San San San San San San San San San San	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

Teaching, and learning strategies 5-

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

Evaluation methods 6-

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

Faculty men	ibers				[c · · ·*c ·].
	e teaching staff	Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	- 1
	permanent		Translatio	Translat	Teacher
	1		n studies	ion	
				studies	

Professional developme	
Orienting new faculty a	nembers
Professional developm	ent for faculty member
TTOTOSSICIAL CO-TTO	

8-	Acceptance standard
9-	The most important sources of information about the program

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	skills ch	art								2.5						
Learning	outcome	ss require	Learning outcomes required from the programme	programn	Je									1		
Value				Skills				Knowledge	agpe			Essential	or	Course Name	Course	Course Year/level
C4	3	 	[C]	B4	B3	B2	B 1	A4 /	A3 /	A2	A1	optional			3	
	}											Essential,	and	Student book		2023-2024
												Mandatory		intermediate		
										Week and the second sec	Name of the last o	**************************************		With the control of t	***************************************	
	***************************************	***************************************														
		-														
								-	-							

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

Course description form

27 name the de	cision: intermedi	nta student book		A U.S. demonstrate and the second	**************************************
21. Hame the de	Cision, intermedi	ate student book			7,70,74,70,000
28 Course Cod	е'				

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

•

- 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. Cou	rse structure				
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
for	Expla	Module or l		hour	1
monthl	ining	Unit Topic Title	1-	hour	2
y, and	the	2	Acquiring	hour	
written	scient	Questions Words	English	hour	3
exams,	ific	3	language	hour	
and	mater	Present Tenses: Present	skills	hour	4
the .	ial by	4 Simple, and present	2-	hour	5
end-of-	readi	Continuous	Informing	hour	6
year	ng	5	students	hour	7
exam.	librar	Tenses: Past Simple	about the	hour	

	6	importance	hour	8
У	, and Continuous	of	hour	9
conce	Reading text: River	comprehen	hour	10
pts,	Thames	sion	hour	
and	7	through	hour	
2-	8	reading in	hour	
Resea	o Hot Verbs	the English	hour	
rch		language	hour	
condu	Quiz	3 Teaching	hour	11
cted	9 Comparative, and	students	hour	
by the	,	how to	hour	12
stude	Superlative Adjectives	write, and	hour	13
nt on	10	1 '	hour	
the	Famous Couples: Present	1	hour	14
Intern	perfect, Past perfect/for	English	hour	
et to	& some	language	hour	15
apply	A Tale of Two		hour	16
these	Millionaires		1	17
conce	11		hour	1 '
pts. 3.	Have, should & must		hour	18
It	Reading Text: Dilemmas		hour	10
summ	12		hour	
arizes	Homework			10
the	13			19
	Review			20
most	14			21
impor	Monthly Exam			22
tant	15			
ideas	Verbs & Complements			23
that	16			
were	Reading & Speaking			24
prese	1			25
nted	Hot verbs: take, get, do	e		26
durin		~		
g the	make			27
lectur	18	·h		
es	Reading/Scared to Deat	.11		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	T. Water		
	Topo			

	Coca cola 27 History Hamburger 28 Homework 29 Review 30 Monthly exam	the	
daily exams for the sec	25 marks for monthly, and dail ond semester. 50 marks for final experiences	exams for the first semester. 25 ms	marks for monthly, and
39. Learning, and -New HeadwayBeginne (Student book) -New Headway Beginn (work book)		Required textbooks (methodolo	gy, if any)
https://uomustansiriyal	n.edu.iq/	Main references (sources) Recommended supporting be (scientific journals, reports) Electronic references, Internet s	



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 requiremen				
			None	summer training				
				Other				

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

1.1 Program	description				
Credit hours	description	Name of the course	e or courses	Course or courses	Year/level
er redependent	theoretical	Contemporary	Western	code	2023-2024 / Fourth
		Philosophy			

Knowledge	a hilosophies
	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
Values	contemporary Philosophy.
Values	Developing students' abilities to share ideas

- Teaching, and learning strategies 1. Giving lectures (explanation, and clarification by drawing an illustrative mind map) 2. Questions, answers, discussions, and conclusions
- Evaluation methods 14.
- 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)	Specializa	ation	Scientific rank
permane nt	1. Effective follow-up, and communication, using the Internet to	private	general	
permane nt	learn, and downloading e-books. 2 Developing the student's skills by participating in adding information to the lecture periodically.	Modern Philoso phy	Philosophy	professor

Professional dev	opment
Orienting new f	
Professional dev	opment for faculty members

1	6. Acceptance standard
İ	

- The most important sources of information about the program 17. Studies in contemporary Philosophy / Zakaria Ibrahim 5.
- Program development plan 18.
- 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.



				_		-					_	 _ ^	Τ	<u> </u>]
		Year/level	7 000	2023-2024		COCCOCCO AND COCCOCCOCCOCCOCCOCCOCCOCCOCCOCCOCCOCCOC									
	Ī	Course Code													
		or Course Name			Western	Philosophy									
		or	1	and											
		Essential optional		Essential,	Mandatory										
			A1					· ····							
		şe	A2												
		Knowledge	A4 A3												
772			B 1												
312			B2												
	ıme		B3										<u></u>		
	program	Skills	B4							•					
18	Learning outcomes required from the programme	124	C1				000000000000000000000000000000000000000								
Ħ	s require	ri e	C2												
skills cha	outcome		င္သ												
Program skills chart	Learning	Value	C4												

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

Course description form

Course description form	
Contemporary Western Philosophy	
12. Course Code:	

13. Semester/Year: Annual

Annual

14. The date this description was made2/23/2024

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@uoBasrahh.edu.iq.

18.	Course objective	
•	772 C. C	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

1Giving lectures (explanation, and clarification).

- 2- Self-learning method.
- 3- Asking the student to submit articles, and research

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

3 3		Criticism of nominalism, analysis of intentionality, and	What is nominal?	Lectures	Discussion + questic and answers		
		meaning	Intention				
			the meaning				
4	3	Pragmatism, William James	Pragmatist Philosophy	Lectures	Discussion + questic		
			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	6 3	John Dewey	His life, and writings	Lectures	Discussion + questic and answers		
			Instrumental tendency				
			Ethics, and art				
7	7 3	The ideal school	Idealism	Lectures	Discussion + questic and answers		
			Characteristics, and approach of idealism				
			Bradley				
8	8 3 C	Crochet	His life, and writings	Lectures	Discussion + questic		
			the art				
			Expression				
9	3	Brunswick	His life, and writings	Lectures	Discussion + question and answers		
			, and his Philosophy	1	uno		
			His approach	_			
10	10 3	Bio school	Introduction to the school	Lectures	Discussion + question and answers		
			Henri Bergson				
			His life, and Philosophy				
11	3	Existential school	Existentialism	Lectures	Discussion + question		
			Heidegger's life, and writings		and answers		

			, and his Philosophy		
\downarrow			Existence, and the problem of	Lectures	Discussion + questi
2	3		Nonanes, and time	Homas	and answers
			Being with others		
			Domg was consti		
		1	Freedom, anxiety, and death		
3	3	Jean Paul Sartre	His life, and writings	Lectures	Discussion + quest and answers
		-	Existence, and essence		and answers
			Existence, and essence		
			Anxiety, and Nonanes		
					Discussion + quest
4	3	Freedom, and choice	Subjectivity, and objectivity	Lectures	and answers
			between existentialism, and Marxism		and answers
			Subjectivity, and objectivity	-	
			between existentialism, and		
			Marxism		
			Subjectivity, and objectivity		
			between existentialism, and		
			Marxism	T 4	Discussion + quest
5	3	Analytical school	Analytical approach	Lectures	and answers
			George Edward Moore, his life,		-
			and writings		
			His Philosophy		
16	3	Analysis, and general	Analysis, and general	Lectures	Discussion + ques
		understanding	understanding	_	and answers
			Analysis, and general		
			understanding Analysis, and general	-	
			understanding	!	
				Lectures	Discussion + ques
17	3	Logical positivism	School features	Lectures	and answers
			1	_	
			Her approach		
			Its topics	-	
			τω ιομίου		
10	3	Shulk, and Vienna Ring	Vienna ring	Lectures	discussion
18	3	Shuik, and violitia King	Shulk		
			His Philosophy		
19	3	Rudolf Carnap, and Alfred	Carnap	Lectures	Discussion + que
.,		Dulles Ayer, the theory of			and answers
		meaning, the principle of		\dashv	
		confirmation, and its types	-	T	Discussion + que
20	3	Excluding metaphysics from a		Lectures	and answers
		meaningless field	Its topics		and answers
			Eliminate her		

David Charles Structuralism Foucault Lyotard Deleuze	Sol Kripke His Philosophy Charles His approach His Philosophy Structural features Her approach Her tools His life His Philosophy His approach His life His Philosophy His life His Philosophy His life His Philosophy His life	Lectures Lectures Lectures	Discussion + quest and answers Discussion + quest and answers Discussion + quest and answers questions, and answ discussion Discussion + quest
Foucault Lyotard	Charles His approach His Philosophy Structural features Her approach Her tools His life His Philosophy His approach His life His Philosophy His life His Philosophy His approach His life His Philosophy	Lectures Lectures Lectures	Discussion + quest and answers Discussion + quest and answers questions, and answ discussion
Foucault Lyotard	His approach His Philosophy Structural features Her approach Her tools His life His Philosophy His approach His life His Philosophy His life His Philosophy His approach His life His Philosophy	Lectures Lectures Lectures	Discussion + quest and answers Discussion + quest and answers questions, and answ discussion
Foucault Lyotard	His Philosophy Structural features Her approach Her tools His life His Philosophy His approach His life His Philosophy His life His Philosophy His approach His life	Lectures Lectures	Discussion + quest and answers Discussion + quest and answers questions, and answ discussion
Foucault Lyotard	Structural features Her approach Her tools His life His Philosophy His approach His life His Philosophy His life His Philosophy His approach His life	Lectures Lectures	and answers Discussion + quest and answers questions, and answ discussion
Foucault Lyotard	Her approach Her tools His life His Philosophy His approach His life His Philosophy His life His Philosophy His approach His life	Lectures Lectures	and answers Discussion + quest and answers questions, and answ discussion
Lyotard	Her tools His life His Philosophy His approach His life His Philosophy His approach His life	Lectures	Discussion + quest and answers questions, and answ discussion
Lyotard	His life His Philosophy His approach His life His Philosophy His approach His life	Lectures	questions, and answ discussion
Lyotard	His Philosophy His approach His life His Philosophy His approach His life	Lectures	questions, and answ discussion
Lyotard	His approach His life His Philosophy His approach His life		questions, and answ discussion
	His life His Philosophy His approach His life		discussion
	His Philosophy His approach His life		discussion
Deleuze	His approach His life	Lectures	
Deleuze	His life	Lectures	Discussion + ques
Deleuze		Lectures	Discussion + ones
		_ = >	-1
	His Philosophy		and answers
	His approach		
Durkheim	His life	Lectures	Discussion + ques
	His Philosophy		and answers
	His approach		
Habermas	His life	Lectures	Discussion + ques
	His Philosophy		and answers
	His approach		
Jacques Derrida	His life, and writings	Lectures	Discussion + ques
	His Philosophy, and method		and answers
	the difference		
Centering on the Logos	In Greek Philosophy	Lectures	Discussion + ques
	In medieval, and modern	7	and answers
	Philosophy		
	In contemporary Philosophy		
		His approach His life His Philosophy His approach His life, and writings His Philosophy, and method the difference Centering on the Logos In Greek Philosophy In medieval, and modern Philosophy	His approach His life His Philosophy His approach His life, and writings His Philosophy, and method the difference Centering on the Logos In Greek Philosophy In medieval, and modern 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

for the second semester. 50 marks for final exams	
13. Learning, and teaching resources	The state of the s
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)

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

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

			Other
	1		
· '		 	

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

2. Program des Credit hours		Name of the course or	Course or courses	Year/level
		courses	code	2004/7
practical	theoretic	Philosophy of language		2023-2024 / Fourth
P-#-	al			

3. Expected learning outcomes of the programme	
3. Expected learning outcomes of the programme Knowledge	
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 greates possible educational goals. 3- Preparation a specialist who master what he is assigned to do in a scientific manner, and raises qualified minds to least future generations scientifically, an culturally.

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.

Faculty mem	cation institution bers				
	teaching staff	Special requirements/skills (if any)	Specializati	on (1)	Scientific rank
lecturer	permanent		private	general	activities (March 1987)
	permanent		Contempo rary Philosoph	Philoso phy	Teacher
			у		

Professional de	velopment					
	faculty members	27 32 S		100	***	
Professional de	velopment for facu	lty members		17365		

- 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



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 EnglishFor 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.



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Program skills chart	SKIIIS CD2	Ħ														
Learning	outcome	s require	Learning outcomes required from the programme	programn	ne											
Value				Skills		1		Knowledge	egbel			Essential optional	or	Course Name	Course Code	the year/the le
C4	3	C2	C1	B 8	B3	B2	B1	a4	a3	a2	al					7000 0000
												Essential,	and	Philosophy of		2025-2024
												Mandatory		language		
	—										200		***************************************	**************************************	C/20000 - 54, \$4,888,000,000,000,000,000,000,000,000,00	A01-101-101-101-101-101-101-101-101-101-
	S-882-5000-600-600-600-600-600-600-600-600-60												-			
		-			-											
		_														

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



1. Course Name: Philosophy of	flanguage
Philosophy of language	
2. Course Code:	
3. Semester/ year: Annual	
Annual	
4. The date this description was	s made: 02/24/2024
5. Available attendance forms:	
Attendance only	And the state of t
6. Number of study hours (tota	ıl)/number of units (total):
60 hours annually. 2 hours weekly	
7. Name of the course adminis	strator (if more than one name is mentioned)
Name: Dr. Nawal Taha Yassin	
Email: nawal. taha@uoBasrahh.edu.i	<u>iq</u>
8. Course objectives	
•	Introducing the Philosophy of language in terms of the histor
•	its emergence, and presenting the foundational concept ancient Eastern thought, and among Greek, and Mu
•	ancient Eastern thought, and among Greek, and Mu philosophers, discussing the basic trends in the Philosoph
	language, and its issues, as well as presenting theorie meaning, and analyzing some logical concepts, and express
	He presented the role of Philosophy in establishing mac
	language.
9. Teaching, and learning str	ategies
1- Presenting, explaining, analyzing,	, approaching, and criticizing ideas through dialogue between The strategy
the professor, and the students.	
2- Asking a group of questions during	ng the lecture.
2- Asking a group of questions during	and the second s
3- Assigning the student to write a	research paper related to the academic course, to train nim to
3- Assigning the student to write a	research paper related to the academic course, to train him to to its conditions, and from several aspects: methodologically,
3- Assigning the student to write a write academic research according t linguistically, and cognitively.	to its conditions, and from several aspects: methodologically,
3- Assigning the student to write a write academic research according t linguistically, and cognitively. 4- Training the student on how to	research paper related to the academic course, to train nim to to its conditions, and from several aspects: methodologically, search for sources, and references, whether related to the

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.

10. Course	e structure			2	I .•
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
for weekly,		Definition of language, and	1- Giving students the	2 hours	1
monthly,	Explanatio	its function	of determining the mean	2 hours	2
daily,	n of the	Definition of the	of concepts by applying	2 hours	3
written	scientific	Philosophy of language	of the theories of meaning	2 hours	4
exams, and	material in	Language according to		2 hours	5
the end-of-	Philosophi	Socrates	2- Introducing students	2 hours	6
year exam.	cal texts		the role of philosophi		7

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

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. 50Sessential for final exams

101 the second semester. Josessential for that exemp				
12. Learning, and teaching resources				
None	Required textbooks (methodology, if any)			
1-Bghoura, Al-Zawawi, Philosophy, and language	Main references (sources)			
2-Russell, Bert, and, Beyond Meaning, and Truth				
3-Ryle, Gilbert, Introduction to the book The Revolution				
in the Search for Meaning				

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- UmbertoEco- Semiotics, and Philosophy of language	
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	Recommended supporting books, and references (scientific journals, reports)
https://www.google.com/search?q=%D9%85%D9%83 %D8%AA%D8%A8%D8%A9+%D9%86%D9%88%D 8%B1&sca_esv=41bf5eb459b77330&sxsrf=ACQVn	Electronic references, Internet sites
Thought/ Dr. Aggel Sadia Zalan	

Contemporary Arab Thought/ Dr. Aqeel Sadiq Zalan

Vision of the program 11-

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.

12-Program message

Working to prepare, and graduate leading scientific, and leadership competencies in languages, sciences, and arts, 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.

13-**Program Goals**

- 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.
- Preparing specialized cadres capable of serving the community, and preparing for the preparation of future specialization

- 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		

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

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

Credit hours	- 100 miles	Name of the course or courses	Course or courses code	Year/level
practical	theoretic	Contemporary Arab		2023-2024 / Fourth
•	al	thought		
	theoretic			
	al			

18- Expe	ected learning outcomes of the programme
Knowledge	
Getting to kn	ow the most prominent Arab, and Muslim thinkers; and
learning abou	t their opinions, and ideas on contemporary issues.

Skills	Section 1981
-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

Faculty mem	bers				1 - 1 10 1
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	100000
	Permanent	The ability to analyze texts, and know the mechanisms of thinking,	Contempo rary Arab thought	Philoso phy	Assistant Professor Dr

Professional development	
Orienting new faculty members	
Professional development for faculty members	The state of the s



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		44.00			
Learning outcomes required from the programme					
Skills	Knowledge	Essential or optional	Course Name Course Code	Course Code	Year/level
B3 B2 B1	A4 A3 A2 A1				
4		Essential, and Mandatory	Contemporary Arab thought		2023-2024
		COLOCO ALL GOODS CONTRACTOR COLOCO CI			

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



8. Course Nan	ie:			- 1	
ontemporary Arab					
19. Course Cod	"				
					- 1 of hills () () ()
50. Semester/Y	ear: Annual			100 July 1	
nnual					447
51. The date th	is description was mad	le:			
/22/2024					
52. Available a	ttendance forms:				
ttendance only					
	study hours (total)/nu	mber of units (total):			
0 hours. Two hours	s a week				
		(if we then one name i	s mentioned)		
		(if more than one name i	5 inchioned)		2 1222 223
lame: DR. Aqeel S	adiq Zalan				
Email:					
55. Course obj	ectives			00-00-00-00-00-00-00-00-00-00-00-00-00-	
Jo. Course ou		1- Enablin	g the student to understa	ind the	basic
			iscussed by Islamic, and A		ers in
		the conten	nporary period		
		2- Enablin	g the student to know the i	most pron	ninent
		oninions of	of philosophers, and thir	nkers rega	arding
		opinions (or printosophers, and thin		
			rary issues.		The second of th
156. Teaching	and learning strategi	contempor			
156. Teaching,	and learning strategi	es	rary issues.		he strategy
1-Dialog, discussion	on, and participation	contempor	rary issues.		
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1-Dialog, discussion of the di	on, and participation to do so.	es	otivating, and		
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1-Dialog, discussicencouraging them to 2- Brainstorming,	on, and participation to do so.	es contempor	otivating, and		
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1-Dialog, discussion encouraging them to 2- Brainstorming, lecture. 157. Course structure.	on, and participation to do so. and surprising quest	contempores for all students, and mations to draw students' at	rary issues. otivating, and tention to the Required learning		he strategy
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Islamic thought cture 2) reality of Arab 2 aight before the ab Renaissance modern Arab 2 aissance, and the st important factors thelped it formist thought, 2		
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Exam,	I	Lecture,			positivist arena	2	16
liscussion,	1	participation,		(Zak	- 1		
reports, an	nd d	questions,	and	Mah	moud)		
research		interaction					
Exam,	\dashv_{i}	Lecture,		Situa	ational trend	2	17
discussion,		participation,		(Yas	ssin Khalil)		
		questions,	and				
research	- 1	interaction		ţ			
		Lecture,		Exis	stential direction	2	18
Exam,	- 1	participation,			inition, and		
discussion,		•	and	orig			
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research		interaction		Bad			
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Exam,		Lecture,			finition, and	_	
discussion,		participation,		`	ŕ		
-1 /		questions,	and	pior	neers)		
research		interaction			1.777		20
Exam,		Lecture,		I	rxist trend (Hussein	2	20
discussion,		participation,		Mai	rwa)		
reports, a	ınd	questions,	and				
research		interaction					
Exam,		Lecture,			e reformist Islamic	2	21
discussion,		participation,]		nd (its definition,		
· · · · · · · · · · · · · · · · · · ·	and	questions,	and	and	l its origins)		
research		interaction					
Exam,	+	Lecture,		The	e reformist Islamic	2	22
discussion,		participation,		trer	nd (the martyr		
•	and	questions,	and	Mu	hammad Baqir al-		
reports, a	DIIL	interaction		Sac			
					e reformist Islamic	2	23
Exam,		Lecture,			nd (Sayyed al-Sadr,		
discussion,	ادمہ	participation,	and		eture 2)		
r,	and	questions,	and		··		
research		interaction		TL	e reformist Islamic	2	24
Exam,		Lecture,		tre		1	- '
discussion,		participation,		1	uhammad Hussein	1	
- · · · · · · · · · · · · · · · · · · ·	and	questions,	and				
research		interaction			bata Yei)	12	25
Exam,		Lecture,			ne Islamic reformist	1	23
discussion,		participation,		1	end (Al-Tabatabai,		
reports,	and	questions,	and	Le	ecture 2)		
research		interaction				+	
Exam,		Lecture,			ne reformist Islamic	1	26
discussion,		participation,			end (Martyr Mortada		
II.	and	questions,	and	M	otahari)		
research		interaction					
Exam,		Lecture,		TI	he Islamic reform	2	27
discussion,		participation,		tre	end (Sheikh	ı	
reports,	and	questions,	and	M	Iotahari, Lecture 2)		
Liebores,	und	interaction			•		



Exam,	Lecture,		Monetary	trend	2	28
discussion,	participation,		(definition,	and		
reports, and	questions, and		origins)			
research	interaction					
Exam,	Lecture,		Monetary	trend	2	29
discussion,	participation,		(Mohammed A	bed Al-		
reports, and	questions, and		Jabri)		İ	
research	interaction					
Exam,	Lecture,		Monetary	lirection	2	30
discussion,	participation,		(good civil)			
reports, and	questions, and					
research	interaction					
158. Course e	valuation					
Distributed as fol	lows: 25 marks for m	onthly, and daily	exams for the first sem	ester. 25	marks for m	ionthly, and
daily exams for th	ne second semester. 50	marks for final ex	ams			
	g, and teaching resour					1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
None			Required textbooks (mo		y, if any)	
Arab thought in th	ne era of the Renaissan	ce, Albert Gorani	Main references (sourc	es)		
The Arab Philos	ophical Encyclopedia,	edited by Maan	Recommended suppor		oks, and	references
Ziadeh, Civilizat	ion, and Modernity	in Contemporary	(scientific journals, rep	orts)		
Arab Thought, a						
In brief Arab ph	ilosophical thought, ar	nd its questions,				
Dr. Abdel-Latif I						
Dr. Shuar al-Fa	qih, contemporary A	rab philosophical				
thought						
					• .	
			Electronic references,	Internet si	ites	

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	
1	e of the course or courses Year/level
Credit hours Name	e of the course or courses Year/level
	ARL 30. 73.31 a.7 \$ 22.45 d.
course	ses rede

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	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	Teaching students the importance of Islamic Philosophy, and pointing out its topics that distinguish it from other philosophies Clarifying the most important opinions of the philosophers of the Arab Maghreb, and post-Averroes philosophers

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 p	philosophers under study

5- Exam paper

Faculty mem	ibers				
	e teaching staff	Special requirements/skills (i any)	Specializat	ion	Scientific rank
lecturer	permanent		private	general	270 - 44
	Permanent		Islamic	Philoso	Assistant Professor Dr
			Philosoph	phy	
			у		

Professional d	levelopment			<u> </u>			***************************************
	faculty membe	rs				T	****
Professional d	levelopment for	faculty members	j		1100		

7- Acceptance standard	SC 150 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0 100 0
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



	Year/level	7000 0000	7073-7024					
	Course Code		O TO TO TO TO TO TO TO TO TO TO TO TO TO					
	or Course Name		and Islamic Philosophy					
	Essential or optional		Essential, and Mandatory					
	Knowledge	A4 A3 A2 A1						
Program skills chart Learning outcomes required from the programme	Skills	B B3 B2 B1 4 4 8 8 8		AND CONTRACTOR A COLUMN TO THE CONTRACTOR CO				
Program skills chart Learning outcomes requ	Value	C C3 C2 C1	T	Chapter and the second control of the second				

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



160. Course N	ame:					
Islamic Philosophy	7					
161. Course C			A CLASS			
162. Semester/	Year: Annual					
Annual						
163. The date	this description was m	iade:			100 pp. 100 pp	
2/22/2024						
164. Available	attendance forms:					
Attendance only						110000000000000000000000000000000000000
165. Number	of study hours (total)/r	number of units	(total):		Topas Alexandra	
60 hours. Two hou	irs a week					
	Jan.	4.44444		•		
166. Name of	the course administra	or (if more that	n one name i	s mentioned)		
Name: Dr. Ali Ha	di Taher					
167. Course o	bjectives		with the same of t		<u> </u>	
				ng the student to Islamic P	hilosophy	y in the
			Arab Magl			C.(1
			Emphasizi	ng the influence of the phi	losophers	s of the
				on the philosophers of the		gnreo, basic
				he student to understan	id the	basic
				. I-lamia Dhilacanhu		
			concepts in	n Islamic Philosophy.		
			concepts in	n Islamic Philosophy.		
			concepts in	n Islamic Philosophy.		
	g, and learning strate			n Islamic Philosophy.	1.5	The strategy
1- Educational str	ategy, collaborative c			n Islamic Philosophy.		The strategy
1- Educational str 2- Brainstorming	ategy, collaborative c education strategy.			n Islamic Philosophy.		The strategy
1- Educational str2- Brainstorming3- Education Stra	ategy, collaborative c education strategy. tegy Notes Series			n Islamic Philosophy.		The strategy
 Educational str Brainstorming Education Stra Course str 	ategy, collaborative c education strategy. tegy Notes Series tructure	oncept planning	g.		hours	The strategy
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation	ategy, collaborative c education strategy. tegy Notes Series	oncept planning Name of t	g.	Required learning	hours	
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method	ategy, collaborative c education strategy. tegy Notes Series tructure Learning method	Name of t	g.	Required learning outcomes	hours	the
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam,	ategy, collaborative c education strategy. tegy Notes Series tructure Learning method Lecture,	oncept planning Name of t	g.	Required learning outcomes Ibn Rushd, his life,	hours	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion,	ategy, collaborative c education strategy. tegy Notes Series tructure Learning method Lecture, participation,	Name of topic Islamic Phil	g.	Required learning outcomes	hours	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and	ategy, collaborative c education strategy. tegy Notes Series tructure Learning method Lecture, participation, questions, and	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life,	hours	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research	ategy, collaborative c education strategy. tegy Notes Series tructure Learning method Lecture, participation, questions, and interaction	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings	hours	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research Exam,	ategy, collaborative c education strategy. tegy Notes Series tructure Learning method Lecture, participation, questions, and interaction Lecture,	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings His contributions to	hours 2	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research Exam, discussion,	ategy, collaborative c education strategy. tegy Notes Series structure Learning method Lecture, participation, questions, interaction Lecture, participation,	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings His contributions to explaining Aristotle's	hours 2	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research Exam, discussion, reports, and research	ategy, collaborative ceducation strategy. tegy Notes Series tructure Learning method Lecture, participation, questions, and interaction Lecture, participation, questions, and	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings His contributions to	hours 2	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research Exam, discussion, reports, and reports, and reports, and	ategy, collaborative ceducation strategy. tegy Notes Series structure Learning method Lecture, participation, questions, interaction Lecture, participation, questions, and interaction interaction	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings His contributions to explaining Aristotle's books	hours 2	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research Exam, discussion, reports, and reports, and research Exam,	ategy, collaborative ceducation strategy. tegy Notes Series tructure Learning method Lecture, participation, questions, interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture,	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings His contributions to explaining Aristotle's	hours 2	the week
1- Educational str 2- Brainstorming 3- Education Stra 169. Course s Evaluation method Exam, discussion, reports, and research Exam, discussion, reports, and reports, and reports, and	ategy, collaborative ceducation strategy. tegy Notes Series tructure Learning method Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and	Name of topic Islamic Phil	g.	Required learning outcomes Ibn Rushd, his life, and writings His contributions to explaining Aristotle's books	hours 2	the week

4

knowledge,

and evidence of God's

Divine

existence

2

research

discussion,

Exam,

interaction

participation,

Lecture,

eports,		question,	and			
esearch		interaction			2	5
Exam,	- 1	Lecture,		The state of the s	2	
liscussion,		participation,		Physical resurrection -		
eports,	and	questions,	and	interpretation		
esearch	Ì	interaction				6
Exam,		Lecture,		Interpretation	2	0
discussion,		participation,				
reports,	and	questions,	and			
research	İ	interaction				
Exam,		Lecture,		The strength of the	2	7
discussion,	ŀ	participation,		soul		
	and	• -	and	1		
research	1	interaction				
Exam,		Lecture,		The forces of the soul -	2	8
discussion,		participation,		politics, and ethics		
reports,	and	questions,	and			
research		interaction				
		Lecture,		Ibn Khaldun, his life,	2	9
Exam, discussion,		participation,		and writings		
	and	questions,	and			
reports,	anu	interaction	and			1
research				Its characteristics, and	2	10
Exam,		Lecture,		position in the history		
discussion,	,	participation,	and	of Philosophy		
reports,	and	questions,	and	or i mosephy		
research		interaction		Human urbanism	2	11
Exam,		Lecture,		Tiuman urbamsm	~	
discussion,		participation,	,			
reports,	and	questions,	and			
research		interaction		The age, and stages of	2	12
Exam,		Lecture,		the country	2	12
discussion,		participation,		the country		
reports,	and	1 *	and			
research		interaction			2	13
Exam,		Lecture,		History - Arts	4	13
discussion,		participation,				
reports,	and		and			
research		interaction			1-	14
Exam,		Lecture,		Education	2	14
discussion,		participation,				
reports,	and	questions,	and			
research		interaction			1	
Exam,		Lecture,		Education (Lecture 2)	2	15
discussion,		participation,				
reports,	and	1 -	and			
research		interaction				
Exam,		Lecture,		Nasir al-Din al-Tusi		16
discussion,		participation,		his life, and writings	3	
reports,	and		and			
1		interaction	i		1	



Exam, discussion, reports,		Lecture, participation, questions, interaction	and	t	Necessary existence - the mystical aspect of knowing the truth	2	17
Exam, discussion, reports,	and	Lecture, participation, questions,	and	~	Essence , and existence	2	18
research Exam, discussion, reports,	and	Lecture, participation, questions,	and		Only one can emanate from one	2	19
Exam, discussion, reports,	and	Lecture, participation, questions,	and		The essence of pleasure - the issue of abundance - the finiteness of beings	2	20
research Exam, discussion, reports,	and	Lecture, participation, questions,	and		Sadr al-Din al-Shirazi - his life, and writings	2	21
Exam, discussion, reports,	and	Lecture, participation, questions,	and		His method of writing, and his cognitive system	2	22
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and		The authenticity of existence	2	23
Exam, discussion, reports, research	and	Lecture, participation, questions, interaction	and		Substantial movement		24
Exam, discussion, reports, research	and	Lecture, participation,	and		The union of the rational, the rational and the rational		25
Exam, discussion, reports,	and	Lecture, participation, questions,	and		The union of the rational, the rational and the reasonable (Lecture 2)	,	26
research Exam, discussion, reports,	and		and		The skeptical unity o existence	f 2	27
research Exam, discussion reports,	ano	1 -	and		Solving the problem of occurrence, and the temporal antiquity of the world	e	28
research Exam, discussion	,	interaction Lecture, participation	,		Linking the incident to the past	o 2	29

reports, and	questions, and					
research	interaction			1 1 1 it	2	30
Exam,	Lecture,			ne soul, and how it	2	30
discussion,	participation,		18	united with the body		
reports, and	questions, and					
research	interaction					
170. Course e	valuation			.1 C 25	marks for 1	monthly and
Distributed as fol	lows: 25 marks for mo	nthly, and daily	exams for	the first semester. 23	marks for i	nonuny, una
	ne second semester. 50 r		ams			
171. Learning	, and teaching resourc	es	1 -	d - l (mothodolo)	ry if any)	
None				extbooks (methodolog	gy, II ally)	
1 Islamic Philoso	phy. Dr. Muhammad	Abdel Aziz Al-	Main refer	rences (sources)		
Maitha						
	Arab thought until th	ne days of Ibn				
Khaldun - Dr. Or						
3- The Sufi app	roach in philosophizir	ng according to				
	usi in his letter to Sadr	al-Din al-Quadı.				
Dr. Ibrahim Muh						
	hy of Sadr al-Mutal	ahin al-Shirazi,				
Buildings, and	Foundations - Muh	ammad Hussein	-			
Tabatabai, and	others			1 1 bo	oks and	reference
				ended supporting bo	ouks, and	TOTOTOTICO
All books on the	history of Islamic Philo	osophy	1 '	journals, reports)		
History of Arab	Philosophy, Hanna A	Al-Fakhouri, and				
Khalil Al-Jar						
Glimpses from	the History of Islamic	Philosophy, Dr.				
Zakaria Bashir I	mam					
			Electroni	c references, Internet	sites	
1			Liccioni	C TOTOTOTIOUS, IIIIOTITOT		

Philosophy of Science/ Muntader Karim Qassim

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



None	summer training
	Other

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

2- Program descript Credit hours		Name of the course or courses	Course or courses code	7
practical	theoretic	Philosophy of science		2023-2024 / Fourth
P	al			
	theoretic			
	al			

3- Expected learning outcomes of the programme	
Knowledge	A CONTRACT OF THE SECTION OF THE SEC
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	The second second second second second second second second second second second second second second second se
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

	cation institution				
Faculty mem	bers				C: ve 1
Preparing the teaching staff		Special requirements/skills (if any)	Specializati	on	Scientific rank
lecturer	permanent		private	general	The second second second second
	Permanent		Philosoph	Philoso	assistant teacher
			y of	phy	
			science		

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.



				< 4	
	Year/level	2023-2024			
	Course Code		**************************************		
Approximation of the control of the	Course Name	and Philosophy of science			
	Essential or optional	Essential, and Mandatory			
om the programme	Skills Knowledge B B3 B2 B1 A4 A3 A2 A1				
Program skills chart Learning outcomes required from the programme	alue C3 C2 C1	4	Table of the special control of the special c		

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



73. Course Code: 74. Semester/Year: Annual 75. The date this description was made: 76. Available attendance forms: Attendance only 77. Number of study hours (total)/number of units (total): 78. 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 1-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	72. Course Name:		
74. Semester/Year: Annual 75. The date this description was made: 77. Number of study hours (total)/number of units (total): 76. Available attendance forms: Attendance only 77. Number of study hours (total)/number of units (total): 78. Name of the course administrator (if more than one name is mentioned) Name: Muntader Karim Qassim Email: muntadar.kareem@uoBasrahh.edu.iq -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 3Widening the possibility of analysis, synthesis, sorting, and criticism 180. Teaching, and learning strategies 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.	hilosophy of science		
Annual 75. The date this description was made: 1/22/2024 76. Available attendance forms: Attendance only 77. Number of study hours (total)/number of units (total): 178. Name of the course administrator (if more than one name is mentioned) 178. Name: Muntader Karim Qassim 179. Course objectives Finabling 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 1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Simulation, stories, acting, and simile. The strategy encouraging methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books.	73. Course Code:		
Annual 75. The date this description was made: 1/22/2024 76. Available attendance forms: Attendance only 77. Number of study hours (total)/number of units (total): 178. Name of the course administrator (if more than one name is mentioned) 178. Name: Muntader Karim Qassim 179. Course objectives Finabling 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 1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Simulation, stories, acting, and simile. The strategy encouraging methods, sometimes through smart screens or asking students to take advantage of electronic offices, and the method of accessing, searching, and downloading those books.			
75. The date this description was made: //22/2024 76. Available attendance forms: Attendance only 77. Number of study hours (total)/number of units (total): 180. Teaching, and learning strategies 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.			***************************************
76. Available attendance forms: Attendance only 77. Number of study hours (total)/number of units (total): 50 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 -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 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.			
Attendance only 77. Number of study hours (total)/number of units (total): 50 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 -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 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.			<u> </u>
Attendance only 177. Number of study hours (total)/number of units (total): 50 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 -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 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.			
179. Course objectives -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 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.			
Name: Muntader Karim Qassim Email: muntadar.kareem@uoBasrahh.edu.iq -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 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.		C (A CONTRACTOR)	
Name: Muntader Karim Qassim Email: muntadar.kareem@uoBasrahh.edu.iq -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 1-Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so. 2- Simulation, stories, acting, and simile. The strategy The strategy The strategy The strategy The strategy The strategy and downloading those books.		runits (total)	
Name: Muntader Karim Qassim Email: muntadar.kareem@uoBasrahh.edu.iq -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 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.	50 hours. Two hours a week		
Name: Muntader Karim Qassim Email: muntadar.kareem@uoBasrahh.edu.iq -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 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.		d	
Finall: muntadar.kareem@uoBasrahh.edu.iq Finabling 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 Reaching, and learning strategies The strategies -Dialog, discussion, and participation for all students, and motivating, and encouraging them to do so.	A CONTRACTOR OF THE CONTRACTOR	re than one hame is mentioned)	
179. Course objectives -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 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.	Name: Muntader Karim Qassim		
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	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
participation, and	Exam, discussion, reports, and research	Philosophy of science	Introduction to science, and the Philosophy of science	2	1
Lecture,	Exam, discussion, reports, and research		The relationship between Philosophy,	2	2

questions, a interaction	nd		and science, and their mutual influence		
Lecture, participation, questions,	nd	Exam, discussion, reports, and research	The philosophica foundations of the theory of science		3
Lecture, participation, questions,	and	Exam, discussion, reports, and research	The relationship o science to logic	f 2	4
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	The relationship of science to the theory of knowledge	1	5
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	The relationship of science to metaphysic	es 2	6
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	scientific knowleds (scientific facts scientific law scientific concepts scientific theory).	+ 2 + +	7
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Limits of scientif knowledge (man - t outside world symbols)	i	8
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Ways to accessions scientific knowledge	1.2	9
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Inductive meth (Aristotle - Bacon Hume - Reichenbac	- 2	10
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	The deductive meth (Plato - Descartes Popper)		11
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Scientific laws	2	12
Lecture, participation, questions, interaction	and	Exam, discussion, reports, and research	Underlying law	2	13



participation, questions, interaction Lecture, participation, questions,	and	reports, and research Exam, discussion, reports, and research	Logical positivism Applied rationality	2	20
interaction Lecture, participation, questions,	and	research Exam, discussion, reports, and research	The results of contemporary science in some philosophical	2	21
interaction Lecture, participation, questions, interaction	and	Exam, discussion, reports, and	Empiricism (Copenhagen School)	2	22
Lecture, participation, questions,	and	Exam, discussion, reports, and research	Einstein's position	2	23
Lecture, participation, questions, interaction	and	Exam, discussion,	The impact of scientific results on some philosophical concepts	2	24
Lecture, participation questions, interaction	, and	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	1	29		
/	/		Second semester exam		30		
exams for the seco	valuation ows: 25 marks for monthly, and nd semester. 50 marks for final e and teaching resources	cams			y, and daily		
None			quired textbooks (methodolo	gy, if any)			
1-Lectures on the 2. Philosophy of s Tarif Al-Khoury	Philosophy of science / Dr. Afrak cience in the twentieth century / Y		Main references (sources)				
1-Philosophy of S	cience / Maher Abdel Qader		Recommended supporting books, and reference				
	cience / Dr. Salah Qanswa		(scientific journals, reports)				
1		Ele	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 descrip Credit hours		Name of the course or courses	Course or courses	
practical	theoretic	Sufism		2023-2024 / Fourth
	theoretic			
	al		<u> </u>	

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)	
Chille	
-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.	
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

Faculty member	rs				
Preparing the te		Special requirements/skills (if any)	Specializati		Scientific rank
lecturer	permanent		private	general	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
	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.		Philoso	Dr.

	The state of the s
Professional development	
Orienting new faculty members	
Professional development for facul	y members

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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Program skills chart Programme Progr		- T					-			_							
the programme State Additional Essential Suffism B3 B2 B A4 A3 A2 A1 B3 B2 B A4 A3 A2 A1 B3 B2 B A4 A3 A2 Mandatory Mandatory Mandatory			Year/level			2023-2024											
the programme Knowledge Essential or optional B3 B2 B1 A4 A3 A2 A1 Essential, and Mandatory Mandatory			Course Code					00000000000000000000000000000000000000									
The programme Knowledge Essential S B A4 A3 A2 A1 Essential Optional Essential Mandatory Mandatory C C C C C C C C C			Course Name					1000 M TO THE REAL PROPERTY OF									
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the programme Sample B1			Essential	optional		Essential,	Mandatory										
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the programm 83 B3 B3 B3			Knc		A4				 -					-			_
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omes required fi		rom the	File		B3									-			
omes rec		quired fi				4											
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Program. Value C C C3 4 4	Progran	earnin	-	Value		4			 	_		+				+	

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



Course description form

ourse description form		***
84. 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@uoBasrahh.edu.iq		
191. Course objectives		
	-Enabling the student to understand th	e basic
	concepts in Sufism	
	2- Knowing the theories, and opinions h	e spoke
	about Sufis.	
	3- Introducing the student to the most in	nportant
	religious ideas, and visions related to Sufisi	n on the
	one h, and, and its difference from philos	sophical
	Sufism on the other h, and.	
	4- Enabling the student to know the most pr	ominent
	Sufis - Jews, and Christians - especially M	Auslims,
	and to know their lives, writings, and idea	as
192. Teaching, and learning strategies		
1-Dialog, discussion, and participation for all stude	nts, and motivating, and	The strategy
encouraging them to do so.	<u></u> ,	
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 return	ed 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 screen	sens or asking students to take advantage of	
	searching, and downloading those books.	
	Sourcining, and Downson	
(Telegram, Google Meet, PowerPoint)		
193. Course structure		-
	the unit or Required learning hours	the
Evaluation Learning method Name of topic	outcomes	week



Exam,		Lecture,	S	Sufism	A set of definitions for the terms (Sufi,	2	
liscussion,	L	participation,			Sheikh, Disciple)		
1 ,		questions, an	a		Sileikii, Discipic)		
esearch		interaction	_		A set of definitions	2	$-\frac{1}{2}$
Exam,		Lecture,				2	2
discussion,		participation,			(waking up,		
reports, a	and	questions, ar	ıd		drunkenness,		
research		interaction			drinking)		
Exam,		Lecture,			A set of definitions	2	3
discussion,		participation,			(annihilation, survival,		
reports, a	and	questions, ar	nd		divine love)		
research		interaction					
Exam,		Lecture,			The historical, and	2	4
discussion,		participation,			etymological origin of		
•	and		nd		the word Sufism, and		
research	and	interaction			its relationship to		
research	Ì	micraction			knowledge		
		T			Theoretical Sufism,	2	5
Exam,		Lecture,			and practical Sufism		
discussion,		participation,	ا د.		and practical barrows		
,	and	queotions,	nd				
research		interaction			O.C. Surface Co.E.	2	6
Exam,		Lecture,			Sufi experience, Sufi	4	0
discussion,		participation,			awareness, and their		
reports,	and	questions, a	nd		characteristics		
research		interaction					
Exam,		Lecture,			Factors that led to the	2	7
discussion,		participation,			spread of Sufism		
•	and	-	nd				
research		interaction					
Exam,		Lecture,			Theories that were said	2	8
discussion,		participation,			about the origin of		
	and	1 * "	ind		Sufism (Lecture 1)		
reports,	anu	interaction					
research		Lecture,			Theories that were said	2	9
Exam,		1			about the origin of		1
discussion,	,	participation,	انسا		Sufism (Lecture 2)	<u> </u>	
reports,	and	1 '	and		Sulishi (Dectare 2)		
research		interaction			Stages of development	2	10
Exam,		Lecture,			_		
discussion,		participation,			of Sufism (simple, and		
reports,	and	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and		organized asceticism)		
research		interaction				+	
Exam,		Lecture,			Stages of development		11
discussion,		participation,			of Sufism	1	
reports,	and		and		(philosophical Sufism)		
research		interaction					
Exam,		Lecture,			Schools of Islamic	2	12
discussion,		participation,			Sufism, Baghdad		
reports,	and		and		School		
research	and	interaction					
		Lecture,		except there is	Schools of Sufism	, 2	13
Exam,		1	ĺ	A CONTRACTOR OF THE PARTY OF TH	Nishapur School		
discussion,		participation,		# 1 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x 2 x			

eports, and	questions, and interaction	u				14
	Lecture,		l l	School	2	14
Exam, liscussion,	participation,		1	Egypt, and the Levant		
eports, and	questions, an	d				
esearch	interaction					15
	Lecture,			The method in Islamic	2	15
Exam, liscussion,	participation,			Sufism (the method,		
		nd		and the law)		
reports, and research	interaction					
	Lecture,			The method, and the	2	16
Exam, discussion,	participation,			truth		
	-	nd				
reports, and research	interaction					15
	Lecture,			Concepts, and	2	17
Exam, discussion,	participation,			theories in Sufism		
	* "	nd		(conditions, and		
reporte,	interaction			stations)		
research	Lecture,			Concepts, and	2	18
Exam,	participation,			theories of		
discussion, reports, and		ınd		monotheism, and		
reporter,	interaction			annihilation		
research	Lecture,			Concepts, and	2	19
Exam,	participation,			theories (pantheism)		
discussion,	1 * . ·	and				
reports, and	interaction	and				
research				Concepts, and	. 2	20
Exam,	Lecture,			theories (witness unit)		
discussion,	participation,	and				
reports, and	4 4	and				
research	interaction			The historical, and	1 2	21
Exam,	Lecture,			cognitive dimension of	f	
discussion,	participation,	and		the theory o		
reports, an	d questions, interaction	and		pantheism		
research				Ibn Seventy, and	d 2	22
Exam,	Lecture,			absolute pantheism		
discussion,	participation,	and		-		
r - ,	d questions,	and				
research	interaction			Ibn Arabi, and th	e 2	23
Exam,	Lecture,			unity of witness		
discussion,	participation,	and		_		
r- /	nd questions, interaction	and				
research				Sadr al-Din al-Shiraz	zi, 2	24
Exam,	Lecture,			and skeptic		
discussion,	participation,	and		pantheism		
- *F,	nd questions,	and				
research	interaction			Divine Love in Sufis	m 2	25
Exam,	Lecture,			(Between Praise, and		
discussion,	participation,	and		Disgrace)		
	nd questions,	and	Land Control of the C			
research	interaction					

xam,		Lecture,]	Divine Love (Hallaj)	2	26
liscussion,		participation,						
	and		ınd					
esearch		interaction					12	27
Exam,		Lecture,			I .	Divine Love	2	27
discussion,		participation,				(Jalaluddin Rumi)		
eports,	and	* -	and					
research		interaction				(m) 1	1	28
Exam,		Lecture,			I .	Divine Love (Ibn Al-	2	20
discussion,		participation,			1	Farid)		
reports,	and		and					
research		interaction					 	29
Exam,		Lecture,				Divine Love (Ibn	2	29
discussion,		participation,				Arabi)		
reports,	and	questions,	and		ļ			
research	*****	interaction	1					30
Exam,		Lecture,				Divine Love (Shahab	2	30
discussion,		participation,			ļ	al-Din Suhrawardy)		
reports,	and	1	and					
research		interaction						
	urse e	valuation						11.1
Distributed	as fo	llows: 25 marks f	or monthly,	and daily	exams !	for the first semester. 2:	5 marks to	r monthly, and
Distributed	for t	ne second semeste	EA montes	for final ave	ame			
daily exams	3 11/1 Li	ne secona semesa	er, ou maiks i	ioi iiiiai cac	allis			
daily exams	arnin	ne second semesor a and teaching r	esources	IOI IIIIai CA			77. 27.	
195. Le	arninį	g, and teaching r	esources	IOI IIIIai Ca	Require	ed textbooks (methodolo	77. 27.	
daily exams 195. Le None	arninį	g, and teaching r	esources	IOI IIIIai CX	Require		77. 27.	
195. Le None	arning	g, and teaching r	esources	ioi illiai exe	Require	ed textbooks (methodolo	77. 27.	
None 1/Sufism, A	arnin) Abu A	g, and teaching r	esources	ioi iliai cae	Require	ed textbooks (methodolo	77. 27.	
None 1/Sufism, A 2/ Dictional	arning Abu A	g, and teaching to l-Ula Afifi Sufism, Souad Al	esources -Hakim		Require	ed textbooks (methodolo	77. 27.	
None 1/Sufism, A 2/ Dictional	arning Abu A	g, and teaching r	esources -Hakim		Require	ed textbooks (methodolo	77. 27.	
None 1/Sufism, A 2/ Dictional	arning Abu A	g, and teaching to l-Ula Afifi Sufism, Souad Al	esources -Hakim		Require Main re	ed textbooks (methodolo eferences (sources)	ogy, if any	
None 1/Sufism, A 2/ Dictionar 3/ Introduct	Abu A	g, and teaching to l-Ula Afifi Sufism, Souad Al o Sufism, Abu Al	esources -Hakim -Wafa Al-Tai	ftazani	Require Main re	ed textbooks (methodolo eferences (sources)	ogy, if any	
None 1/Sufism, A 2/ Dictiona: 3/ Introduct All refere	Abu A ry of tion to	g, and teaching to l-Ula Afifi Sufism, Souad Al o Sufism, Abu Al- and Sufism	-Hakim -Wafa Al-Tat	ftazani	Require Main re	ed textbooks (methodolo eferences (sources)	ogy, if any	
None 1/Sufism, A 2/ Dictiona: 3/ Introduct All refere	Abu A ry of tion to	g, and teaching to l-Ula Afifi Sufism, Souad Al o Sufism, Abu Al	-Hakim -Wafa Al-Tat	ftazani	Require Main re	ed textbooks (methodolo eferences (sources)	ogy, if any	



Metaphysics / Sajad Saleh Shenyar

structure			
percentage	Study unit	Number of courses	Program structure
	60	60	Course requirements
		Yes	College requirements
		Yes	Department requirement
		None	summer training
			Other
		percentage Study unit	percentage Study unit Number of courses 60 60 Yes Yes

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

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

Knowledge	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,
	Concepts

	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. 4-Enables the student to organize his philosophical knowledge on the basis of logical certainty, and adopt the correct metaphysical position
Skills	5- Providing the student with experience, and skills in
	dealing with philosophical
	problems, and examining
	opinions.
	6- Developing the skill of
	philosophical criticism, and the
	skill of critical thinking.
	7- Developing dialogue, and discussion skills, and
	and discussion skills, and preparing him psychologically,
	and intellectually.
	8- Enabling the student to
	analyze philosophical issues in a
	logical manner, and employ
	philosophical concepts in
	completing his programs.
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.
	Objectivity in interfectual dialogues.

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

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

Faculty men	bers				2
Preparing the teaching staff		Special requirements/skills (if any)	Specialization		Scientific rank
lecturer	permanent		private	general	
	permanent		theory of	Philoso	Assistant Professor
	1		knowledg	phy	
			e		

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.



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



Course description form

3-Self-learning strategy

4-Problem solving, and investigation strategy 5-Education strategy based on teamwork

Course description form	
13. Course Name:	
Metaphysics	
14. Course Code:	
15. Semester/Year: Annual	And the state of t
Annual	
16. The date this description was made:	
2/23/2024	
17. Available attendance forms:	See the second s
Attendance only	and the second of the second o
18. Number of study hours (total)/number of units (total):	And the second s
60 hours annually. 2 hours per week	
CC Alexanorematic	mentioned)
19. Name of the course administrator (if more than one name is	mentioned)
Name: Sajjad Saleh Shinyar	
sajad.saleh@uoBasrahh.edu.iq 20. Course objectives	
	1-Identify the reasons for the difficulty of defining metaphysics, the foundations on which metaphysics is based, and its traditional, and contemporary issues. 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. 3-Teaching metaphysics to develop motivation for achievement, and orientation towards philosophical issues in other philosophical branches, including practical wisdom. 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.
21. Teaching, and learning strategies	The strategy
1-Education strategy through direct teaching.	The strategy
2- Brainstorming education strategy.	
2. C. 1C1in a street occur	

22. Course struct	Jro.				MSS - 3797
Evaluation method	Learning	Name of the unit or topic	Required learning outcomes	hours	the week
1- Exams (daily, and	method Lectur	Definition of metaphysics in language,		2hour	1
monthly).	e, and	and terminology		<u> </u>	



, and the end of the	discus		1- Providing the student with		
year)	sion		knowledge of metaphysics,	2hour	2
2- Class reports, and	Lectur	The difficulty of defining metaphysics	its importance, and	2.1.0 4.1	
research 3- Continuous	e, and		metaphysical doctrines.	2hour	3
3- Continuous preparation	Lectur	The traditional division of metaphysics	2- Providing the student with		1
preparation	Lectur	The possibility of metaphysics, and the	knowledge of the	2hour	4
4- Asking questions,	e, and	foundations on which it is based	metaphysical views that	2hour	5
participating during	Lectur		establish his philosophical	Ziloui	
the lecture, paying	e, and	Metaphysical concepts	system about existence, the universe, life, and man, and		
attention,	discus		determining his position on		
understanding, and	sion		the criticisms directed at	2hour	6
interacting with the	Lectur		metaphysics.		
professor, and	e, and discus	Existence, and existing	3 The student is introduced to		
students	sion		metaphysical topics such as		
5- Participate in the	Lectur		the concept of metaphysics,	2 hours	7
lecture presentation	e, and		and its divisions,		
iootaio processi	discus	Essence - Presentation	metaphysical concepts such		
6- Attendance	sion		as existence, essence,	01	0
	Lectur	Reality-appearance	causality, truth, appearance, etc., evidence of the	2hour	8
	Lectur	Fixed-variable	etc., evidence of the existence of God, the world,	2hour	9
	Lectur	Power - action	time, place, identity, and the	2hour	10
	Lectur	The problem of existence	person, and learning about metaphysical doctrines, and	2hour	11
	Lectur	Introduction to the doctrines of	the relationship of	2hour	12
	Lectur	Materialism	metaphysics to science, art, and religion.	2hour	13
	Lectur	Ideal doctrine	4-Enables the student to	2hour	14
	Lectur	Dualism	organize his philosophical knowledge on the basis of	2hour	15
			logical certainty, and adopt		
	Lectur	Traditional metaphysical topics	the correct metaphysical position	2hour	16
	Lectur	Evidence of the existence of God, the		2hour	17
	Lectur	Contemporary Metaphysical Issues (1)		2hour	18
	e, and	Person, causation Contemporary Metaphysical Issues (2)		2hour	19
	Lectur	Identity - Accidents			
	e, and	Contemporary metaphysical issues (3)		2hour	20
	Lectur e, and	Time, and place			
	Lectur	Kantian Critique of Metaphysics		2hour	21
	Lectur	Criticism of the logical positivism o	f	2hour	22
	Lectur	Deconstruction's critique o	f	2hour	23
	Lectur	Postmodern critique of metaphysics		2hour	24
i	e, and	The relationship of metaphysics t		2hour	25

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

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	Main references (sources)
Philosophy	
Beyond nature - Dr. Muhammad Balrouin	1 1 1
Metaphysics among contemporary philosophers - Dr. Mahmoud Rajab	Recommended supporting books, and reference
Metaphysics (Origins, and Transformations) - Dr. Muhammad Yahya	(scientific journals, reports)
Internet	Electronic references, Internet sites

Philosophical Arts/ Resal Hussein Abdel Latif

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

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

2- Program de	scription			
Credit hours	Seription	Name of the course or courses	Course or courses	Year/level
practical	theoretic	00000		2023-2024 / Fourth
-	al			

theoretic	Philosophical Arts	
al		

*7 1 1	
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	
DKIIID	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.

Faculty mem	ibers				I _ i .e I
The state of the s	e teaching staff	Special requirements/skills (if any)	Specializati	on.	Scientific rank
lecturer	permanent		private	general	
	Permanent		Contempo	Philoso	Teacher
			rary	phy	

LOV

		Philosoph		
		у		
1	 	L		

Professional development	
Orienting new faculty members	
Professional development for faculty members	

Acceptance standard Central admission

- The most important sources of information about the program
- Philosophical Arts Muhammad Shafiq Chia 1-
- All texts, and literary works of authors under study (within the curriculum) 2-
- Literary criticism Ihsan Abbas 3-

Program development plan

- Working to link some study topics to the cultural, literary, and artistic reality of 1life for a deeper, and more comprehensive understand ing.
- Trying to link the works with their cinematic or theatrical embodiment, 2through some theatrical or cinematic performances.

	Year/level	2023-2024	
in and a second	Course Code		
	Course Name	Philosophical Arts	
	Essential or optional	Essential, and Mandatory	
		A2 A1	
mamme	Knowledge	B1 A4 A3	
Trough and the Trough	quirea ironi ine progr	1 B B3 B2 4 V V	
Program skills chart	Learning outcomes required from the programme Value	C C3 C2 C1	

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

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@uoBasrahh.edu.iq 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	96. Course Name:	Section 1 to the control of the cont
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@uoBasrahh.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 though through the literary models through which it appears		
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@uoBasrahh.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	97. Course Code:	A STATE OF THE STA
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@uoBasrahh.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	198. Semester/Year: Annual	
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@uoBasrahh.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		
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@uoBasrahh.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	199. The date this description was made:	
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@uoBasrahh.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	2/22/2024	
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@uoBasrahh.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	200. Available attendance forms:	
202. Name of the course administrator (if more than one name is mentioned) Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.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	Attendance only	
202. Name of the course administrator (if more than one name is mentioned) Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.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	201. Number of study hours (total)/numb	er of units (total):
Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.edu.iq 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	60 hours. Two hours a week	
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	Name: Resal Hussein Abdel Latif	i more man, one mane
philosophical though the literary models through which it appears	Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.edu.iq	
	Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.edu.iq	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.
Teaching and learning strategies	Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.edu.iq	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
	Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.edu.iq 203. Course objectives 204. Teaching, and learning strategies	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
2- Teaching strategy brainstorming. 3- Teaching strategy through analysis, and critical thinking	Name: Resal Hussein Abdel Latif Email: resal.hussain@uoBasrahh.edu.iq 203. Course objectives 204. Teaching, and learning strategies 1- Students participate in presenting 2- Teaching strategy brainstorming.	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 part of the lecture The strateger

205. Course st 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



	Lecture, participation,		The meaning of philosophical Arts	2	3
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			Forms of intersection	2	4
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			Litanam anitiaism as a	12	5
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and	-	and	1 *		
	interaction			+	6
	Lecture,		Structuralism	2	0
	participation,				
and	questions,	and			ļ
	interaction			_	
	Lecture,		Deconstruction	2	7
	participation,				
and	questions,	and			
	interaction				
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and	•	and			
and	· •		Gilgamesh		
			Elements of the epic	, 2	9
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anu		and	Promission		
			B- Symbolic Arts. Ibi	1 2	10
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			2. The specific poem	12	11
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and	1 *	and			1
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	Lecture,			y ²	12
	participation,		ibn Yaqzan)		
and	1 *	and			
	interaction				13
	Lecture,		D- Sufi Arts	2	13
	participation,				
and	questions,	and			
	interaction				
	Lecture,			1	14
	participation,		, · · · · · · · · · · · · · · · · · · ·	is	
and		and	philosophical poetry		
	interaction				
	Lecture,		, and - Abu Hayya	I	15
	participation,		Al-Tawhid (A	1-	
-	and and and and and and	interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction Lecture, participation, questions, interaction	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction	Lecture, participation, and interaction Lecture, participation, and interacti	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and questions, and questions, and interaction Lecture, participation, questions, and questions, and questions, and interaction Lecture, participation, questions, and questions, and questions, and interaction Lecture, participation, questions, and questions, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interaction Lecture, participation, and interacti

ı	questions, a interaction	nd		Hawamil, and Al- Shawal)		
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-	Lecture,			Crime,	2	17
l l				Punishment		
		and				
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				2-Maxim Gorky	2	18
				(Marxism in Arts)		
and	-	and				
	interaction					10
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and	•	and				
	interaction					
				Eliot, and nihilism	2	20
and	-	and				
unu	interaction					
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and		and		Wednesday.		
anu	1 -					
				Existentialism	2	22
	l i			(meaning of existential		
and	1 *	and		Arts)		
anu	l -					
				Sartre	2	23
and	1 * -	and				
anu	1 *					
				Albert Camus	2	24
and	_	and				
and						
				Examples of	f 2	25
	1			philosophical Arts in	1	
and		and		the Arab world (Jami	1	
anc	1 *			Sidqi Al-Zahawi)		
				Khalil Gibran	2	26
and	1 *					
				The process	1	27
	participation,	1		Marxism in Arabi	c	
an	-	and		Arts		
an	interaction		appending the first transfer of the first tr			
	and and and and and	interaction Lecture, participation, questions, interaction	participation, questions, and interaction Lecture, participation, and interaction Lecture, participation, and interaction	participation, questions, and interaction Lecture, participation, questions, and interaction	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and questions, and interaction Lecture, participation, and interaction	Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, questions, and interaction Lecture, participation, and inter

	Lecture,	Abdul Rahman A	1- 2	28
Exam,	participation,	Sharqawi (Earth)		
discussion, reports and	questions, and			
reporte,	interaction			
research	Lecture,	The presence	of 2	29
Exam,	participation,	existentialism	in	
discussion,	* * .	Arabic Arts		
reports, and	questions, and interaction			
research		Suhail Idris (The La	tin 2	30
Exam,	Lecture,	Quarter Novel)		
discussion,	participation,	Quarter 1 (0 (0)		
reports, and				
research	interaction			1100
206. Course e	evaluation	for the first camester	25 marks fi	or monthly, and
Distributed as fol	llows: 25 marks for r	thly, and daily exams for the first semester.	25 marks 1	or <i>month</i>
	ne second semester. 5			
207. Learning	g, and teaching resor	Required textbooks (method	.1 if any	
				7)
None			ology, if any	7)
	Philosophical-	Main references (sources)	ology, ii any	7)
None	Philosophical-		ology, 11 any	7)
None 1- Arts	Philosophical- ñq Shea		ology, 11 any	7)
None 1- Arts Mohammed Shaf 2- all Tex	Philosophical- fiq Shea ts, and the work		ology, 11 any	/)
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None 1- Arts Mohammed Shaf 2- all Tex Literary For au	Philosophical-		ology, ii any	<i>i</i>)
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None 1- Arts Mohammed Shaf 2- all Tex Literary For au study (within Cu 3- criticism	Philosophical- fiq Shea ts, and the works thors Restriction the rriculum)		ology, ii any	/)
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None 1- Arts Mohammed Shaf 2- all Tex Literary For au study (within Cu 3- criticism	Philosophical- fiq Shea ts, and the works thors Restriction the rriculum)	Main references (sources) Recommended supporting	books, an	
None 1- Arts Mohammed Shaf 2- all Tex Literary For au study (within Cu 3- criticism Abbas	Philosophical- fiq Shea ts, and the works thors Restriction the rriculum)	Main references (sources)	books, an	



English language/ Haitham Mahdi Maatouq

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

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

2- Program descripti	on	Name of the course or	Course or courses	Year/level	
Credit hours		courses	code		/E 41:
1	theoretic	English language		2023-2024 phase	/Fourth
	ui ui				

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

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

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

Evaluation methods 5-

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

Faculty men	nbers				
and the second s	e teaching staff	Special requirements/skills (if any)	Specializati	on .	Scientific rank
lecturer	permanent		private	general	
	permanent		Translatio n studies	Translat ion studies	Teacher

Professional o	development					
	w faculty members		and all ale			
Professional o	development for fac	culty members	38.7		777	

7- Acceptance standard	

The most important sources of information about the program 8-



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Program development plan

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



		Code Year/level		2023-2024		2000							 	
		Course												
		Course Name		Student book	intermediate									
		or		and										
		Essential optional		Essential,	Mandatory	000000000000000000000000000000000000000								
			A1											
		14.7	A2											
		Knowledge	A3											
		Knowle	A4									-		
			B 1											
			B2						 -			$\frac{1}{1}$		
	ne		B3						 :	۲				
	orogramı	Skills	B4											
	Learning outcomes required from the programme		CI											
t	require	4	22											
kills char	outcomes						_							
Program skills chart	Learning c	Value	7.7	;										

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



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	ription form		· Of the Williams			
0. nam	e the decision:	intermediate student book	7. 7. 7.			
1. Cou	rse Code:					
· .	nester/Year: Ar	1				
2. Sem Annual	iester/ i ear. Ar	mudi		**************************************		
	date this descr	iption was made: 02/14/202	4			
4. Ava	ailable attendar	ice forms:	Maria Marka Swarp () Staling all		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	6/1 2 44 - 0.00 (44 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4
Attendance of	And the second second second second	<u> </u>	<u> </u>			
		ours (total)/number of units	(total):			
	nually. An hour					
46. Nai	me of the cours	e administrator (if more than	one name is	mentioned)		
	nam Mahdi Ma					
		Basrahh.edu.iq				
	-					
47. Co	urse objectives					
•	-		1- Make sti	idents understand the ba	isic rule	es of the
•	•		English lan	guage		
•			2 -Expand	ding students' skills in	conve	ersation,
	•		reading, an	d writing		
			3 -Enhanci	ng the spirit of communic	ation w	ithin the
			classroom	by motivating students t	o expre	ess their
			abilities to	-		
48. Te	aching and le	earning strategies				
		borative concept planning.				The strategy
	strategy cona					
-						
3-Education	n strategy notes	series				
						i
	ourse structure				hours	the
Evaluatio	Learning	Name of the unit or topic		Required learning	nours	weel
n method	method		_	outcomes	harr	1
for	Explaini	Module or			hour	-
mont	ng the	Unit Topic	c Title	1-	hour	2
hly,	scientifi	2		Acquiring	hour	
and	c	Questions	Words	English	hour	3
	I			language	hour	1

Module orl			
Module of I		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

1	agneent	5	students	hour	7
ind	concept	Tenses: Past Simple	about the	hour	
ne	s, and	6	importance	hour	8
nd-		, and Continuous	of	hour	9
f-	Researc	Reading text: River	comprehen	hour	10
ear	h conduct	Thames	sion	hour	
xa	ed by	7	through	hour	
n.	the	8	reading in	hour	
	student	Hot Verbs	the English	hour	
		Quiz	language	hour	
	on the Internet	9	3 Teaching	hour	11
	1	Comparative, and	_	hour	
	to apply	Superlative Adjectives	how to	hour	12
	these	10	write, and	hour	13
	concept	Famous Couples: Present		hour	
	s. 3. It	perfect, Past perfect/for	1	hour	14
	summar	& some	language	hour	
	izes the	A Tale of Two	_	hour	15
	most	Millionaires		hour	16
	importa	11		hour	17
	nt ideas	Have, should & must		hour	
	that	Reading Text: Dilemmas		hour	18
	were	12	'	hour	
	presente	Homework			
	d during				19
	the	13			20
	lectures	Review			21
		14			22
		Monthly Exam			
		15			23
		Verbs & Complements			
		16			24
		Reading & Speaking			25
		17	0.		26
		Hot verbs: take, get, do &	×		
		make			27
		18 B. Was /Grand to Doot	h		
		Reading/Scared to Deat	11		28
		19			
		Grammar Spot			29
		20			
		Homework			30
		Quiz			
		17h1			
		Vocabulary			
		22			
1		Ed/ing adjectives			
		23		ļ	
		Monthly Exam			



	24			
	Into the Wild	1		
	25			
	So, & much			
	26			
	Coca cola			
	27			
	History	of the		
	Hamburger]
	28			
	Homework			
	29			
	Review			
	30			
	Monthly exam			
50. Course evaluat				
Distributed as follows:	25 marks for monthly, and da	ily exams for the	first semester. 25 marks for	r monthly, and
daily exams for the seco	ond semester. 50 marks for final	exams		
52. Learning, and	teaching resources			100 C 100 C
-New HeadwayBeginne	rs-student book	Required text	books (methodology, if any)	
(Student book)				
-New Headway Beginn	ers- student book			
(work book)				
		Main reference		references
			d supporting books, and	references
			irnals, reports)	
https://uomustansiriyah	.edu.iq/	Electronic ref	ferences, Internet sites	
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